Cross-Domain Vulnerabilities in Youth: The Need for Interventions to Enhance Emotional Regulation, Self-Esteem, and Self-Compassion

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ABSTRACT

Emotional well-being during adolescence plays a critical role in shaping psychological resilience and overall mental health. Adolescence is a period of significant emotional development, and challenges in these areas may contribute to emotional dysregulation, low self-worth, and a lack of self-compassion, all of which can impact coping abilities and mental health outcomes. During this period, the ability to manage emotions, maintain a positive self-image, and practice self-compassion plays a key role in fostering resilience and overall well-being. However, many adolescents face difficulties in these areas, which can lead to negative outcomes such as increased stress, anxiety, and low self-esteem.This study investigates the relationship between emotional regulation, self-esteem, and self-compassion among 50 youth participants. Using standardized measures - the Rosenberg Self Esteem Scale Score (RSE), Emotional Regulation Questionnaire (ERQ), and Self-Compassion Scale (SCS)—the results revealed significant challenges. Of the participants, 56% had low self-esteem, 40% had trouble controlling their emotions, and 54% lacked self-compassion. 17 participants consistently scored poorly on all three measures, according to cross-domain analysis, indicating a vulnerable group in need of focused interventions. Just three people demonstrated great psychological well-being by achieving high scores in at least two domains. The results highlight the necessity of structured programs to promote youths' coping mechanisms and emotional well-being by fostering self-compassion, self-esteem, and emotional regulation techniques.

Keywords: Self-esteem, Emotional Regulation, Self-Compassion, Youth Well-being, Cognitive Reappraisal, Psychological Health

1. Introduction:

In order for students to do well academically and stay healthy psychologically, they need to be in charge of their emotions. It explains how individuals regulate their feelings, e.g., the way they feel, behave, and manage their emotions (Gross & Thompson, 2007). Possible stressors that can influence the psychological status of students along with academic performance are test performance, social stresses, and school difficulties (Eisenberg et al., 2001). In such contexts, anxiety control, self-confidence, and attention all depend upon effective emotional management

techniques. The two main techniques underlie the regulation of emotion: Expressive Suppression (ES) and Cognitive Reappraisal (CR) (Gross & Jazaieri, 2014). Expressive suppression is the blocking of the emotional expression of feelings, while cognitive reappraisal is reinterpretation of aversive experiences to reduce their emotional effect. Earlier research highlights the importance of cognitive reappraisal on academic performance. Students who actively reframe difficulties in a positive way generally experience lower emotional distress and improved academic performance (Fong & Loi, 2016). Conversely, expressive suppression is usually related to increased stress, emotional burnout, and poorer cognitive performance (Dandala & Hodambia, 2021). This is the difference because it is important to note the importance of understanding the role of emotional regulation strategies on academic achievement, and also the information regarding students who are in need of additional support in using these strategies.

Although previous studies have found that emotional regulation, self-esteem, and self-compassion have significant implications, only few studies have looked into the interaction between these constructs on youth populations. For instance, Bluth and Neff (2018) maintain that self-compassion enhances emotional regulation by promoting the tendency to react to personal fails with care instead of self blame. Likewise, self-esteem, or an individual's overall perception of their sense of self-worth or personal value, is much related to emotional regulation abilities. Teens with greater self-esteem showed less psychological distress and more constructive coping mechanisms. On the other hand, emotional dysregulation linked to poor self-esteem resulted in increased suffering.(Fox et al., 2012). Despite these insights, few studies have conducted quantitative analyses examining the relationship between emotional regulation strategies and academic performance using standardized measures. This study aims to address this gap by analyzing emotional regulation strategies and their correlation with academic scores among a sample of 50 students.

1.1   Objectives of the Study

   a) To examine the distribution of emotional regulation scores—specifically Cognitive Reappraisal (CR) and Expressive Suppression (ES)—and their relationship with students' academic performance.
   b) To perform cross-domain analysis of self-esteem, emotional regulation, and self-compassion and identify patterns of interrelationship among these variables.
   c) To investigate the need for boosting self-esteem, emotional regulation, and self-compassion among students to enhance their academic and psychological well-being.

