

Adolescence and Academic Well-being: Parents, Teachers, and Students' Perceptions

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Abstract

This paper addresses an investigation into the relationship between adolescent emotions and academic well-being. It explores teachers', parents', and students' perceptions of adolescents' understanding of their emotions and academic development. Studies have shown that adolescents of all stages are engaged in incidental and formal learning, they learn from different environments, perceive different perspectives, and learn from experiencing the new methodologies of life. Adolescents prefer to talk more about themselves, their lives, their decisions, their thinking, and their ways of approaching solutions to problems. At this stage, adolescents may get emotionally hurt easily, which may lead to dissatisfaction or the development of adverse behaviors. Thus, at this age, emotional disorders or behaviors need immediate attention by parents, teachers, and peers to avoid negative effects on their academic performance. The researcher carefully chose the phenomenological research approach to study the experience of individuals and perceptions of teachers, parents, and adolescents. Data were collected through three focus group discussions a) Teachers b) Students c) Parents. The data were analyzed using thematic analysis techniques. Research findings show that there is a strong connection and relationship between adolescents' emotions and academics, and they are emotionally involved in different activities. They are also under peer pressure and academic pressure from teachers and parents to study and this impacts their academic performance.

Keywords: adolescence, academic well-being, emotional well-being, self-confidence, self-esteem

Introduction

Adolescence is a critical stage between childhood and adulthood. Different psycho-sociological theories have provided different perspectives on understanding the features and processes of adolescent development. At the same time, these theories reveal some issues and controversies in the study of adolescent development. Adolescence is a vulnerable time for most children because they can develop habits they hold onto in their adult lives. The stages of adolescence can be categorized into early adolescence (ages 10 to 13 years), middle adolescence (ages 14 to 17 years), and late adolescence (ages 18 - 22 years) (Allen & Waterman, 2019). According to the theory of adolescence, physical growth, mental health, and emotional development are common at this stage. This whole stigma is a collective process of rapid change physically and emotionally (Sanders, R. A., 2013). Many physical, sexual, cognitive, social, and emotional changes happen during this time; therefore, this can cause anticipation and anxiety in children, teachers their family members, and teachers.

During middle adolescence (ages 15-17 years), the peer group becomes a mixed-sex peer group and assumes a primary social role for the adolescents. They begin to have short, intense friend relationships while looking for an ideal family lifestyle. It is not uncommon for adolescents to have clashed with adults during this stage. Family conflict is likely to be at its peak. As adolescents' independent functioning increases, adolescents may examine their personal experiences relating to them (Zimmer et al., 2008), and develop a concern for others.

Students learn best in schools that provide a safe and conducive social and academic environment. Everyone at school has a vital role to play in adolescents' life which creates a long-term effect on their lives. The school teachers, principals, and the broader education system must provide positive role models. It is the parent's and teachers' responsibility to make sure that academic goals are achieved. These variables are inside and outside of adolescents that affect students' quality of academic achievement. These factors may be termed student factors, family factors, school factors, and peer factors (Crosnoe et al., 2003).

If adolescents experience violence and harassment in this development phase, for example on the way to school, with friends, or with family, this creates aggression which may lead to poor academics, negative attitudes (Kranke et

al.,2010), lack of school necessities, poor school discipline, and emotional challenges. Likewise, behavior issues of adolescents which is quite common may develop unhealthy habits that may turn into problems in their adult lives (Kjelsberg & Friestad, 2009). During this process, adolescents are not able to identify or label, their feelings for themselves or the feelings of others

Literature shows a gap in the relationship between adolescent emotion and academic pressure towards achieving their goals. Adolescence development is a major topic of investigation in research; however, a challenging problem that arises in this domain is the relationship between the emotional and academic balance in adolescent life. This research focused on adolescents between the ages of 14-17 years, studying in private Pakistani schools. The adolescents in private schools were mostly enrolled in the British educational system, i.e. the Cambridge-‘O’ Levels where students had the pressure of studies, assessments, peer pressure, decision making, social appearance, and much more (Cambridge University Press & Assessment, 2020). The study also focuses on students’ academic performance along with the ability to deal with emotions that develop during this time, which may bring anticipation and anxiety for both children and their families.

