JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

PSYCHOLOGICAL DISTRESS AMONG ADOLESCENTS EXPERIENCING PATERNAL LOSS: A COMPARISON OF PUBLIC AND PRIVATE SCHOOL STUDENTS

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DOI:https://doi.org/10.5281/zenodo.23036150

Keywords
Paternal loss, Psychological distress, Adolescents, Bereavement, Public and private schools, Mental health.

Article History
Received: 01 June 2026
Accepted: 23 August 2026
Published: 08 September 2026

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Abstract

Paternal loss during adolescence is a significant life event that may adversely affect psychological adjustment, emotional well-being, and social functioning. The present study aimed to examine psychological distress among adolescents experiencing paternal loss and compare differences between public and private school students. A quantitative comparative cross-sectional research design was employed. The study included N=140 adolescents who had experienced paternal loss and were selected through a purposive sampling technique from public and private schools. Data were collected using a demographic information questionnaire and a standardized measure of psychological distress scale. Descriptive statistics, Pearson correlation analysis, and independent samples t-test were used for data analysis. The findings revealed that most participants were aged 16–18 years (67.9%), with a nearly equal gender distribution. The majority belonged to middle socioeconomic backgrounds (48.6%), and most adolescents had experienced paternal loss for 1–3 years (43.6%). A significant positive relationship was found between school type and psychological distress (r=.23, p<.01). Furthermore, independent samples t-test results indicated a significant difference in psychological distress between public and private school students, with private school students reporting higher levels of distress compared with public school students, t(125.02)= -2.77, p<.001, with a moderate effect size (d = 0.47). The findings highlight that paternal loss is associated with considerable psychological challenges among adolescents and that educational context

JOURNAL FOR SOCIAL SCIENCE STUDIES
An International Peer-Reviewed Open Access Journal

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
Volume 4 • Issue 5 • September 2026

may influence their adjustment following bereavement. The study emphasizes the importance of school-based psychological support services, grief counseling, and early identification of emotional difficulties among bereaved adolescents. Future research should explore protective factors such as coping strategies, family functioning, resilience, and social support to develop effective interventions for adolescents experiencing parental loss.

INTRODUCTION

Adolescence is a critical developmental period characterized by significant biological maturation, emotional regulation, identity formation, and increasing social independence. During this transitional stage, adolescents require stable emotional relationships and supportive environments to successfully navigate developmental challenges. Parents, particularly fathers in many cultural contexts, contribute substantially to adolescents' emotional security, social development, economic stability, and psychological adjustment. Consequently, the death of a parent represents one of the most stressful and potentially traumatic experiences during adolescence, with implications extending beyond immediate grief reactions to long-term psychological functioning. Research on adolescent development demonstrates that disruptions in caregiving relationships during this period may increase vulnerability to depression, anxiety, emotional dysregulation, and impaired social functioning (Steinberg, 2014; Sawyer et al., 2012; Blakemore, 2012; Compas et al., 2017; World Health Organization [WHO], 2021). From a developmental perspective, adolescence involves heightened sensitivity to environmental stressors because neural, emotional, and social systems are undergoing rapid transformation, making supportive family relationships particularly important for psychological resilience (Blakemore & Mills, 2014; Casey et al., 2010).

Parental bereavement has consistently been identified as a significant adverse childhood experience associated with increased risk of psychological distress. Although grief is considered a normal response to the death of a loved one, some adolescents experience persistent emotional difficulties, including depressive symptoms, anxiety, trauma-related symptoms, loneliness, behavioural problems, and academic impairment. Longitudinal evidence indicates that adolescents who experience parental death demonstrate higher levels of internalizing problems compared with non-bereaved peers. In a prospective cohort study using data from the Tracking Adolescents Individual Lives Survey (TRAILS), Stikkelbroek et al. (2016) found that adolescents experiencing family bereavement showed increased internalizing problems after parental loss, even after controlling for pre-existing psychological difficulties. Similarly, Melhem et al. (2008) reported that sudden parental death was associated with prolonged grief reactions, depression, and functional impairment among children and adolescents. Further evidence from Pham et al. (2018) demonstrated that youth experiencing sudden parental death had increased risk of early-onset depression and psychological impairment over a seven-year follow-up period. These findings highlight that parental loss during adolescence represents not only an emotional event but also a developmental challenge with potential long-term consequences (Melhem et al., 2008; Stikkelbroek et al., 2016; Pham et al., 2018; Berg et al., 2016; Luecken, 2008).