1.2 Research Questions

This study addresses the following research questions:
   1. What is the distribution of emotional regulation scores (Low, Medium, and High) among students, and how do cognitive reappraisal and expressive suppression contribute to these scores?
   2. How do emotional regulation abilities correlate with students' academic performance?
   3. Are there identifiable correlations between emotional regulation, self-esteem, and self-compassion among participants?

2. Literature Review

2.1 Importance of Emotional Regulation in Academic Success

Emotional regulation refers to the ability to effectively manage and respond to emotional experiences. It is a critical skill for students as it influences academic performance, psychological health, and social relationships (Gross & Thompson, 2007). Students often experience high levels of stress due to academic pressures, examinations, and personal challenges, which can impede their ability to concentrate and perform well (Antaramian et al., 2008). Emotional regulation plays a critical role in academic performance. Zimmerman et al. (2018) highlighted that adolescents who can effectively manage their emotions, particularly during stress and failure, tend to have better focus, study habits, and overall academic performance. Students with poor emotional regulation may experience greater anxiety, frustration, or avoidance behaviors that can negatively impact learning and performance.Two primary strategies of emotional regulation, cognitive reappraisal and expressive suppression, have been widely studied. Cognitive reappraisal involves reinterpreting a situation to change its emotional impact, while expressive suppression focuses on managing outward emotional expressions (Gross & Jazaieri, 2014). Two main strategies of emotional regulation, namely cognitive reappraisal and expressive suppression, have been extensively researched. Cognitive reappraisal is the reinterpretation of a situation, changing the emotional impact of that situation; expressive suppression is the management of outward emotional expressions (Gross & Jazaieri, 2014).

Positive relationships between cognitive reappraisal and better academic performance, and neutral or negative effects of expressive suppression on outcomes, have been reported (Diedrich et al., 2017). Eisenberg et al., in previous research (2001) found that students with strong emotional regulation skills exhibit a lower number of externalizing and internalizing behavioural problems, such as aggression and anxiety. Likewise, Eccles and Roeser (2011) underlined that the school context is a major developmental arena for these adolescents, in which emotional regulation supports students in coping with the demands of academic work and developing their self-esteem. Additionally, Bluth and Neff (2018) contend that self-compassion and emotional regulation techniques increase psychological flexibility, which may decrease the negative impacts of stress and advance wellbeing. These results highlight how crucial emotional control is as a fundamental ability for academic achievement.

2.2 Cognitive Reappraisal and its Role in Academic Outcome

Generally speaking, cognitive reappraisal is much more widely known to be the more adaptive way of controlling one's emotions rather than expressive suppression. Cognitive reappraisal suggests the construction of positive reinterpretations of stress sources, thus making them less intensive emotionally (Gross and Thompson, 2007). The students who would view examinations as

opportunities to progress and gain usually have less stressed levels of a student, thereby achieving greater educational outcomes (Hasmarlin & Hirmaningsih, 2019). This concept is also supported by Finlay-Jones (2017), who is of the view that proactive coping strategies promoted by cognitive reappraisal help students tackle problems with a solution-oriented mindset. As per research conducted by Fong and Loi (2016), students who practiced cognitive reappraisal demonstrated improved concentration on academic tasks, reduced anxiety, and improved psychological well-being. Ge et al. (2019) found that Chinese undergraduate students who exercised mindfulness-based cognitive reappraisal experienced enhanced subjective well-being, leading to well-balanced academic and emotional achievements. These results complement Gratz and Roemer's (2004) emotion regulation approach, where the mechanisms for adaptive regulation processes like cognitive reappraisal explain how they improve mental clarity and pressured decision-making. Therefore, by improving students' self-esteem and minimizing emotional disturbances, teaching students cognitive reappraisal ability can greatly improve their academic achievement.

2.3 Expressive Suppression: Challenges and Implications

Thus while cognitive reappraisal has been associated with improved academic functioning, expressive suppression has yielded inconsistent findings. Expressive suppression is the suppression of the expression of emotion outwardly and can result in more emotional distress and less cognitive ability (Gross & Jazaieri, 2014). It was discovered by Cai et al. (2023) that individuals relying mainly on suppression strategies experienced higher stress and worse mental health outcomes. The reason for this is that this won't address the root of the issue which has created this emotional unease and will only result in emotional exhaustion in the long term. On the other hand, some research indicates that under specific circumstances, expressive suppression can yield short-term benefits.

