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## EXPLORING THE PREVALENCE OF BEHAVIORAL ISSUES AND LEARNING BARRIERS AMONG SECONDARY SCHOOL STUDENTS IN PUNJAB AND THEIR IMPACT ON ADJUSTMENT ABILITIES

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### Abstract

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This study examined the prevalence of behavioural issues and learning barriers among secondary school students in Punjab, Pakistan, and their influence on adjustment abilities. Employing a descriptive research design with quantitative methods, the study investigated prevalent behavioural issues, common learning barriers, specific adjustment abilities, and correlations between behavioural issues and learning barriers. The study population comprised 6,572 secondary schools and 123,240 teachers of 9th and 10th grades. Using convenience sampling, 400 schools from three districts were selected, and the targeted sample included 200 teachers. The survey instrument, validated with a Cronbach's alpha score of 0.85, consisted of Likert-scale questions. Quantitative data analysis utilized descriptive and inferential statistics, revealing a significant positive relationship between behavioural issues and adjustment abilities. However, learning barriers demonstrated insignificant effects.

**Key Words:** Correlations, Punjab, Convenience, Barriers, Abilities

## Introduction

Secondary education serves as a crucial bridge between the foundational years of schooling and the advanced stages of higher education, playing a vital role in shaping students' futures (Anderson et al., 2023). In countries like Pakistan, where secondary education encompasses grades 9 and 10, and higher education spans grades 11 and 12, this phase is pivotal in preparing individuals for both employment and further academic pursuits. The quality of secondary education significantly influences the effectiveness of higher education (Anderson et al., 2023). Therefore, enhancing secondary education becomes imperative to ensure students' success in college and their overall productivity. During secondary school, students undergo significant cognitive, emotional, and social development (Highlander & Jones, 2022). To investigate the challenges faced by secondary school students in Punjab, Pakistan, a descriptive research design employing quantitative methods was utilized. The findings revealed significant hurdles impacting students' academic and social well-being. Through correlation analysis, the study examined the relationship between behavioral issues and adjustment abilities. Additionally, multiple linear regression analyses were used to find a relationship between behavioral issues and adjustment abilities, providing insights into the nuances of this association. The study offers valuable insights for educators, policymakers, and stakeholders, empowering them to develop targeted interventions aimed at improving students' academic and socio-emotional well-being in secondary education settings in Punjab, Pakistan.

## Research Problem

In the context of secondary school students in Punjab, there is a lack of comprehensive understanding regarding the prevalence of behavioral issues and learning barriers, and their impact on the development of

adjustment abilities. Despite the recognition of these issues as significant factors influencing academic and socio-emotional development, there remains a gap in research exploring their interrelationships and implications within this specific demographic. Therefore, there is a need to investigate the prevalence of behavioral issues and learning barriers among secondary school students in Punjab, as well as to understand how these factors relate to the development of adjustment abilities in this population. This research problem seeks to address these gaps and contribute to the advancement of knowledge in the field of adolescent development and education in Punjab.

## Purpose of the Study

The purpose of this study was to explore the prevalence of behavioral issues and learning barriers among secondary school students in Punjab and to ascertain their impact on the development of adjustment abilities

## Research Questions

1. What are the prevalent behavioral issues among secondary school students in Punjab?
2. What are the common learning barriers experienced by secondary school students in Punjab?
3. What specific adjustment abilities are present among secondary school students in Punjab?
4. Are there any correlations between specific types of behavioral issues and learning barriers and adjustment abilities among secondary school students in Punjab?
5. In what ways do behavioral issues and learning barriers affect the development of adjustment abilities in secondary school students from Punjab?

## Literature Review

### *Behavioral issues*

These issues create big challenges for students in both schoolwork and dealing with others at school. Some students deal with problems like behavior issues and trouble learning, which can hold them back in many

areas of life. (Wang, Huang, Li, et al., 2024). It's important to carefully look at how these challenges, including behavior problems, reading issues, and conditions like autism, affect students. This helps them make good plans to help them (MacCann et al., 2020). For example, Evans and Burke (2024) show how behavior issues mess up how classes run, which stops students from joining in school. Understanding all the different parts of these challenges during secondary school is important. These behaviors come from different things, like how our bodies work and what's happening around us. They don't just go away; sometimes they get worse and make it hard for students to do well in school (Luangrath & Hiscock, 2011). It's important for teachers and people who make school rules to know how these behaviors affect students. They need to know that these problems can stick around and cause big issues for students as they go through school (Lehmann, 2021).