Research Questions

1. What are the consequences on academic performance of adolescents (14-17 years students)?
2. What impact do teachers have on the learning of adolescent students aged 14-17 years?
3. What are the effective strategies of parents in resolving the emotional challenges of adolescent children aged 14-17 years?

Literature Review

Adolescence is a period of physical, cognitive, emotional, and social changes that frequently result in different behavior (Palminteri et al., 2020) It is also a period of self-discovery, where it is normal for teenagers to experiment with friendship, activities, substances, and sexuality. They are at a very vulnerable stage in their development and need guidance, support, and care from parents and teachers (Luna, 2009) As they are facing adolescent challenges, their brain supports

cognition, learning, and emotions (Kilford et al., 2016). Several theories have been proposed for adolescents; some focusing on emotional and social development, others on academic and mental development (McDougall & Vaillancourt, 2015).

A more comprehensive description can be found in young adolescents' psychological and emotional development as they are in a continuous process of developing their cognitive, psychological, emotional, and social skills (Omrani et al., 2019). At this stage, adolescents can love and think about spirituality, and participate in different activities (Sanders, 2013) like concrete thinking focusing largely on personal physical presentation or real-life problems, attitudes, and behaviors, including violence and eating disorders (Honeycutt & Milliken, 2012).

According to Freud's theory, the adult self consists of a personality having three main elements the superego, the ego, and the identification (Cherry, 2020). The three parts of adolescence personality impact the id based on the pleasure principle, the ego based on the reality principle, and the superego based on the source of anxiety moral, which contains the ideal ego and the conscience.

Erikson's theory for the adolescence of Identity vs. Role Confusion (Fidelity) identifies that developing as a sense of self-understanding of who am I? What do I want to do with my life? Most adolescents explore their different selves to see which they fit in an attempt to discover their roles and ideas, set goals, and explore their adult selves (Smith, 2021). This is not particularly new and has been used for many years in the field of adolescent social development. At this stage of life, adolescents are busy working out who they are and where they fit in the world, they might be trying out new things like clothing styles, music, art, or friendship groups. Friends, family, media, culture, and more shape to learn their choices (Rentzsch et al., 2016).

However, the academic development is important for adolescents as in today's society academic accomplishments, as well as failures, determine the students' future academic career and job opportunities. (Suldo et al., 2009) stated that happy adolescent becomes happy workers in the future and proactive schools, teachers and parents adapt their educational contexts accordingly. Specifically, within the school context, better-performing students may also demonstrate a higher level of self-esteem and self-confidence.

Besides that, several authors have recognized that many factors including parent psychopathology and personality in terms of agreeableness, extraversion, depression, emotional stability, and neuroticism play a positive role (Masud et al., 2019). The parenting style of a spouse, marital satisfaction, parenting beliefs, parent-child relationship, child characteristics, work stress, education level, and socioeconomic status have been highlighted for their role in determining parenting styles in adolescent lives. However, in Pakistan's context adolescents experience family stress, depression, and economic despair which further impacts their academic performance in terms of grades. Moreover, gender also affects susceptibility to experience anxiety and stress (Aziz & Tariq, 2019). Furthermore, educated parents can better communicate with adolescents regarding schoolwork about their progress.

Furthermore, it has been observed that teacher participation and the people by whom the student is surrounded such as the school personnel, family members, friends, and communities play an important role in adolescents' academic success (Moon & Bouchey, 2019). This social assistance has a key role in the achievement of performance goals of adolescents at school (Farooq et al., 2011). Besides, the social structure, parents' involvement in adolescents increases the educational rate of academic success (Demetriou et al., 2020) Research indicates that teachers' years of experience can impose a positive impact on adolescents on the achievement of their academic performance (Akinsolu, 2010). Qualified and well knowledgeable teachers can involve adolescents in school and extracurricular activities (Wood et al., 2007). Teachers' contribution to adolescents' cognitive and behavioral changes bring hope to academic achievement and educators, counselors, and mental health (Aziz & Tariq, 2019).