For instance, Elices et al. (2017) argue that suppression may facilitate composure, goal-salient and focused behavior within strict settings such as classrooms or exams. Dandala & Hodambia (2021) argue that utilization of suppression as a main approach is generally linked with poor performance in academics, as well as low emotional flexibility. Individuals that suppress emotional expression tend to have trouble with interpersonal relationships and face challenges when they work in groups (Goleman 2002). Furthermore, expressive suppression of emotions is determined by Fitriani and Alsa (2015) to increase stress reaction whereupon they become less and less creative as they lose focus and problem-solving skills. In the same way, Cabacungan et al. (2022) documented that suppressing their feelings during COVID-19 lockdown was associated with emotional exhaustion among university students. These findings indicate that even if suppression serves as a quick fix to manage isolated cases, it is not conducive to enduring emotional well-being or school performance.

2.4 Emotional Regulation, Self-Esteem, and Self-Compassion

The relationship between emotional regulation, self-esteem, and self-compassion has received more recognition in psychological research. Self-esteem refers to how we evaluate and perceive

ourselves, while self-compassion involves being kind and compassionate towards oneself when faced with difficulties (Neff & Bluth, 2018). Both are influenced by emotional regulation strategies. The study conducted by Hofmann et al. (2012) showed that individuals with higher self-esteem were more likely to use cognitive reappraisal as a means to regulate their emotional responses to stress since they reported more positive emotional outcomes when they used cognitive reappraisal as a coping strategy than individuals who had low self-esteem. It has been consistently shown through research that students who have higher self-esteem perform better academically. A research conducted by Gupta et al. (2015) revealed that increased self-esteem correlates with increased academic performance, as students who have positive self-regard will be more motivated, have greater goals, and continue in spite of academic difficulties. Likewise, the practices of self-compassion foster emotional regulation through non-judgmental awareness and kindness toward self (Heath, 2022). In their systematic review, Crego et al. (2022) noted that self-compassion interventions enhance emotional regulation and decrease stress among mental health professionals, and this can be generalized to student populations. Similarly, a study by Antaramian et al. (2008) discovered that adolescents who engaged in self-compassion and emotional regulation skills reported increased life satisfaction and academic performance. Neff et al. (2005) showed that highly self-compassionate students are more likely to exhibit higher emotional resilience and less likelihood of self-criticism or burnout. High self-compassion promotes effective coping, which can bring about a healthier attitude towards learning difficulties, thus improving performance. Global Health Estimates (2018), which emphasize the role of emotional regulation in improving mental health and overall well-being, support these conclusions. The interrelation between these ideas underscores the merit of integrated therapies that involve self-compassion, self-worth, and control of emotions. For instance, mindfulness-based interventions were shown to enhance the emotional balance of students, reduce expressive repression, and enhance cognitive reappraisal (Astutik & Dewi, 2022). Moreover, Eisenberg et al. (2001) add that special training in emotional regulation could reduce psychological and behaviour disorders, resulting in improved academic performance.

The review of the research highlights the significance of emotional regulation strategies in influencing academic performance, particularly expressive suppression and cognitive reappraisal. Although cognitive reappraisal has been consistently associated with positive outcomes, expressive suppression is challenging when used as the primary coping mechanism. The need for intensive psychological interventions to improve the academic and emotional health of students is also supported by the interdependence of self-compassion, self-esteem, and emotional regulation (Diedrich et al., 2017; Bluth & Neff, 2018). By promoting healthy emotional regulation strategies, educators and mental health professionals can provide students with the tools they need to thrive emotionally and academically.

3. Methodology

3.1 Research Design

The research assessed the relationship between adolescent students' self-esteem, emotional regulation, and self-compassion through a cross-sectional descriptive research design. The aim of the research was to identify trends in these areas' strengths and weaknesses and how they relate to each other.

3.2 Sampling Method

Using Purposive Sampling, 50 adolescent students who met the inclusion criteria were selected. Selection of these participants from a nearby school was based on their availability for the study and the appropriateness of their age group (adolescents). Through the use of purposeful sampling to ensure that participants were representative of the target population, an increased understanding of the ways in which self-esteem, emotional control, and self-compassion manifest among this specific population was enabled.