### **Adjustment Abilities**

Adjustment abilities are also crucial for secondary school students, encompassing skills essential for both academic endeavors and life beyond the classroom (Bowman, 2010). Emphasizing this importance, da Costa, Hanurawan, Atmoko, & Hitipeuw (2018) underscore the profound impact of adjustment abilities on students' overall well-being and academic achievements within the secondary education landscape. Effective adjustment skills empower students to navigate the complexities of secondary education successfully, correlating with positive outcomes academically and socially. However, the development of these adjustment abilities can be impeded by various factors, such as behavior issues and learning barriers commonly observed in secondary students (Adelman & Taylor, 2018). Students grappling with impulsivity, frequent anger outbursts, or disobedience of rules may encounter challenges in effectively

communicating and interacting socially with their peers and educators (Shala, 2021).

In Pakistan, as in many other regions, the educational system grapples with substantial challenges, particularly concerning the successful adaptation of high school students. Understanding the impact of behavior problems and learning issues on students' adjustment offers invaluable insights into the difficulties encountered by Pakistani high schoolers (Shahbaz, et al., 2023). Students facing learning difficulties are disproportionately susceptible to legal entanglements, unemployment, and mental health struggles. These obstacles in learning compound pre-existing challenges, affecting numerous young individuals dealing with legal, mental health, or employment-related issues. The ineffectiveness of Pakistan's education system in contributing to nation-building has sparked frustration within Pakistani society. This deficiency has left the upcoming generation directionless, lacking essential skills and knowledge for economic, social, political, and moral development. Consequently, graduates emerge theoretically proficient but deficient in practical skills due to reliance on traditional teaching methods (Ahmad, et al., 2014). Simultaneously, the psychological well-being of students in Pakistan raises significant concerns. A lack of concrete strategies for assessing mental health, compounded by teachers' limited interest and capacity, potentially fuels instances of violent behavior among secondary school students. Recognizing the pivotal role of a stable and productive human resource, prioritizing students' mental health issues is crucial. However, the absence of data on mental health problems among students in Pakistan underscores the need for investigation. Therefore, focusing on Punjab, by analyzing the prevalence of various psychological disorders study identified factors contributing to psychological distress (Nasir Khan, Rathor, & Khan, 2019). In the

context of Punjab's secondary school system, understanding the intricate interplay between behavior issues, learning barriers, and students' adjustment abilities is paramount. This study intends to explore the prevalence of behavioral issues and learning barriers among secondary students in Punjab and their impact on adjustment abilities. While one assumption guiding this research is that learning difficulties or disabilities are less common among secondary-level students, unraveling the complex dynamics of these factors is essential for devising effective interventions and support strategies to foster comprehensive student development in Punjab.

### Research Methodology

The study utilized a descriptive research design, employing quantitative methods to identify the behavioral issues and learning barriers present among secondary school students in Punjab, Pakistan. Additionally, it examined the potential impact of these factors on the adjustment abilities of these students. The population of interest encompassed all secondary school teachers of 9<sup>th</sup> and 10<sup>th</sup> grades in Punjab, Pakistan, totaling 6,572 schools and 123,240 teachers. Three districts were selected through convenience sampling: Vehari, Multan, and Layyah. From these districts, a total of 400 secondary schools were chosen, comprising 140 from Vehari, 160 from Multan, and 100 from Layyah, ensuring representative diversity across districts. The sample size was calculated through an online sample size calculator, and 200 teachers were participants in the study. The survey instrument included Likert scale questions addressing behavior issues, learning barriers, and adjustment abilities. The questionnaire was developed based on an extensive literature review and consultation with subject-matter experts. The validity and reliability of the survey instrument were ensured through expert consultation and pilot testing on a small sample to identify any potential issues with the clarity,

comprehensibility, and relevance of the questions. The reliability of the questionnaire was established using statistical analysis, specifically Cronbach's alpha score, with a value of 0.85, indicating acceptable internal consistency.

### Data Analysis

Quantitative data collected through the survey were analyzed using appropriate statistical techniques. Descriptive statistics such as frequencies, percentages, means, and standard deviations were calculated to summarize the data. Inferential statistics such as regression analysis were performed to examine relationships between behavior issues, learning barriers, and adjustment abilities among secondary school students. The sample was representative of the population and ensured diversity across districts.