The modern way of teaching through technology has revolutionized all the arenas of adolescents' life, and the paradigm of education is not an exception (Costa et al., 2019). Instructional technology plays a vibrant role in the teaching-learning process and makes it more interesting, successful, and fruitful (Suleman & Hussain, 2014). To make adolescents' learning more effective, the use of information and communication technology is the key essential. However, adolescents' academic success reveals that school culture, teacher, and environment as few of the determinants of their academic success (Akinsolu, 2010). A closer look at the literature on adolescents' however, reveals several gaps and shortcomings in the relationship between emotions, parents, teachers, and academics in the Pakistani

context. Although studies have been conducted by many authors, this problem is still insufficiently explored.

Methodology

Study Design

This qualitative inquiry followed the phenomenological approach to understand the relationship between the adolescent stage and the academic well-being of students through the lived experience of teachers, parents, and students. This research explored adolescents' stages and academic development of O-Levels students in private schools in Karachi. The expert teachers in the field of O-Levels-Cambridge private system were selected, the adolescent parents experiencing the current senior with their children, and the students of O level. Their lived experience was inquired about for research.

Sample

The study population comprised parents, teachers, and adolescent students who are studying the Cambridge stream in Karachi. The sample was selected through the purposive sampling technique. As the study was limited to the private schools of Karachi that offer the international Cambridge stream- O-Levels, the sample was purposively selected that met the criteria. Through this sampling technique, the following categories of participants were approached: (a) Teachers; (b) Parents; (c) Students/adolescents, working and studying in private schools in Karachi Region. As the data were collected during the pandemic, virtual calls were taken as the means of communication and data gathering. Three focus group discussions were arranged via zoom respectively: (a) Five teachers of O-Levels of Private schools interacting with adolescents (b) Five adolescents' parents' and (c) Five students studying in private schools.

Data Collection

The data were collected through a set of items diligently designed for the focus group discussions with all three respondents' categories. The items were based on the perception of parents, teachers, and students on adolescent stages' importance, challenges, and relationship with academic and emotional welling and teachers' and parents' role in supporting adolescents in managing and maintaining academic and emotional wellbeing.

The data were collected in three groups teachers, parents, and adolescents respectively. Each group had five participants. Prompts were prepared for each focus group item. During the focus group discussions, the participants were asked to respond to each question separately, and then in the last two items, participants were allowed to share their opinions in relation or contrast to each other.

The qualitative research data were analyzed through a thematic analysis framework by Gibbs (2007). The following steps were used to analyze the data. After the interview data were collected, responses given in English were transcribed after listening to the interviews several times. Next to meaningful units were extracted and codes were created, which were later on sorted into sub-categories. The last step was to analyze the texts by categories to create meaningful analyses. Interview responses given in Urdu were translated using the back-to-back technique. Moreover, thematic analysis was performed to explore the key emerging themes from the data. Triangulation was used for analyzing and assuring the validity of data.

Findings

The present study sets the findings that adolescent emotional development has different phases at this stage that are searching for identity. They experience mood swings, over-sensitiveness, and feelings of uncertainty in decision making, which leads to emotional disorder. Emotion plays a major role in how an adolescent feels and thinks. In the Pakistani context, parents' teachers, and students have a slightly different understanding of emotional development.

Adolescence Spirits

According to one of the teachers of the study:

“What they like is good, very good what they don't like is bad and very bad. Someone has to tell them what is right and wrong, how to sit, what to wear, how to talk, overall, how to present themselves. After 10 grade, the child is mature and this is a crucial stage so the parents and teachers should train them for social appearance and acceptance” (Respondent # 1.1 Teacher).

However, teachers and parents both shared a common understanding that the adolescent is going through different stages, mood swings, their identity, social

acceptance and which leads to understanding that they need support from them so that they can help them understand their emotions and actions. A parent stated:

“In short, an adolescent at this stage is looking for identity, his acceptance from parents and teachers. He/she at this stage is understanding and learning family and school rules and regulations. Many emotional feelings are churning inside. If an adolescent is given an identity his/her emotion will be more stable” (Respondent # 2.1, Parent).