3.3 Participants

50 adolescent pupils aged between 11 and 14 comprised the sample; both male and female participants were proportionally equal in number. Representation in terms of socioeconomic status as well as achievement was maintained through sampling individuals who represented a range of academic attainments.

3.4 Tools Used

- ***Rosenberg Self-Esteem Scale (RSE)***

    The RSE is a 10-item self-report measure that assesses global self-esteem. Participants indicated the degree to which they agreed with each item on a 4-point Likert scale (1 = Strongly Disagree to 4 = Strongly Agree). Higher scores on the RSE represent higher self-esteem, whereas lower scores represent lower self-esteem.

- ***Emotional Regulation Questionnaire (ERQ)***

    The ERQ is a 10-item scale that assesses two main emotion regulation strategies: Cognitive Reappraisal and Expressive Suppression. Participants rate items on a 7-point Likert scale (1 = Strongly Disagree to 7 = Strongly Agree). Higher scores in reappraisal reflect more frequent use of cognitive reappraisal, while higher scores in suppression indicate more frequent use of expressive suppression.

- ***Self-Compassion Scale Youth Version (SCS- Youths)***

    The SCS is a 17-item self-report scale that measures the extent to which individuals practice self-compassion, with items rated on a 5-point Likert scale (1 = Almost Never to 5 = Almost Always). It covers three dimensions: self-kindness, common humanity, and mindfulness. Higher scores indicate higher self-compassion.

3.5 Procedure

- **Data Collection**

  Informed permission forms were provided to the participants, and their answers were kept anonymous. In a single session lasting roughly thirty to forty-five minutes, each participant finished the three questionnaires (RCS, ERQ, and SCS). The researcher provided instructions to address any questions as the surveys were distributed in a controlled setting. Anonymity and confidentiality were guaranteed and preserved. Participants were made aware that their involvement was completely voluntary and that they could stop at any moment without facing any repercussions.

- **Scoring and Categorization**

  The score of each participant on each of the three questions was calculated separately. The participants were categorized into groups. From their total scores on three of the questionnaires, these categories were devised on a low, medium, and high scale, with areas to focus more on research and help.

3.6 Data Analysis

The study used cross-domain and descriptive analyses to examine the connection between students' academic achievement and their capacity for emotional control. For each characteristic, the percentage distribution of participants in low, medium, and high categories was computed in order to illustrate the patterns. Three psychological measures (the Self-Compassion Scale, ERQ, or Rosenberg Self-Esteem, respectively) will be compared along categories to assess participant strengths and weaknesses. A clearer understanding regarding the interaction between these factors across adolescence will follow.

4. Results:

The distribution of scores among students revealed a clear pattern of performance:

4.1 Rosenberg Self Esteem Scale Score (RSE) Outcomes

The global self-esteem of an individual-that is to say, one's general impression of value-worth-is scored using the Rosenberg Self Esteem Scale Score or RSE. This section provides a distribution for the participants' levels of self-esteem in determining patterns. Given the scoring standard, participants were divided into the following three score ranges: Low, Medium, and High. This analysis sheds information on the group's general levels of self-esteem while pointing out areas that require work in order to strengthen coping strategies.

Table 1: Distribution of Rosenberg Self-esteem (RSE) Scores Among Participants

Student ID	Score	Range
1	20	Low
2	18	Low
3	20	Low
4	19	Low
5	19	Low
6	20	Low
7	24	Medium
8	20	Low
9	19	Low
10	22	Medium
11	19	Low
12	17	Low
13	17	Low
14	22	Medium
15	18	Low
16	28	Medium
17	18	Low
18	20	Low
19	18	Low
20	28	Medium
21	17	Low
22	30	Medium
23	25	Medium
24	23	Medium
25	19	Low
26	19	Low
27	18	Low
28	18	Low
29	19	Low
30	21	Medium
31	19	Low
32	19	Low
33	23	Medium
34	24	Medium
35	20	Low
36	22	Medium
37	25	Medium
38	21	Medium
39	21	Medium
40	17	Low
41	17	Low
42	27	Medium
43	25	Medium
44	32	High
45	21	Medium
46	18	Low
47	24	Medium
48	18	Low
49	18	Low
50	22	Medium

Table 2: Range of Rosenberg Self- Esteem Scale (RSE) Scores Across Participants

RSE Range Overview	
Category	**Score**
Low	10-20
Medium	21-30
High	31-40

The Rosenberg Self Esteem Scale Score (RSE) scores were categorized into three ranges: Low (10–20), Medium (21–30), and High (31–40).