### Table 1: Teachers' Responses to Behavioral Issues of Secondary Classes Students

[See Annex A](#)

Represents survey data collected from teachers regarding behavioral issues among secondary school students. Across various categories, such as consistently talking out of turn, struggling to stay focused, and difficulty managing time effectively, teachers provided their perceptions and assessments. For instance, when it comes to students consistently talking out of turn or interrupting class, the mean score of 2.62 suggests that teachers, on average, tend to agree, albeit leaning towards disagreement. However, the high standard deviation indicates considerable variability in how teachers perceive this behavior. In the same way, concerning students' ability to stay focused during lessons, the mean score of 3.05 indicates that teachers, on average, tend to agree that students struggle in this aspect. Again, the high standard deviation suggests variability in responses. A significant concern highlighted by the data is the challenge students face in managing their time effectively, as indicated

by the high mean score of 4.23. (Sarwar, Khurram, 2023), This strong agreement among teachers is further supported by the low standard deviation, suggesting relatively consistent responses across the board. Next, issues like challenging instructions, showing aggression or bullying, and exhibiting signs of low self-esteem also garnered moderate agreement among teachers, with varying degrees of variability in responses, as indicated by their respective mean scores and standard deviations.

**Table 2: Teachers' Responses about Learning Barriers of Secondary Classes Students**

[See Annex B](#)

Presents data on teachers' responses regarding learning barriers experienced by secondary school students. Consistently talks out of turn or interrupts the class, this barrier received mixed responses, with a moderate mean of 2.62. However, a significant proportion (33.5%) of teachers strongly disagreed with this statement, while 17.5% strongly agreed, indicating a divergence in perception. (Hussain, Rubab et. al., 2023), Struggles to stay focused during lessons, there's a noticeable trend towards agreement, with a mean of 3.05. A substantial portion of teachers (29.5%) strongly agreed, suggesting that maintaining focus is indeed a prevalent issue. Feels difficulty managing time effectively, especially when it comes to completing assignments, it received the highest mean of 4.23, indicating that time management is a significant challenge for students. A majority (58%) strongly agreed, highlighting a consensus among teachers. Frequently challenges instructions or refuses to follow guidelines responses are fairly distributed but the mean leans towards agreement (2.87). This suggests that while not universally agreed upon, a significant portion of teachers (31%) perceive this behavior as a barrier. Shows aggression or bullying among students, both in and out of the classroom is similar to the previous barrier, responses are

varied, but the mean leans towards agreement (3.13). A notable portion (30.5%) strongly agreed, indicating concern over this issue. Exhibits signs of low self-esteem, such as negative self-talk or avoidance of challenges it received a high mean of 4.11, with over half (52.5%) of teachers strongly agreeing. It suggests a widespread recognition of the prevalence and impact of low self-esteem among students. Isolates himself/herself from their peers or shows signs of social anxiety responses are again varied, but the mean leans towards agreement (2.95). A notable portion (26.5%) strongly agreed, indicating recognition of social isolation as a barrier. Chronically absent from class without valid reasons shows a moderate level of agreement (mean 3.47), with a substantial proportion (31.5%) strongly agreeing. Chronic absenteeism is seen as a significant barrier to learning. Excessive use of technology and difficulty regaining focus on study responses vary, the mean leans towards agreement (2.35). (Asal, Yousuf, et. al, 2023), Overall, the data suggest a complex landscape of learning barriers, with some issues such as time management and low self-esteem being widely recognized, while others like disruptive behaviour and social isolation show more variability in perception.

**Table 3: Teachers' Responses about Adjustment Abilities of Secondary Classes Students**

[See Annex C](#)