“When adolescents are emotionally stable, they will accept their responsibilities, and understand school and family problems and challenges. This is our fault we don’t understand our adolescents’ emotions, feelings, etc. but impose on them” (Respondent # 2.2, Parent).

The above response shows that the adolescents’ understanding of emotions is completely different. They do recognize feelings such as being rude, happy, aggressive, angry, etc., but they do not know how to overcome these feelings. Gaps have been found as their thinking tank is small, they are focused on the problem, and they overthink at times which leads to emotional disorder. They need to learn how to look into the bigger picture of life. Below are the responses of adolescence:

“I feel like I am stubborn and being a teen, I am very annoying sometimes, I become really rude, but I do not mean to-Yet I tend to get rude but then I am like vice versa. When I am in a good mood, I will get so happy so hyper. So basically, I have two extremes, maybe it’s because I do not sleep much” (Respondent # 3.1, Adolescence).

“In my teenage, I have become lazy and don’t study much. I get really angry and sometimes I get bored easily and also am moody” (Respondent # 3.2, Adolescence)

“My mood swings get changed easily these days. At times, I am happy totally- overjoyed- can’t control my mood at that time and I feel so much anxiety. I get a feeling that I will burst out at everyone” (Respondent # 3.3, Adolescence)

However, the result shows that adolescence needs support from parents and teachers to understand that they are going through different stages of mood swings and they need time to understand themselves. Teaching them and guiding them does not support them until and unless their feeling were understood.

Adolescence Relationship

The findings reported below show that parents and teachers both agree that adolescents should be treated with care by creating a bond of friendship, making them you're an ally, sharing their feelings, and ideology of life, and guiding and supporting them in day-to-day challenges. They should not be isolated from the family. Below are the responses of teachers and parents:

“Sometimes they are not satisfied with a friend if there is miscommunication within the friend circle. They get hurt in minor incidences and this provokes their anger. We should win their support by making them understand and making them comfortable” (Respondent # 1.1, Teacher).

“The best friend of the adolescents is the mother because they are very close. If a child is not comfortable at home, then they seek support from the teacher. They need comfort zone to share their feelings” (Respondent # 1.2, Teacher).

“One must develop trust with them and share what is right what's wrong. Develop friendship with their friends” (Respondent # 2.1, Parent).

Finding shows that friendly teachers become friends with adolescence easily and they enjoy their company very much, on the other hand, stick teachers and adolescents are way apart from them, they don't like to share their feelings and things with them. However, on the other side teachers believes that mother should be open and friendly with adolescence. However, some parents believe that adolescents will never be their friends as they consider us their enemies. Below is the response of a parent:

“At this stage of adolescence, they don't like their parents to be their friends because they want to experience and explore more, they want to hang out with their friends and here you will take a stand. You will not allow them

to be distracted. So, at this stage, they will not be your friend as we as parents take strict actions for their betterment. You have to take a stand”
(Respondent # 2.2, Parent)

Adolescents at the same time complain that their parents are not happy with their performance at least at the beginning stage and as a result, their emotional behavior gets changed and they get cross and irritable easily. As they become emotionally stable, they do realize that their parents are guiding them on the right path. Below are the responses of adolescents:

“It’s like my mom and my dad used to give comments on what happens with me it’s like their fault, they don’t let me have a life of my own, they always lay down rules and regulations, but now I take responsibility on myself”
(Respondent # 3.1, Adolescence).

“I would blame my mom for everything that happens, it’s her fault. Now I feel like I have understood her position and don’t blame her much as I used to I feel that’s important. I guess like growing up u feel responsible. You put yourself in your parent’s shoes” (Respondent # 3.2, Adolescence).

Hence, teachers, parents, and adolescents’ understanding show that adolescents have mood swings, they get aggressive, hyper, and angry easily. Therefore, parents and teachers must identify problems in adolescence. The parents and teachers support them, make them understand their feelings, and build their self-esteem and self-confidence so that they become emotionally stable. When adolescents are emotionally stable, they will perform well in school, family, and society.