A large proportion of the 50 participants—28, or 56%—were in the Low range, which indicates that the group is experiencing severe challenges with coping mechanisms and self-esteem. In addition, 21 people (42%) were rated in the medium range, which reflects a moderate level of self-esteem where individuals acknowledge their strengths and weaknesses but have reservations in certain situations.Only one individual (2%) scored in the high range, exemplifying great flexibility and self-esteem, feeling secure and proud of who they are and what they can do, persevering through failures with strength, and learning from mistakes. This distribution indicates that the sample's self-esteem is overall weak, and a specific intervention is needed to enhance stress management skills.

4.2 Emotional Regulation Questionnaire (ERQ) Results

The Emotional Regulation Questionnaire (ERQ) measures participants' emotional regulation capability by two main strategies: Cognitive Reappraisal (CR) and Expressive Suppression (ES). Total ERQ scores are categorized as Low, Medium, and High levels to assess the group's emotional regulation capacity. This section provides a detailed interpretation of the scores, analyzing the functions cognitive reappraisal and suppression have in the participants' overall emotional regulation capability. This helps get an insight into the emotional processing style of the individuals.

Table 3: ERQ Cognitive Reappraisal and Expressive Suppression Scores and Total ERQ Score

Student ID	Cognitive Reappraisal	Expressive Suppression	Toal ERQ Score	Range
1	13	9	22	Low
2	15	10	25	Low
3	16	11	27	Low
4	14	11	25	Low
5	16	10	26	Low
6	16	9	25	Low
7	14	10	24	Low
8	16	9	25	Low
9	14	12	26	Low
10	24	18	42	Medium

11	17	10	27	Low
12	15	10	25	Low
13	26	18	44	Medium
14	24	18	42	Medium
15	15	11	26	Low
16	25	19	44	Medium
17	27	13	40	Medium
18	15	9	24	Low
19	37	26	63	High
20	23	18	41	Medium
21	26	14	40	Medium
22	14	10	24	Low
23	15	9	24	Low
24	14	11	25	Low
25	15	10	25	Low
26	34	24	58	High
27	16	11	27	Low
28	24	16	40	Medium
29	14	9	23	Low
30	26	19	45	Medium
31	15	11	26	Low
32	23	18	41	Medium
33	36	22	58	High
34	26	19	45	Medium
35	15	9	24	Low
36	23	18	41	Medium
37	26	18	44	Medium
38	15	10	25	Low
39	25	15	40	Medium
40	16	10	26	Low
41	15	11	26	Low
42	25	19	44	Medium
43	26	15	41	Medium
44	27	17	44	Medium
45	25	18	43	Medium
46	25	18	43	Medium
47	15	11	26	Low
48	14	11	25	Low
49	23	17	40	Medium
50	26	14	40	Medium

Both CR and ES measures of the Total ERQ score are distinguished separately in this table. Beyond having their total ERQ range status (Low, Medium, High), the subject's scores also were investigated. As a preview of effective utilizations of positive emotional refraining strategies, the subjects with higher CR scores (e.g., IDs 19, 26, and 33) mostly had higher ERQ scores overall. Individuals with low CR and ES scores, on the other hand, had lower overall ERQ scores, indicating limits in both reappraising experiences in a positive way and repressing unpleasant emotions. The table highlights the significance of improving CR to improve overall emotional regulation by demonstrating how emotional regulation skills rely on a balance between various sub components.

Table 4: Range of Emotional Regulation Questionnaire (ERQ) Among Participants

ERQ Range Overview	
Category	Total ERQ Score
Low	10. -30
Medium	31-50
High	51-70

The Emotional Regulation Questionnaire (ERQ) measures participants' emotional regulation abilities, with total scores categorized into Low (10–30), Medium (31–50), and High (51–70). Among the participants, 20 individuals (40%) scored in the Low range, indicating difficulty in managing emotional experiences effectively. A larger group of 26 participants (52%) fell into the Medium range, suggesting average emotional regulation capabilities with room for improvement. Only 4 participants (8%) achieved scores in the High range, reflecting strong emotional regulation skills. The predominance of Medium scores suggests that while participants possess some emotional management strategies, interventions are needed to elevate these abilities.