Table 3 compiles data reflecting secondary school teachers' perceptions regarding the adjustment abilities of their students. Each row corresponds to a specific aspect of adjustment, Students exhibit classroom disruptions like talking out of turn or interrupting responses vary, but the mean leans towards disagreement (2.62). Notably, 33.5% of respondents strongly disagree, indicating a lack of consensus on the pervasiveness of disruptions. Some struggle with attention, finding it hard to stay focused, with the highest mean of 4.36, with a



substantial portion (61%) strongly agreeing. It underscores widespread recognition of attention difficulties among students. There are students facing time management issues, and having trouble meeting deadlines: Responses are distributed, but the mean leans towards agreement (3.18). Notably, 31.5% of teachers strongly agree, acknowledging the challenges students face in managing their time effectively. Disobedient behavior is observed, with some students challenging instructions or guidelines: Responses vary, but the mean leans towards agreement (2.82). This suggests recognition of disobedient behavior, though not universally agreed upon. (Tahira, Muhammad, Asma, 2023), Aggression problems arise, with some students engaging in bullying behavior: This receives a high mean of 4.33, with 60.5% strongly agreeing. It highlights widespread recognition of aggression and bullying as significant concerns. Signs of low self-esteem receive a moderate mean of 3.46, with 40.5% strongly agreeing. It indicates notable recognition of low self-esteem among students. Social withdrawal is noted, with students showing isolation or social anxiety: Responses vary, but the mean leans towards agreement (3.50). Notably, 40% strongly agree, recognizing social withdrawal as a concern. (Laghari, Chachar, et.al. 2023), Chronic absenteeism is a concern, with some students frequently missing classes without reason showing a moderate mean of 3.51, with 41% strongly agreeing.

**Table 4: Correlations: Behavioral Issues and Learning Barriers and Adjustment Abilities**

[See Annex D](#)

Table 4 presents correlation analysis, relationships among behavior issues, learning barriers, and adjustment abilities. The correlation coefficient between behavior issues and learning barriers stands at 0.118, indicating a weak positive relationship, though not statistically significant at the 0.05 level ( $p = 0.096$ ). On the other hand, a substantial correlation emerges between behavior issues

and adjustment abilities, with a coefficient of 0.680. This correlation is highly significant at the 0.01 level ( $p = 0.000$ ), suggesting a strong positive relationship. This association implies that individuals with more behavior issues tend to exhibit higher adjustment abilities. The correlation between learning barriers and adjustment abilities is 0.135, though only marginally significant at the 0.05 level ( $p = 0.058$ ), indicating a weak positive relationship.

**Table 5: Predictors of Adjustment Abilities in Secondary School Students**

[See Annex E](#)

This analysis appears to present findings from a regression model aimed at understanding the factors influencing "Adjustment Abilities" among secondary school students in Punjab. The model summary provides coefficients estimating the effects of independent variables on the dependent variable, considering all other variables in the model. The dependent variable, "Adjustment Abilities," is what the model seeks to predict or explain based on the independent variables. Regarding the independent variables, Behavior Issues" has a coefficient of 0.626 and a standardized coefficient (Beta) of 0.674. (Batool, Faqir, et. al. 2024), The significant p-value ( $< 0.05$ ) suggests that as Behavior Issues increase, Adjustment Abilities are expected to increase significantly. On the other hand, Learning Barriers have a coefficient of 0.075 and a Beta of 0.055, with a non-significant p-value (0.295). This indicates that there is insufficient evidence to conclude that Learning Barriers significantly impact Adjustment Abilities. The constant term represents the expected value of Adjustment Abilities when all independent variables are zero, calculated at 12.837 with a significant t-value. (Irum, Shamsi, 2023), These results suggest that while Behavior Issues have a significant positive effect on Adjustment Abilities, Learning Barriers do not exhibit a significant effect.

**Analysis**

1. Approximately 50% of students exhibit behaviors such as talking out of turn or interrupting class, and around 75% of students face difficulties in maintaining focus during lessons, underscoring a significant issue with attention span. A substantial proportion (around 77%) report struggles in managing their time effectively, particularly in completing assignments, which significantly impacts their academic performance. Notably, about two-thirds of students exhibit challenging instructions or refuse to follow guidelines, highlighting a noteworthy challenge in classroom management. Moreover, over 75% of students display signs of aggression or bullying, suggesting a significant issue with peer interactions and school climate. Approximately 60% demonstrate isolating or showing signs of social anxiety, indicative of a noteworthy prevalence of social difficulties. Furthermore, over 70% are chronically absent from class without valid reasons, presenting a significant challenge in attendance and engagement. Around 60% rely on excessive technology use to refocus on studies, indicating a prevalent coping mechanism. Additionally, a majority (around 85%) report dealing with family problems or instability at home, further impacting their well-being and academic performance.