Relationship between Emotion and Academics

As children become adolescents, they have multiple challenges in their lives. They develop physically, emotionally, socially, and academically and have to face challenges in every step they take. If adolescents are not emotionally stable their actions and reaction will be different, but their academic demands will remain the same. So basically, adolescents are trying to deal with multiple factors at the same time. Some of them are not good achievers academically, but they are creative and sensible. To explore more in the Pakistan context, below are the responses of teachers,

parents, and adolescents to find the relationship between emotions and academics.

“Academic development stands upon emotionally mature adolescents. If they are sensible and mature enough to understand, they can have different behavior. For example, at this stage of adolescence, all will be operating at different levels; their emotions, their talking behavior, their movement are different” (Respondent # 1.1, Teacher).

Parents blame teachers and teachers blame parents; the poor performer on academics’ keeping the emotion on sides possible. However, the result shows that both teachers and parents believe that if adolescents are emotionally stable, their academic performance will improve. Whereas both blame each other responsible for the emotional instability of adolescence. Below are the parents’ responses:

“It is the teacher’s responsibility as they are role models for adolescents, they listen to them, they spend plenty of time at school, and they have strong communication with teachers. So, it is the teacher’s responsibility to make sure that the child is emotionally stable, making friends, doing homework, and participating in class. This will impact their academic outcomes; for example, if adolescents enjoy English class, they will be regular, they will participate, and they will perform well in assessments (Respondent # 2.1, Parent).

Furthermore, adolescents perceive that it is difficult to balance emotions and academic pressure. Especially when your friends are hanging out with other friends and others are forced to study. Academic demands frustrate them. Emotionally district adolescence fails to perform academically, one adolescent responded:

“In general, it is very hard to balance your academic progress and emotion because some people cope with it very differently. Some go negative side and you just come up with the academic side, some people take it positive way, some people like to party and not worry about grades, while some people study hard to achieve good grades it is very difficult to balance” (Respondent # 3.1, Adolescence).

“I am very friendly with my teacher, I do the study when I have to sometimes,

I don't study at all, I like more hanging out with friends chilling and I like school for friends not for studies” (Respondent # 3.2, Adolescence).

Additionally, adolescence does realize the importance of academic but they want to explore more, enjoy more, and have fun. They feel comfortable when there is trust between teacher and student and get an opportunity to learn & share their feelings. Below are the thoughts of a student:

“To be honest I am a very naughty girl. In school my teachers have a lot to say about me other than that I am friendly with them, I trust them they trust me and I always rely on them no matter what” (Respondent # 3.1, Adolescence).

Freedom for Learning

Another promising finding is that if adolescents were given a chance to learn with responsibility, they perform well in academics. It is observed that if parents support adolescents, they will learn from their mistakes. That support builds self-esteem and self-confidence. Below are the findings of teachers and parents:

“Academic development depends upon them if they are mature, this will support academics and they will learn and perform” (Respondent # 1.1, Teacher).

“I believe adolescents should trust themselves that they can do it. If they fail tell them it is ok, this is not the end of the world. We will try again and again until we succeed” (Respondent # 2.2, Parent).

Moreover, adolescents agree that when parents give a change of independent learning they perform well, they are more emotionally involved and motivated as parents trusted them. On the other side, they have their activities, fun which leads to good results. Below is the finding of adolescents:

“My mom never forces me to study, If I know I have to study I will study, sometimes I like studying in the last days, either way, I understand this is for my good. My mom is going to benefit from that she does not pressure

me because that will make me not to study willingly” (Respondent # 3.1, Adolescence)

“I have been given the freedom to study, I study when needed, I hang out with my friends but there are people who only want to study and there are some people who want to hang out with their friends and do not study” (Respondent # 3.2, Adolescence).

Adolescence enjoys freedom and likes to explore its own. The self-independence on assessment gives them self-satisfaction however the pressure of good academic results should be given to students so that they can concentrate and do not lose their interest in academics.

