



Exploring Emotional and Academic Struggles of Low-income Students in Nepali Public Schools

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Abstract

Students from low-income families often experience emotional and academic challenges that hinder their education participation and achievement. Despite growing evidence on the relationship between poverty and educational outcomes, little qualitative research has explored how these challenges are experienced by students in Nepali public schools. In the context of Nepali public schools, this study aimed to explore the emotional and academic struggles experienced by a student of low-economic background and examine how these experiences influence learning behavior and academic performance. Guided by Bronfenbrenner's Ecological Systems theory, the study adopted general qualitative research design, data were collected through an in-depth interview with the purposively selected 15 years old student. The collected data were analyzed using Braun and Clarke's six phase thematic analysis. The findings revealed four major themes; emotional stress and anxiety arising from financial hardship and family responsibilities, low self-esteem and social isolation, the influence of emotional distress on learning behavior and classroom participation, and the impact of economic hardship on academic performance through limited learning resources, excessive household responsibilities, and reduced study time. The findings demonstrate that poverty affects not only students' access to educational resources but also their emotional well-being, motivation, concentration, and engagement in learning. The study highlights the importance of coordinated support from schools, families, communities, and policymakers to address the emotional and educational needs of economically disadvantaged learners. Strengthening counseling services, targeted financial assistance, and inclusive school practice can contribute to improving both students' well-being and academic success in Nepali public schools.

Keywords: Academic achievement, emotional stress, income, self-esteem, learning behavior

Introduction

Emotional and academic struggle is a common issue for low income students specially studying in public schools. Emotional disorders are disturbances in mood



affect and emotional regulation that result in significant impairment inequality of life productivity and interpersonal functioning. Emotional stress is a type of stress that causes an intense and negative stress response when someone experience emotions like worry, fear, frustration, danger or sadness (American psychological Association, 2018). Whereas Academic struggles can be defined as the challenges that hinder students' ability to succeed in their studies. These challenges can be emotional, cognitive or environmental and they can vary widely among individuals.

Education is a powerful weapon to bring change in an individual and in the nation. To provide education for a peoples' holistic development, schools play significant role. Specially, public schools in Nepal are established with the aim of providing education for every kind of students. Public schools are such a place where students come from varied backgrounds like linguistic, socio-economic, geography, ethnicity and race. Many students enrolled in these schools come from economically disadvantaged households, where financial hardship may limit access to learning materials, educational support, and opportunities for academic enrichment (Khatri et al., 2024; Education Sector Plan, 2021-2030). Such socioeconomic conditions can influence not only students' academic achievement but also their emotional well-being, motivation, and classroom participation. Understanding how these challenges are experienced by low-income students is therefore essential for developing equitable educational policies and school support mechanisms.

School is a place where students get opportunity to learn and reveal their creativity and potentiality. However, sometimes it becomes a place where inequality is identified and it becomes a place of burden. Especially; public schools become such place where low- income background students feel they are recognized and they are devalued.

Students from low-socio economic background face emotional and academic struggle that impede success. Low income students are burdened by financial constraints, which can lead to stress, decreased access to resources, and diminished opportunities for academic enrichment (Huang et al., 2025). These factors may affect their motivation levels and ultimately, their academic outcomes. When students do not have enough money to take part in schools activities and function like tour, picnic they feel sad and nervous. In some cases students do not have a pair of shoes and uniform as well. They face struggle in managing learning materials. Students sometimes become the victim of poverty and become the character of fun due to the dress they wear and their personality. They face emotional struggle. Not only the emotional struggle, they also face struggle in academic achievement as well. Due to poverty they can't manage time for study as well. They can't afford for their tuition and extra classes for difficult subjects. Those students who run with extreme poverty sometimes leave the classes and had to join the work with their parents too.