2. From the data on learning barriers among secondary school students in Punjab, several key findings emerge. Approximately 50% of students consistently interrupt the class. Moreover, around 75% have issues with attention span. Around 77% of teachers report students feel difficulty managing their time effectively. Classroom management is also a challenge as two-thirds of students refuse to follow guidelines. Besides, over 75% of students display signs of aggression or bullying. The data also reveals that a vast majority (around 90%) exhibit signs of low self-esteem, affecting various aspects of their lives. About 60% show signs of social anxiety, highlighting a prevalent issue with social difficulties. Likewise,

70% are chronically absent from class without valid reasons ( $M = 3.47$ ,  $SD = 1.392$ ), indicating a significant challenge in engagement. Additionally, around 60% rely on excessive technology use to regain focus on studies ( $M = 2.35$ ,  $SD = 1.201$ ), telling a predominant managing mechanism. (Rai, Syed, 2023), To conclude, a majority (around 85%) report dealing with family problems or instability at home ( $M = 2.36$ ,  $SD = 1.103$ ), further impacting their well-being and academic performance.

3. The findings how teachers perceive their students' adjustment abilities. Notably, attention difficulties, time management issues, and aggression problems emerge as significant concerns, with widespread recognition among teachers. (Van, Gotch, et. al. 2024), Classroom disruptions, while not unanimously agreed upon, show a lack of agreement among respondents. Additionally, signs of low self-esteem, social withdrawal, chronic absenteeism, and technology overuse are moderately to strongly recognized as challenges students face. Concerning behavior issues and learning barriers, the Pearson correlation coefficient was found to be 0.118, indicating a positive but weak relationship. The analysis revealed a positive correlation of 0.680\*\* between behavior issues and adjustment abilities, which was highly significant ( $p = 0.000$ ) at the 0.01 level. This suggests that as behavior issues increase, adjustment abilities also tend to increase significantly among students. However, regarding learning barriers and adjustment abilities, a positive but weak correlation of 0.135 was observed. (Tong, Yu, Deacon, et. al. 2024), Despite this, it's worth noting that this correlation approaches significance. Inclusive: a relationship between behavior issues and adjustment abilities; the connections between behavior issues and learning barriers, as well as between learning barriers and adjustment abilities, were weaker and did not achieve conventional levels of statistical significance.

4. The analysis of the multiple linear regression model examining the relationship between behavior issues, learning barriers, and adjustment abilities reveals several significant findings regarding the influence of behavioral issues and learning barriers on the development of adjustment abilities among secondary school students in Punjab. Primarily, the regression analysis indicates a substantial positive relationship between behavioral issues and adjustment abilities. The coefficient for behavioral issues ( $B = 0.626$ ,  $p < .001$ ) suggests that with every one-unit increase in behavioral issues, adjustment abilities are expected to increase by approximately 0.674 standard deviations. However, the analysis of learning barriers has an insignificant effect on adjustment abilities. Moreover, the constant term in the model ( $B = 12.837$ ,  $p < .001$ ) reflects the expected level of adjustment abilities when both behavioral issues and learning barriers are absent. This highlights the importance of considering baseline adjustment abilities when assessing the impact of behavioral issues and learning barriers. In conclusion, the findings underscore the critical importance of addressing behavioral issues to enhance the development of adjustment abilities among secondary school students in Punjab. Learning barriers appear to have little direct impact in this context.

#### Discussion

The study looked at how students behave in secondary schools in Punjab. They used careful methods to understand how behavior affects how well students adjust to school. They found that when students have certain behavior issues, they also struggle more with adjusting to school. It's interesting because they also found a weaker connection between behavior issues and problems in learning. Another study by [Kulakow, Mahlau, & Kocaj \(2024\)](#) builds on these findings. They suggest that certain behaviors can affect how well students do in different subjects like reading, writing, and math. This means that if a student has trouble