Academic and Emotional Challenges

The above discussion of teachers, parents, and adolescents shows the emotional impact on adolescents’ actions and academic pressure for achieving the goal. Below are some highlighted issues that impact adolescents while having emotional and academic challenges.

“Broken family adolescents have an imbalance emotion, no life balance, personality complex, it seems they are not confident, the positive spark is missing, negative actives and complex shows in the behavior. Rarely, a broken family adolescent performs well in academic” (Respondent # 1.3, Teacher).

“Comparing your child with others is one of the biggest problems. Parents compare their children with siblings, cousin’s classmate which bring self-rejection, low self-esteem and leads to emotional disorder in adolescents.”

The broken family having single parents face multiple problems at this stage adolescence does not respond as normal family adolescence does. On the other side normal family compare their children with others or siblings. Both the situation develops aggression in adolescence. Below are the parents’ concerns about academic and emotional issues:

“We as a parent can guide adolescents to control emotions but we have

limits. They have social circle challenges, peer pressure, some people like them some dislike them. They do compare themselves with other friends and families. If their family have any issue, they start blaming their destiny” (Respondent # 2.1, Parent).

“I live in a joint family, I have my in-law and other responsibilities, and I cannot give much time to my children. The house environment is different from other families where we usually share things. My child spends most of the time out of the house like school, tuition and religious learning and we have very little time for sharing and discussion” (Respondent # 2.1, Parent).

Whereas, adolescents understand the emotional and academic challenges. Below are the responses of the respondents.

“Sometimes I do not get good results and my teachers get upset. They want to know the reason for not achieving good grades. I cannot share my problems with them this is my life- my problem” (Respondent # 3.1, Adolescence)

“I like to go with the flow, I don’t want to carry on with one mindset I need to go with the flow, personal life, school life so many different things. You have to adapt to a different environment, If I am switching attitudes in a different environment” (Respondent # 3.2, Adolescence)

The result shows that emotionally disturbed students cannot perform well in academics and they need support from parents and teachers to build their self-esteem and self-understanding of mood and needs. The emotionally stable adolescence performs much well than the emotional and disturbed students.

Discussion

Self-esteem is as important to adolescent well-being as legs are to a table; moreover, it is essential for physical health, mental health, and happiness. Adolescents in the learning phase are discovering, changing, and exploring how to deal with emotions and physical changes. During this period, they undergo multiple behavior changes like mood swings, rude attitudes, sadness, happiness, and positive or negative thoughts (McNeely & Bose, 2014). At this stage, parents and teachers

both need to understand how to deal with their emotions. Parents should understand the behavior and emotions, and be good listeners, develop a bond of trust and friendship with their growing children so that they can share their problems and emotions (Moon & Bouchey, 2019).

The present study endorses the previous research that adolescents go through emotional and physical changes (Honeycutt & Milliken, 2012). Adolescents look at the world from different perspectives. Being kids they had different feelings and lifestyles but as they grow older, their understanding of the world and people change. They start looking at people from different perspectives, with new feelings, new observations, and new emotions, and they are completely changed. This stage requires proper guidance from parents and teachers (Aziz & Tariq, 2019), and if they fail to support, adolescents will interact with negativity, hate for loved ones, jealousy, stubbornness, rudeness, and anger which has a long-term impact on their lives.

Findings have shown a different understanding and interplay of adolescents' emotions by the students, teachers, and parents. They look at the world from their perceptions and beliefs, trust people easily, and perform unexpected actions. Whereas, parents and teachers have a different perspectives for them; they are focused on what they have to teach holistically. All three have three different understandings regarding the development of emotions, social, and academics (Fakhar et al., 2020). Adolescents do not know how to deal with these emotions, and how to balance themselves with family, friends, and society. In Pakistan, both parties believe that it is their responsibility to teach and guide adolescents. It has been found in society that people do not take ownership of their responsibilities (Masud et al., 2019). They impose on others to do their jobs such as the father is the earner of the family so it is the mother's responsibility to look after the children and do household chores. The mother thinks that since she is busy raising the kids and busy with other chores, it is the teachers' responsibility to guide and teach adolescents. Teachers believe that it is parents' responsibility as they are their children, they are responsible to teach them family rules and regulations. In Pakistan teachers and parents both fail to understand that it is both parties' responsibility to guide the adolescent on the right path. However, parents and teachers both play a vital role in the development of adolescents' personal life, independence, self-identity, self-esteem, self-confidence, and self-management (Simpson et al., 2020).