Different scholars have examined the relationship between poverty and students'

educational experiences from various perspectives, and their findings consistently indicate that poverty adversely affects both academic performance and emotional well-being. Research conducted in Nepal and other countries demonstrate that financial hardship restricts students' access to educational resources reduces classroom engagement and limits opportunities for academic success. For instance Khatri et al. (2024) found that poverty significantly decreases students' classroom engagement and assignment completion in Nepalese community schools, while Sirin (2005) through a meta-analysis established a strong relationship between socioeconomic status and academic achievement across diverse educational contexts. Similarly, Adeniji (2025) argued that poverty impacts cognition, attention, health and social skills that affect academic performance. Although these studies primarily emphasize the academic consequences of poverty, other scholars highlight its emotional and psychological dimensions. Acharya (2009) explained that Poverty comprises multiple risk factors that affect emotional, cognitive and physical well-being of a learner. Whereas Russel et al. (2008) emphasized that children raised in poor homes with emotional dysregulation may get easily frustrated with the task they are given up. They do not perform well in the class or group work that leads to exclusion and exchange of information decreases and it ultimately leads to poor academic achievement. Likewise Unity et al. (2013) reported that students who come from impoverished families are more likely to have problems in school than the students who come from middle or upper class families. Collectively, these studies suggest that poverty is not merely an economic condition but a multidimensional phenomenon that simultaneously influences students' emotional health learning behavior, classroom participation and academic achievement.

The study is based on the theory of Bronfenbrenner's Ecological System Theory. This theory shows that students' performance is not just about academics. It is shaped by interconnected environments from immediate family, school (micro system) to broader culture (macro system). Positive links from between these systems boost results while the issue like poverty hinders performance by creating stress, impacting motivation, focus and creating resource disparities. Applying this theory helps educators see the whole world, fostering stronger family –school community partnerships to create supportive learning ecosystems. The key systems of Bronfenbrenner's theory are the microsystem, mesosystem, Exo-system and the macro system. According to microsystem supportive home life and positive peer relation foster security and focus whereas dysfunction families lead to emotional issue. The mesosystem describes the linkage between home and school. Parent poor connection with school creates academic gaps. Similarly, the Exo-system deals with parents' work place. A parents' employment status indirectly affect learning. The macro system states that poverty creates resources disparities and stress that significantly harm the performance of student (Bronfenbrenner, 2000)

Although the previous studies focus on poverty and academic performance they are not context specific. Few qualitative studies in Nepal focus on emotional

experiences of low-income students. Why the students of public schools face academic and emotional struggle, anxiety and fear in learning are not studied from the previous researches.

So, the objective of the study is to explore emotional and academic struggle of low income students in public school. The study particularly focuses on how poverty affects emotional well-being, classroom participation, learning behavior and academic performance. To fill up the gap this study aims to find the answer of the questions what emotional challenges do low-income students face in public school classroom? And how do emotional challenges influence students learning behavior and academic outcomes?

The study, exploring emotional and academic struggle of low income student in public school is significant for academic, psychological and practical level. This study helps educators, school administration and stakeholders to understand how emotion, stress and confidence level of students affect their learning behavior and academic performance. Not only from the academic point of view, but also this study would help to understand the learners' psychology. By knowing the learners' psychology learners can be provided guidance counseling and motivation from academic institution. In practical level the evidences from the study will guide the school leaders and organizations to support the students with scholarships, learning materials and psychological support.

Methods and Procedures

The study was conducted within an interpretive research paradigm, which assumes that reality is socially constructed and understood through individuals' lived experiences and meanings. Consistent with this paradigm, the study adopted general qualitative research design proposed by Merriam and Tisdell (2016), as it enables researchers to explore and interpret participants' experiences in their natural contexts. Qualitative design was considered appropriate because the study sought to understand the emotional and academic struggles of a low-income student from her own perspective rather than to measure or generalize these experiences. In addition Poth (2023) argues that qualitative inquiry facilitates an in-depth understanding of participants experiences, emotions, and meanings they assign to their social realities.

The study was conducted in a public school from Banganga municipality, Kapilvastu where many students come from poor economic background. Purposive sampling technique (Creswell, 2013) was used to select an information rich participant who met the purpose of the study. The participant was a fifteen years old grade 9 female student referred to by pseudonym Juneli to protect her identity. I selected the specific girl because she was from very low-income background and faces struggle in managing learning materials. Being a teacher from the same school, I became familiar with her circumstances through home visits, discussion with her class and subject teachers, and regular interactions at school over approximately eight months. This prolonged engagement with the participant helped establish trust and enhanced the credibility of the study (Enworo, 2023).

Ethical considerations were carefully observed throughout the research process. Permission to conduct the study was obtained from the school administration. Informed consent was obtained from her guardian and assent was obtained from the participant before the interview. The purpose of the study, voluntary nature of participation, confidentiality, anonymity, and the participant's right to withdraw at any stage were clearly explained. A pseudonym was used in reporting the findings, and the interview recording and transcript were stored securely and used solely for research purposes.