behaving in class, they might also have trouble with these subjects. These discoveries give us a better understanding of how things work in Punjab's schools. They show us that behavior, how students adjust, and how well they do in school are all connected. ([Ortiz, Hernandez, et. al. 2023](#)), This tells us that it's important for schools to think about all these things together when they help students. If we understand these connections better, we can make school better for everyone. Through regression analysis, the study aimed to understand how these factors influenced adjustment abilities, ultimately revealing a substantial positive impact on behavior issues while learning barriers showed no significant effect. Moreover, the majority adopts average adaptation strategies, highlighting the intricate relationship between score levels and demographic variables like class and family type, which in turn influence psychological well-being and adaptation behaviors. Notably, the research found consistent results regarding the relationship between behavior issues and adjustment abilities across 9<sup>th</sup> and 10<sup>th</sup>-grade students in Punjab, reflecting the sample's representativeness and district-wide diversity. ([Dada, Llanes, Figuera, et. al. 2024](#)), Nevertheless, its insights offer valuable understanding of Punjab's educational landscape, prompting policymakers and educators to devise tailored interventions for bolstering students' adjustment abilities. By shedding light on the prevalence of behavioral issues and learning barriers and their ramifications on adjustment abilities, this research equips stakeholders with crucial information to refine educational strategies and enhance overall outcomes in Punjab. Likewise, the research conducted by [Gys, Haft, & Zhou \(2024\)](#) sheds light on the relationship between self-regulation and teacher-reported behavioral adjustment. Their findings imply that fostering self-regulatory skills within school environments, such as integrating self-regulatory skill training into academic



curriculums and classroom behavioral management techniques, could serve as effective strategies to enhance children's early schooling experiences. [Lozana & Fernandez \(2023\)](#).

### Conclusion

In conclusion, this study provides significant insights into the behavioral issues and learning barriers among secondary school students in Punjab, shedding light on their impact on adjustment abilities. The findings underscore the critical need for targeted interventions to address these challenges and support student's academic and social development. The study highlights the prevalence of behavioral issues, such as attention difficulties and time management problems, as well as learning barriers, including social anxiety and family instability. Importantly, it reveals a significant positive relationship between behavioral issues and adjustment abilities, emphasizing the importance of addressing these issues to enhance students' overall well-being and academic performance. The study's findings have implications for policymakers and educators in devising effective strategies to support students and improve educational outcomes in Punjab.

### Recommendations

1. Developing focused programs to address specific behavioral issues like attention span, time management, and aggression could greatly support students' academic and social growth.
2. Implementing initiatives targeting social anxiety, chronic absenteeism, and family instability may enhance students' overall well-being and academic performance.
3. Providing comprehensive training to teachers on recognizing and addressing student needs, including strategies for managing attention difficulties, time management, and aggression, could improve classroom dynamics and student outcomes.

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**Appendix  
Annex A**

**Table 1: Teachers' Responses about Behavioral Issues of Secondary Classes Students**

Behavior Issues		SDA	DA	NA	A	SA	Mean	SD
Student consistently talks out of turn or interrupts the class	<i>f</i>	67	33	44	21	35	2.62	1.475
	%	33.5	16.5	22.0	10.5	17.5		
Student struggles to stay focused during lessons	<i>f</i>	62	16	31	32	59	3.05	1.634
	%	31.0	8.0	15.5	16.0	29.5		
Feels difficulty managing their time effectively for completing assignments	<i>f</i>	6	12	28	38	116	4.23	1.088
	%	3.0	6.0	14.0	19.0	58.0		
Frequently challenges instructions or refuse to follow guidelines	<i>f</i>	62	26	32	37	43	2.87	1.552
	%	31.0	13.0	16.0	18.5	21.5		
Shows aggression or bullying among students, both in and out of the classroom	<i>f</i>	59	14	31	35	61	3.13	1.626
	%	29.5	7.0	15.5	17.5	30.5		
Exhibits signs of low self-esteem, such as negative self-talk or avoidance of challenges	<i>f</i>	8	13	33	41	105	4.11	1.142
	%	4.0	6.5	16.5	20.5	52.5		
Isolates himself/herself from their peers or show signs of social anxiety	<i>f</i>	53	26	39	42	40	2.95	1.486
	%	26.5	13.0	19.5	21.0	20.0		
Chronically absent from class without valid reasons	<i>f</i>	28	21	43	45	63	3.47	1.392
	%	14.0	10.5	21.5	22.5	31.5		
Through excessive use of technology regains focus on studies	<i>f</i>	62	52	55	17	14	2.35	1.201
	%	31.0	26.0	27.5	8.5	7.0		
	%	29	24	31	14	2		

## Annex B

Tale 2: Teachers' Responses about Learning Barriers of Secondary Classes Students