4.3 Self-Compassion Scale (SCS) Results

Self-Compassion Scale (SCS) measures the ability to have self-awareness, compassion, and present-mindedness in times of emotional challenge and personal failure. Levels of self-compassion among groups are identified through the separation of participant scores into Low, Medium, and High categories. Distribution of the scores is reviewed within this section and trends and patterns indicate how much self-compassion the participants use. The results demonstrate how common self-criticism is and how it may affect emotional health.

Table 5: Distribution of Self Compassion Scale (SCS) Scores Among Participants

Student ID	SCS Score	Range
1	37	Low
2	34	Low
3	33	Low
4	35	Low
5	33	Low
6	33	Low
7	75	High
8	33	Low
9	32	Low
10	33	Low
11	31	Low
12	37	Low
13	50	Medium
14	56	Medium
15	54	Medium
16	29	Low
17	55	Medium
18	34	Low
19	50	Medium
20	59	Medium
21	33	Low
22	53	Medium
23	53	Medium
24	30	Low
25	37	Low
26	55	Medium
27	35	Low
28	32	Low
29	31	Low
30	61	Medium
31	59	Medium
32	32	Low
33	55	Medium
34	62	Medium
35	60	Medium
36	31	Low
37	29	Low
38	32	Low

39	35	Low
40	58	Medium
41	30	Low
42	55	Medium
43	31	Low
44	81	High
45	63	Medium
46	58	Medium
47	30	Low
48	29	Low
49	30	Low
50	31	Low

Table 6: Range of Self Compassion Scale (SCS) Among Participants

SCS - Youth Range Overview	
Category	Score
Low	17-39
Medium	40-63
High	64-85

Three cut-points were derived for the Self-Compassion Scale (SCS) scores: Low (17–39), Medium (40–63), and High (64–85). For the sample of participants, there were 27 (54%) with low scores, suggesting in general a deficit in emotional intelligence and self-kindness. Such participants may struggle to be compassionate towards oneself when under stress and to refrain from criticizing themselves. Twenty participants (40%) scored within the medium range, which reflects a moderate level of self-compassion. High self-compassion skills, which are related to enhanced emotional well-being and self-worth, were only achieved by three participants (6%) who were in the High category. These findings reflect the importance of promoting self-compassion training in an effort to improve participants' emotional well-being.

4.4 Cross-Domain Analysis

The overlap among the three psychological assessments—self-esteem (RSE), emotional regulation (ERQ), and self-compassion (SCS)—are discussed in this section. In order to identify which participants consistently scored Low, Medium, or High across multiple areas, the participants' scores are analyzed. This research provides an in-depth insight into participants' psychological wellbeing by determining relationships between self-esteem, emotional regulation, and self-compassion through the identification of overlap patterns. Following are some essential facts regarding the group's disadvantages and advantages.

The range overlap between the three measures is highlighted in the below table:

Table 7: Cross-Domain Score Overlap Across RSE, ERQ, and SCS

Range Combination	Number of Participants
Low in RSE, ERQ, and SCS	17
Medium in RSE, ERQ, and SCS	10
High in at least two domains	3

All three measurements by the participants and their overlaps' patterns are included in the following table. According to the findings:

1. Significant emotional and psychological difficulties were indicated by the 17 participants' consistently low RSE, ERQ, and SCS scores.

2. On all three measures, 10 participants received scores in the Medium range, indicating moderate psychological functioning with potential for improvement.

3. Three participants demonstrated strong emotional control, self-worth, and self-compassion abilities by scoring highly in at least two areas.

This table concentrates on participants achieving High scores in at least two out of three measures: RSE, ERQ, and SCS. Particularly, there were 3 participants of interest: IDs 7, 26, and 44. These individuals showed high levels of emotional regulation, self-esteem, and self-compassion which reflect their psychological well-being. For instance, Student ID 44 achieved RSE 32 (High), ERQ 44 (High), SCS 81 (High) showing an emotionally healthy person. This illuminates the need for conducting and developing interventions that would enable other people to adopt the strengths of these participants and focus on self-compassion and self-regulation as means to enhance Self-esteem.