Data were collected through face to face semi structured interview conducted in Nepali language in a quiet room within the school during the lunch break. The interview lasted for about forty five minutes and was audio-recorded with the participants' permission. An interview guide containing open ended questions was used to explore the participants' emotional experiences, family responsibilities, learning behavior, motivation and academic difficulties like lack of resources, classroom participation etc. follow up questions and probing techniques were employed to obtain detailed descriptions and clarify participants' responses. Conducting the interview in the participant's first language enabled her to express her experiences more comfortably and authentically.

The interview was transcribed verbatim and analyzed using Barune and Clarke's (2023) six phase thematic analysis. At first the audio recording was repeatedly listened to and transcribed to achieve familiarity with the data. The participants' exact words and gesture with emotional experiences were included in transcription. Second, meaningful units of text were identified and assigned initial codes. Interesting features and important data were identified. This action was followed by grouping the codes into potential themes representing common patterns across the participant's experiences. Then the preliminary themes were reviewed and refined to ensure that they accurately reflected both the coded extracts and the complete dataset. After that each theme was clearly defined and appropriately named to capture its central meaning. Finally the themes were interpreted and presented by integrating verbatim quotations from the participant with relevant literature and Bronfenbrenner's Ecological Systems Theory. To enhance trustworthiness of the findings, prolonged engagement with the participant, careful documentation of the analytical process, and the use of direct quotations were employed to strengthen credibility and transparency.

Results and Discussion

Emotional Challenges that Low-income Student Face in Public School Classroom

Emotional Stress and Anxiety

The findings indicate that poverty influences students not only through limited financial resources but also by creating persistent emotional stress and anxiety that interfere with learning. The participant's experiences reveal that concerns about her family's financial hardship, debt, and future responsibilities constantly occupied her

thoughts, making it difficult to concentrate on classroom learning. In an interview she stated *“my mother has taken loan from our relatives to feed us and afford for our learning materials in the hope that once I will earn and clear the debt”*. This psychological feeling creates mental stress and anxiety in study.

The participant doesn't pay proper attention to her study due to stress and anxiety. While studying she used to remember her family problem. The problem she faced creates mental disorder and low concentration. She thinks about her father. She would ask to herself if my father had did well, earn and take care of us, our life would be more enjoying like other friends. She cursed her fate. Due to stress sometimes she came up with the idea of leaving the study and go to India to earn money. Once in an interview she said *“I like to drop school go to India and earn money for living. I can't concentrate for my study in this situation. The economic status in mind creates fear in continuing my study”*. According to Maslow (1962), individuals cannot effectively focus on higher-level needs such as learning and self-development unless their basic physiological and safety needs are fulfilled. This emphasizes that the participant was in trouble in fulfilling her basic needs. The girl is haunted by low income of her family.

Stress and anxiety due to low- income troubles the participant very much. The participant doesn't like to share anything with her friends. She doesn't like to stay nearby with her friends. She likes being alone because she thought that she was the only girl to face such problem .when I asked her about her relation with her friends she replied *“ I don't want to spend time with my friends because their economic status and mine is very different. I don't want to share my problems to anyone. If they knew my status then they will treat me differently”*. This statement emphasized that she had suppressed her problems with in herself. She is in the thought that revealing her secrecy will be a matter of fun. She doesn't like to be the matter of fun. These findings are consistent with previous studies that identify poverty as a major determinant of students' emotional and academic difficulties. Acharya (2009) argues that poverty exposes children to multiple emotional, cognitive, and physical risks, while Russel et al. (2008) report that children raised in economically disadvantaged households often experience frustration and emotional dysregulation that hinder effective participation in school. Although these studies establish a strong relationship between poverty and education outcomes, they mainly describe general patterns across larger populations. The present study extends this understanding by providing a context specific account of how emotional stress is experienced by a low-income student in a Nepali public school.

Bronfenbrenner's Ecological Systems Theory offers a meaningful explanation for these findings. The participant's emotional stress originated within her immediate family environment (microsystem), where financial hardship, parental struggles, and household responsibilities directly affect her psychological well-being. At the same time, broader socioeconomic conditions represented within macro system intensified these challenges by limiting educational opportunities and creating persistent economic insecurity.