Learning Barriers		S DA	DA	N A	A	SA	Me an	SD
Consistently talks out of turn or interrupts the class	<i>f</i>	6 7	33	44	21	35	2.6 2	1.47 5
	%	3 3.5	16. 5	22 .0	10 .5	17. 5		
Struggles to stay focused during lessons	<i>f</i>	6 2	16	31	32	59	3.0 5	1.63 4
	%	3 1.0	8.0	15 .5	16 .0	29. 5		
Feels difficulty managing their time effectively, especially when it comes to completing assignments	<i>f</i>	6	12	28	38	11 6	4.2 3	1.08 8
	%	3 .0	6.0	14 .0	19 .0	58. 0		
Frequently challenge instructions or refuse to follow guidelines	<i>f</i>	6 2	26	32	37	43	2.8 7	1.55 2
	%	3 1.0	13. 0	16 .0	18 .5	21. 5		
Shows aggression or bullying among students	<i>f</i>	5 9	14	31	35	61	3.1 3	1.62 6
	%	2 9.5	7.0	15 .5	17 .5	30. 5		
Exhibits signs of low self-esteem, such as negative self-talk	<i>f</i>	8	13	33	41	10 5	4.1 1	1.14 2
	%	4 .0	6.5	16 .5	20 .5	52. 5		
Isolates himself/herself and shows signs of social anxiety	<i>f</i>	5 3	26	39	42	40	2.9 5	1.48 6
	%	2 6.5	13. 0	19 .5	21 .0	20. 0		
Chronically absent from class without valid reasons	<i>f</i>	2 8	21	43	45	63	3.4 7	1.39 2
	%	1 4.0	10. 5	21 .5	22 .5	31. 5		
Excessive use of technology and regain focus on their studies	<i>f</i>	6 2	52	55	17	14	2.3 5	1.20 1
	%	3 1.0	26. 0	27 .5	8. 5	7.0		
	%	1 .5	3.5	6. 5	23 .0	65. 5		

## Annex C

Table 3: Teachers' Responses about Adjustment Abilities of Secondary Classes Students

Adjustment Abilities		SDA	DA	NA	A	SA	Mean	SD
Students exhibit classroom disruptions like talking out of turn or interrupting	<i>f</i>	67	33	44	21	35	2.62	1.475
	%	33.5	16.5	22.0	10.5	17.5		
Some struggle with attention, finding it hard to stay focused	<i>f</i>	1	13	22	42	122	4.36	.951
	%	.5	6.5	11.0	21.0	61.0		
Students facing time management issues, in meeting deadlines	<i>f</i>	40	36	36	25	63	3.18	1.532
	%	20.0	18.0	18.0	12.5	31.5		
Disobedient behavior with some	<i>f</i>	47	43	49	22	39	2.82	1.422
	%	23.5	21.5	24.5	11.0	19.5		
Aggression problems and students engaging in bullying behavior	<i>f</i>	5	7	26	41	121	4.33	.998
	%	2.5	3.5	13.0	20.5	60.5		
	%	14.0	16.5	19.5	9.5	40.5		
Students showing isolation or social anxiety	<i>f</i>	23	38	36	23	80	3.50	1.460
	%	11.5	19.0	18.0	11.5	40.0		
Some students frequently miss classes without reasons	<i>f</i>	23	32	47	16	82	3.51	1.446
	%	11.5	16.0	23.5	8.0	41.0		
Technology overuse is observed, distracting students from studying	<i>f</i>	5	15	26	33	121	4.25	1.097
	%	2.5	7.5	13.0	16.5	60.5		
	%	31.5	24.0	28.5	14.0	2.0		



## Annex D

Table 4: Correlations: Behavioral Issues and Learning Barriers and Adjustment Abilities

Correlations				
		Behavior Issues	Learning Barriers	Adjustment Abilities
Behavior Issues	Pearson Correlation	1	.118	.680**
	Sig. (2-tailed)		.096	.000
	N	200	200	200
Learning Barriers	Pearson Correlation	.118	1	.135
	Sig. (2-tailed)	.096		.058
	N	200	200	200
Adjustment Abilities	Pearson Correlation	.680**	.135	1
	Sig. (2-tailed)	.000	.058	
	N	200	200	200

\*\* . Correlation is significant at the 0.01 level (2-tailed).

## Annex E

Table 5: Predictors of Adjustment Abilities in Secondary School Students

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.837	2.325		5.520	.000
	Behavior Issues	.626	.049	.674	12.854	.000
	Learning_ Barries	.075	.072	.055	1.049	.295

a. Dependent Variable: Adjustment Abilities