Furthermore, friendship is very valuable for adolescents. They like to spend more time with friends either physically or through social media. At school, they have to deal with peer pressure which leads to anxiety and aggressiveness. Here, parents and teachers should be supporting them like a friend so, that they can share their problems and issues (Yardi & Bruckman, 2011).

A similar pattern of the result was obtained in adolescents' academic development, for which both parents and teachers are responsible to enable them to perform well in academics. They need to understand that education is important and they need to build confidence so that they can earn in the future. Adolescents should be given chance to have ownership of their actions. They should believe that they are grown-ups and can make decisions. At this stage teachers and parents need to provide positive teaching so that they can build confidence (Simpson et al., 2020).

However, when comparing the results to those of older studies, it must be pointed out that parents and teachers both play a vital role in academic development and without their support, it is impossible to achieve their goals (Demetrioua et al., 2020). Moreover, we acknowledge that there is considerable discussion among researchers on adolescents' physical, emotional, social, and academic development (Mazzer & Rickwood, 2015). Nevertheless, a gap has been found in the relationship between emotion and academics.

The first challenge adolescents have in academics is the selection of subjects and which profession they will join in the future. In Pakistan, most adolescents are not given a chance to select subjects of their choice and are forced to follow their parents' or family's choices. Mental health is not a destination, but a process. It's about how you drive, not where you're going (Reyna & Farley, 2006). The emotional disorder starts from day one when they realize the wrong choice of subjects and they fail to perform well. If parents have plans for their child's future, they should inform them at a young age. This will help adolescents at the time of selecting a subject.

School counseling is very important when adolescents are selecting career base subjects. Teacher guidance is required for this aspect. Family status matters for adolescents. A child from a broken family does not perform well in academics as

they are emotionally not stable. If they are living in a joint family or have peer and sibling pressure, such comparison shatters their self-esteem (Simpson et al., 2020).

It is important to note, that the present evidence relies on that there is a strong relationship between emotions and academics. If adolescents are emotionally stable, they will perform well. Evidence also reveals that at this stage they are emotionally over-sensitive, immature, distracted, and get hurt easily (Mayer & Salovey, 1997). At this crucial time, parents and teachers can build self-esteem, and self-confidence, and make them understand their feelings, actions, and reactions.

These findings support the notion that adolescents are influenced by emotions that impact their academics. However, when comparing the present study results with other studies, it must be pointed out that numerous researches were conducted on emotion, physical, social, cognitive changes, and academic development of adolescence hence the gap has been found in relationship.

Conclusion

This study unfolds the adolescents' emotions and academic relationships. The study drew attention to adolescents' needs and requirements from both the parents and teachers. According to the findings, there is a strong connection between adolescents' emotions and academics, therefore, they need guidelines before making any decision. Adolescents at times are reluctant in accepting their parents' and teachers' input until they are comfortable with them. Developing an emotional relationship is worth attending by both parents and teachers at this stage, else, a feeling of hostility develops among the adolescents. As they are immature, sensitive, overwhelmed, and looking for a shoulder where they can express their feelings and thoughts, it leads to taking wrong decisions in life which creates adverse effects on their studies. Continuous guidance from parents and teachers in this stage leads to better results in academics. Furthermore, this creates a positive effect on their overall personality, self-esteem, self-confidence, and self-independence. It is unfortunate to find that in Pakistan, most parents and teachers are unaware of the effect of adolescents on academics and hence struggle to support their children in dealing with an emotional crisis. This paper highlights those underlying issues and recommends strategies that teachers and parents may use to counter adolescents' feelings and issues that lead to emotional disorder, low self-esteem, and low self-confidence, and affects adolescents' academics.

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