The findings contribute to the existing literature by demonstrating that poverty affects students' educational experiences through complex emotional processes rather than financial deprivation alone. By illustrating how emotional stress shapes motivation, concentration, and educational aspirations, this study highlights the need for schools to complement financial assistance with counselling services, psychological support, and stronger collaboration with families to create learning environments that promote both academic success and emotional well-being.

Low Self-esteem and Reduced Confidence Level

The findings reveal that poverty not only restricts students' access to educational resources but also undermines their self-esteem and confidence. The participant associated her family's financial hardship with feelings of inferiority and social exclusion, leading her to withdraw from school activities. The participant keeps herself isolated in school activities. Sometimes she feels regret to study in public school. When she sees her neighbors going to private school in attractive uniforms in school bus she immediately reminds her income issue. Though her friends are studying in public school, she forget everything and connects the issue with money. She quoted *"If we had enough money I would have gone to private schools or I would read in English medium in the same school. It all due to money"*. This issue generates inferiority in her mind. According to Lightsey (1999), negative social experiences and lack of supportive environments can reduce students' self-efficacy and confidence, which ultimately affects motivation and classroom participation. Somehow she linked the issue with inclusion and right to education. The question why discrimination on students education. Why education is free and in cost. This creates discrimination.

Discrimination is revealed when she is teased by her friends is in the school premises. She is bullied by her friends in case of her dress up and the things that she possess. She has to wear ragged clothes, torn out shoes. This looks abnormal to her school friends. She shared her experience saying *"once, my bag was torn out while studying in grade seven. we had no money to manage another one. My mother sew it with a thread that doesn't match with bags colour. When I reached at school all the students of my class began to laugh. This made me think why I am living in this world, but I don't have any way out to leave the world"*. This critical feelings make anyone to think about students' difficulties that she face in the school.

Despite the situation sometimes she is scolded by her class teacher. She usually arrives late at school. She missed morning assembly and entered the class lately. Though being scolded she doesn't like to share the problem with her class teacher. She is in fear of revealing the secrecy. She quoted *"class teacher scold me when I am late for school. At that time I feel that everyone in the world is against me. Suddenly the idea of leaving school comes to my mind"*. The analysis suggest that economic disadvantage contributes to emotional insecurity which in turns create low self-esteem and decreases academic performance.

These findings are consistent with previous studies that identify poverty as a significant factor influencing students' psychological well-being and educational engagement. Lightsey (1999) argues that negative social experiences and the absence of supportive environments reduce students' self-efficacy and confidence, thereby affecting motivation and classroom participation. Likewise, Acharya (2009) suggests that poverty exposes children to multiple emotional and psychological risks, while Russell et al. (2008) found that persistent socioeconomic disadvantage often leads to frustration, low self-worth, and emotional vulnerability. Although these studies explain the relationship between poverty and psychological well-being, the present study provides a richer understanding of how low self-esteem develops through every day experiences of ridicule, social comparison, and perceived educational inequality within a Nepali public school context.

Bronfenbrenner's Ecological Systems Theory offers an important perspective for interpreting these findings. The participant's low self-esteem was shaped not only by financial hardship within the family (microsystem) but also by her interactions with peers and teachers in the school environment, where teasing, criticism, and social comparison reinforced feelings of inferiority. These experiences were further influenced by broader societal perceptions that often associate private schooling and economic privilege with educational success and higher social status, reflecting the influence of the macro system. The interaction of these ecological systems demonstrates that students' self-esteem is socially constructed through continuous interactions between family circumstances, school experiences, and wider cultural values.

Influence of Challenges on Students Learning Behavior and Academic Performance

Emotional Challenge and Learning Behavior

The findings indicate that emotional challenges arising from poverty significantly influence students' learning behavior and classroom engagement. The participant's experiences demonstrate that emotional stress, anxiety, and low self-esteem reduced her ability to concentrate, participate actively, and remain less motivated in her studies. When she faces emotional difficulty she struggle to focus, participate and retain information in the classroom. Her feelings of fear reduces motivation. Emotional stress and low confidence resulted in poor concentration, reduced motivation, and passive classroom participation. She explained how emotional distress affected her attention in class. *"Sometimes I am sitting in the class, but my mind is not attentive because of home problems"*. Emotional difficulties and socio-economic barriers may reduce students engagement in classroom activities(Fredrick et al., 2022).The analysis suggests that emotional challenges have direct impact on learning behavior of students. Emotional stress influences students' ability to regulate emotions and participate effectively in learning activities (Cherniss et al., 1998).