This overlap analysis emphasizes the relationship between these psychological constructs, observing that Low scorers require precise intervention, while recognizing High-performing participants as functioning exemplarily in psychological terms.

5. Discussion

The analysis reveals important components concerning self-esteem, emotional regulation, and self-compassion for the adolescent participants, reflecting the objectives of this study and previous research conducted. The analysis supports the need to incorporate therapeutic practices to improve emotional health, Self-esteem, and self-compassion.

5.1 Key Findings and Analysis

According to the Rosenberg Self Esteem Scale Score report, 56% of participants scored 'Low', which means a good number of the group has difficulties accepting compliments and tends to self-critique more excessively. Furthermore, these individuals shy away from tasks that may lead to failure or

rejection. These participants are likely to have difficulties with emotional self-regulation under stress, which is consistent with Eisenberg et al.'s (2001) findings on low self-esteem and emotional self-regulation. Participants scoring in the Medium range (42%) have moderate self-esteem showing some degree of self-regulation but have room for improvement. The single respondent with High Self-esteem is an outlier who, evidently, has good coping skills

The Emotional Regulation Questionnaire (ERQ) aspect results show the emotional regulation skills of participants. The analysis found that 40% of participants scored Low, indicating problems with both Cognitive Reappraisal (CR) and Expressive Suppression (ES) (Gross & Thompson, 2007). Participants with Low scores in both CR and ES might be ineffective at managing their emotions which may increase their susceptibility to stress. In contrast, 52% of participants scored in the Medium range, suggesting that they are capable of moderate emotional regulation, which indicates inconsistent use of reappraisal or suppression. Merely 8% attained High scores, which indicate effective emotional regulation and confirms that sophisticated emotional control is infrequent in this sample.

The Self-Compassion Scale (SCS) results also show a similar pattern where 54% of the participants were Low-scoring. From these results, it is indicated that most participants are not adept at self-kindness and understanding emotions. It is recommended by Bluth and Neff (2018) that self-compassion works as a protection mechanism to help mitigate stress, enhance emotional Self-esteem, and enhance well-being. Stressful responses are perpetuated by low self-compassion as they practice self-judgment as opposed to support from oneself (Diedrich et al., 2017). While 40% of the participants recorded Medium scores, which indicated moderate capability in self-kindness practice, only 6% recorded High, which demonstrates very good self-compassion abilities that agree with Gross and Jazaieri (2014) who concluded that self-compassion ensures emotional stability and good mental health.

5.2 Cross-Domain Insights

The overlap analysis between RSE, ERQ, and SCS gives a better understanding of the inter-related nature of these constructs. Interestingly, 17 participants systematically scored Low in all three areas. They are a vulnerable population who are deficient in self-esteem, emotional regulation, and self-compassion and are thereby prone to psychological distress (Antaramian et al., 2008). This discovery is in   agreement with a study by   Dandala   and   Hodambia   (2021), which highlights that self-criticism   and negative regulation of emotions can further exacerbate mental   health issues.   Neff   &   Germer   (2013) presumed that   self-compassion would act as a buffer against negative emotional regulation. High self-compassionate students will be able to look at failures with compassion and thereby better manage emotions. By contrast, those with low self-compassion can be more self-critical and experience higher levels of

emotional distress, which affects their ability to regulate emotions. Interventions that help develop coping skills and enhance self-compassion are critical for such individuals.

On the other hand, 10 participants scored Medium on all measures, reflecting moderate psychological functioning. These individuals exhibit a balanced, albeit average, capacity to manage emotions and stress, suggesting room for improvement. Targeted programs that enhance cognitive reappraisal, mindfulness, and stress management could help these participants progress toward higher levels of well-being (Heath, 2022).

Importantly, only 3 participants scored High in at least two domains, demonstrating strong emotional regulation, Self-esteem, and self-compassion skills. For example, Participant ID 44 scored High across RSE, ERQ, and SCS, highlighting a rare and healthy emotional framework. This is consistent with research by Cai et al. (2023), which indicates that those with high self-compassion are likely to have improved emotional regulation and higher self-esteem when coping with stressors. There is considerable evidence to indicate that self-esteem and emotional regulation are linked. Kaufman et al. (2016) indicate that adolescents with high self-esteem are likely to better regulate their emotions since they are more likely to be confident in coping with emotional difficulties. Conversely, individuals with low self-esteem might have issues with emotional control, which may translate to problems with coping with academic stress and other stressors.