Her learning behavior is also affected by workload at home. . Sometimes she doesn't get enough time to accomplish the assignments given. She focused "*I have to work a lot at home. I get up at 4 am in the morning. Then I helped my mother clean the house. Feed the animals cook food, go to dairy to sell milk and so on.*" This work load minimizes time to study that surely disturb in learning and practice at home. Without practicing at home and revising the lessons how the expected outcomes will be achieved. During the season of plantation she has to stay at home and helps her mother to work in the field. Work is emphasized than study.

Work load, mental stress and anxiety ultimately enforced her to leave the study. When she can't go to school for few days during planting and harvesting season she came up with the idea of dropping school. She seeks solution in leaving school. Studying is not a primary task for her. She has to take care of her small brother as well. Engaging in housework for a long time rather than study creates confusion in learning. She missed the important classes. Then she feel more distracted in study than usual. She stated "*there is no one to support for my study and help my mother, I see my mother always struggling for us, so how could I concentrate on my study*" The analysis revealed that academic success is influenced by work load home environment and support from elders. The microsystem of the theory prevails here. According to (Biggs et al., 2017), stress arises when individuals perceive that environmental demands exceed available coping resources. In this context, lack of adequate resources contributes significantly to academic stress among students.

These findings support previous research demonstrating that emotional distress and socioeconomic disadvantage reduce students' engagement in learning. Fredrick et al. (2022) reported that emotional difficulties and limited school support negatively affect students' participation in classroom activities, while Cherniss et al. (1998) emphasized that emotional stress weakens students' capacity to regulate emotions and engage effectively in learning. Similarly, Biggs et al. (2017) argued that academic stress emerges when environmental demands exceed an individual's available coping resources. While these studies identify the relationship between emotional stress and learning, the present study extends this understanding by illustrating how household labor, caregiving responsibilities, and financial hardship interact to shape the daily learning experiences of a low-income student in a Nepali public school.

Bronfenbrenner's Ecological Systems Theory provides a meaningful explanation for these findings. The participant's learning behavior was strongly influenced by interactions within her microsystem, particularly her family environment, where household responsibilities and financial difficulties competed with educational activities. The weak connection between home demands and school expectations also reflects the influence of the mesosystem, as limited communication and support between family and school reduced opportunities to address the participant's learning difficulties. These ecological interactions demonstrate that students' learning behavior cannot be understood solely as an individual characteristic but must be viewed within the broader family and social contexts that shape their educational experiences.

The findings contribute to existing knowledge by demonstrating that emotional challenges influence learning behavior through interconnected family, school, and socioeconomic circumstances. Rather than affecting only academic achievement, poverty alters students' capacity to concentrate, participate, and persist in learning. These findings suggest that schools should adopt holistic support mechanisms, including counselling services, flexible academic support for students with heavy family responsibilities, and stronger collaboration with parents and communities to reduce barriers to learning and improve educational participation among economically disadvantaged students.

Life Challenges and Academic Performance

The findings reveal that the participant's academic performance was shaped by multiple life challenges associated with poverty rather than by a lack of ability or interest in learning. Although she expressed a strong desire to continue her education, limited financial resources prevented her from accessing learning materials, private tuition, and other educational opportunities that could enhance her academic achievement. Describing her situation she stated *"I like to study a lot .I like to take tuition and extra classes for difficult subjects. But we don't have enough money. My mother can't afford for my study. She has to look and afford for my brother and sister too"*. The participants' potentiality is suppressed with economy. This analysis clearly states that better academic performance is linked with income.

Lack of adequate income source leads to limited access on learning materials that directly affect her study and learning process. She expressed that *"When I was in class eight I had to buy a new copy but my mother can't pay for a single copy. After a week she gets money by working in others house and I was able to buy a copy"*. As a result she can't reflect her true potential in her academic performance. She expressed frustration to her study.

Force of grade and achievement from teacher and mother also gets the participant frustrated. She felt fear of getting grades. Her mother has high expectation that her daughter would study well, get good scores and find a better job in the future. Her mother is affording her in the hope that one day she would repay the debt being an educated and well paid job holder citizen. In this context, she compares herself to other students in the school who are very free and don't have any stress in studying. These findings are consistent with previous research demonstrating that socioeconomic disadvantage is closely associated with students' academic achievement. Sirin (2005) concluded that socioeconomic status is a significant predictor of educational outcomes, while Khatri et al. (2024) found that poverty reduces students' classroom engagement and completion of academic tasks in Nepali community schools. Similarly, Adeniji (2025) argued that inadequate financial resources limit students' access to educational opportunities and negatively affect academic performance. However, the present study extends these findings by showing how academic performance is influenced

by the cumulative effects of financial hardship, limited educational resources, family expectations, and emotional resilience. Unlike many previous studies that primarily examine measurable educational outcomes, this study provides a deeper understanding of the lived realities through which poverty influences academic achievement in the context of a Nepali public school.

Bronfenbrenner's Ecological Systems Theory helps explain these findings by illustrating how academic performance is shaped through interactions among multiple ecological systems. Within the microsystem, the participant's family provided emotional encouragement despite severe financial hardship, motivating her to continue her education. At the same time, limited economic resources restricted access to educational materials and learning opportunities. The influence of the Exo system was evident in the family's unstable economic circumstances, which indirectly affected the participant's schooling, while broader socioeconomic inequalities within the macro system constrained educational opportunities available to children from low-income households. The interaction of these ecological systems demonstrates that academic performance is not determined solely by individual effort but is strongly influenced by family, community, and societal conditions.

Despite experiencing numerous hardships, the participant demonstrated remarkable resilience by continuing her education with the encouragement of her mother and inspiration from national role models such as Mahabir Pun and Jhamak Ghimire. This finding contributes to existing knowledge by showing that poverty does not inevitably result in academic failure; rather, students' educational trajectories are shaped by the interaction of economic hardship, family support, personal determination, and supportive social influences. The study therefore highlights the importance of strengthening financial assistance, scholarship programmes, access to learning materials, and school-based psychosocial support so that economically disadvantaged students can translate their aspirations into meaningful academic success.

Conclusion

This study explored the emotional and academic struggles experienced by a low-income student in a Nepali public school and demonstrated that poverty influences educational experiences through interconnected emotional, social, and economic processes. The findings revealed that financial hardship contributed to emotional stress, anxiety, low self-esteem, social isolation, reduced classroom engagement, limited access to learning resources, and lower academic performance. At the same time, the participant's perseverance and her mother's encouragement illustrated that resilience and family support can help students continue their education despite severe socioeconomic challenges.

The study contributes theoretically by extending the application of Bronfenbrenner's Ecological Systems Theory to the context of low-income students in Nepali public schools. The findings demonstrate that students' emotional well-being

and academic performance cannot be understood solely as individual characteristics but are shaped through interactions among family circumstances, school experiences, peer relationships, and broader socioeconomic conditions. By providing an in-depth account of a student's lived experiences, the study enriches existing literature, which has largely focused on statistical relationships between poverty and educational achievement, with a context-specific qualitative perspective.

The findings also have important practical implications for teachers, school leaders, counsellors, and parents. Schools should recognize that students from economically disadvantaged backgrounds may experience emotional distress that affects learning and classroom participation. Creating supportive classroom environments, strengthening guidance and counselling services, identifying students at risk of educational exclusion, and promoting inclusive teaching practices can enhance both students' emotional well-being and academic engagement. Greater collaboration among teachers, parents, and communities is equally important in addressing barriers that extend beyond the classroom.

From a policy perspective, the study suggests that educational equity requires more than providing free schooling. Policymakers should strengthen scholarship programmes, expand access to learning materials, provide school-based psychosocial support services, and develop targeted interventions for students from economically disadvantaged families. Policies should also encourage schools to integrate students' emotional well-being into educational planning and support mechanisms so that financial hardship does not become a barrier to learning and educational attainment.

This study is limited by its focus on a single participant from one public school and the use of interview data as the sole source of evidence. Consequently, the findings are not intended to be statistically generalizable but to provide an in-depth understanding of one student's lived experiences. Future research could include multiple participants from different geographical regions, compare experiences across public and private schools, incorporate perspectives from parents and teachers, and employ longitudinal or mixed-methods designs to examine how poverty influences students' emotional well-being and academic development over time.

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