5.3 Implications for Intervention

The findings of this research underscore the need for formal psychological interventions to address key vulnerabilities among participants. Since Low scores predominated, particularly in RSE and SCS, initiatives to foster self-esteem development and self-compassion are crucial. Mindfulness training that focuses on self-kindness and affect awareness has been shown to improve self-esteem and reduce self-criticism (Bluth & Neff, 2018; Finlay-Jones, 2017). In addition, cognitive-behavioral strategies that emphasize cognitive reappraisal can enhance participants' emotional regulation ability to handle stress more effectively (Gross & Jazaieri, 2014).

Research has established that low self-esteem teenagers are more susceptible to experiencing academic disaffection and mental health issues such as anxiety and depression. Schunk & DiBenedetto (2020) also emphasized that interventions to promote self-esteem have the potential to contribute positively to academic performance and emotional health, especially for high-risk youth who are prone to academic failure or mental illness. Appropriate emotional regulation is a core predictor of academic performance, particularly in adolescents under strong academic pressure. Gross (2015) pointed out that students who do not achieve successful emotional regulation will be likely to learn academic burnout, procrastination, and disengagement. Zhao et al. (2021) indicated that interventions like mindfulness-based emotional regulation have the potential to increase students' stress management capacity and academic performance. Smeets et al. (2019)

identified that interventions involving self-compassion like self-compassionate journaling or mindfulness were effective in increasing the emotional resilience of students as well as academic stress reduction. Such interventions have the most effective role in discouraging academic burnout and in the direction of a healthier mindset about academic hardship. Adolescents with high levels of self-compassion are more self-initiated, less perfectionistic, and better equipped to deal with failure, which all work toward academic achievement.Moreover, findings of this study support prior research that connected interrelatedness of self-compassion, emotional regulation, and self-esteem. Interventions aimed at one area may have positive results across the other two, indicating a synergistic relationship. For instance, enhancing cognitive reappraisal skills can enhance self-esteemalongside promoting a more compassionate reaction to personal failures (Diedrich et al.,2017).

6. Limitations:

- The use of purposive sampling in the study restricts the generalizability of the results to the larger adolescent population.
- The use of self-report questionnaires could possibly introduce bias, because participants can give socially desirable answers.
- The cross-sectional design of the study constrains casual inference regarding the interrelations among self-esteem, emotional regulation, and self-compassion.

7. Conclusion

This research draws attention to the interconnected vulnerabilities of low self-esteem, emotional regulation, and self-compassion among adolescents. The findings indicated that more than half of the participants had difficulties in adapting to stress, emotion regulation, and practicing self-kindness. These results establish the necessity of systematic interventions in addressing such susceptibilities. Interventions based on mindfulness, cognitive reappraisal, and self-compassion practice can be a decisive factor in enhancing emotional well-being. Akin (2014) discovered that students who had high self-esteem and emotional regulation performed well academically, whereas those who had low scores in one or both of these areas performed poorly. Bajaj et al. (2016) highlighted that positive self-compassion moderated the ill effects of inadequate emotional regulation, enabling students to overcome academic stress and sustain motivation. More generally, self-esteem development activities, stress management, and the practice of self kindness can enable youth to better cope with adversity. Furthermore, the rare occurrence of high scores across multiple domains (observed in only 3 participants) indicates the importance of integrating holistic approaches to strengthen psychological health. Future research needs to determine the long-term effects of such interventions and examine external variables impacting emotional development. In general, this study highlights the importance of emotional regulation, self-esteem, and self-compassion in fostering healthier, more adaptive youthpopulations.

Longitudinal data should be examined in future research to determine the efficacy of targeted interventions across time. Further, the use of qualitative approaches, including interviews and focus groups, might yield a deeper understanding of participants' lived experiences. An investigation of how external influences—social support and school pressure—impact self-esteem, emotional regulation, and self-compassion would further contribute to the understanding of youth psychological well-being (Eccles & Roeser, 2011).

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