Paternal loss may have unique psychological consequences because fathers often occupy important roles in emotional support, social learning, financial provision, and family stability. The absence of a father may create multiple simultaneous stressors, including changes in family structure, economic hardship, altered parenting responsibilities, and reduced access to emotional guidance. According to family systems theory, the death of a family member affects the functioning of the entire family system rather

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than only the individual experiencing grief (Bowen, 1978). Previous studies suggest that children who lose a parent may experience difficulties related to attachment security, emotional regulation, and interpersonal relationships, particularly when surviving caregivers face their own psychological and economic challenges (Luecken, 2008; Stroebe et al., 2007; Berg et al., 2016; McLanahan & Sandefur, 1994; Amato, 2000). Furthermore, research indicates that the psychological impact of parental death is shaped by contextual factors such as the quality of surviving relationships, socioeconomic conditions, age at loss, and availability of social support (Dowdney, 2000; Melhem et al., 2008; Stikkelbroek et al., 2016). Therefore, paternal bereavement should be understood as a complex psychosocial experience involving both emotional suffering and broader changes within adolescents' social environments.

Psychological distress following parental loss is influenced by the interaction between individual vulnerability and environmental conditions. The stress and coping framework suggests that adolescents' adjustment after stressful life events depends on their available coping resources, perceived social support, and ability to regulate emotions (Lazarus & Folkman, 1984). Adolescents who experience parental death may encounter difficulties processing grief while simultaneously managing academic responsibilities, peer relationships, and developmental transitions. Studies have shown that bereaved adolescents are at increased risk of depressive symptoms, anxiety, post-traumatic stress reactions, and reduced psychological well-being, particularly when protective resources are limited (Compas et al., 2017; Alvis et al., 2022; Prigerson et al., 2009; Shear, 2015; Kaplow et al., 2010). However, bereavement outcomes are not uniform; many adolescents demonstrate resilience when they have supportive relationships, positive school environments, and access to appropriate psychosocial resources (Bonanno, 2004; Masten, 2014; Werner, 2013). This highlights the importance of examining social contexts that may either increase vulnerability or promote recovery following paternal loss.

Educational environments represent one of the most influential social contexts affecting adolescents' psychological adjustment after parental bereavement. Schools provide academic structure, peer interaction, social belonging, and opportunities for emotional support outside the family environment. However, differences between public and private schools may influence the availability of protective resources for bereaved adolescents. Private schools often differ from public schools in terms of educational resources, student–teacher ratios, counseling availability, socioeconomic composition, and institutional support systems. According to Bronfenbrenner's ecological systems theory, adolescent development is shaped by interactions between individuals and multiple social environments, including family, school, and community systems (Bronfenbrenner, 1979). Therefore, variations in school environments may influence how adolescents cope with parental loss and whether psychological distress is reduced or intensified (Eccles & Roeser, 2011; Wang & Eccles, 2012; Thapa et al., 2013; OECD, 2019).

Literature Review

Breen et al. (2026) conducted a study titled *"Parental Loss: Prevalence Estimates and Mental Health Impacts Among Children and Adolescents"* to examine the prevalence of parental loss and its association with psychological difficulties among children and adolescents. The primary objective of the study was to determine whether experiencing parental loss increased the likelihood of developing emotional and behavioural problems. The study utilized data from a large population-based sample of more than 6,300 children and adolescents aged 4–17 years, selected through a nationally representative survey framework. A quantitative cross-sectional research design was employed to investigate associations between parental loss and mental health outcomes. Data regarding parental loss

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and psychological difficulties were collected through standardized assessment measures of child and adolescent mental health. Statistical analyses included descriptive statistics and multivariable regression models to examine relationships between parental loss and psychological outcomes while controlling for demographic factors. The findings revealed that adolescents who experienced parental loss demonstrated significantly higher levels of psychological difficulties compared with those living with both parents. The study concluded that parental loss represents an important developmental risk factor associated with increased vulnerability to emotional disorders and highlighted the need for targeted psychological and social interventions for bereaved adolescents.

Simbi et al. (2020) conducted a systematic review and meta-analysis entitled *"Childhood Parental Loss and Depression in Adulthood: A Systematic Review and Meta-analysis"* with the aim of examining whether parental loss during childhood increases the risk of depression later in life. The researchers sought to synthesize evidence from previous empirical studies investigating the long-term psychological consequences of parental bereavement. The meta-analysis included nine case-control studies comprising 716 individuals with childhood parental loss and 2,068 comparison participants without parental loss. The researchers adopted a systematic review and meta-analytic research design to evaluate the relationship between early parental bereavement and depressive outcomes. The included studies used validated depression assessment instruments and clinical diagnostic criteria for depressive disorders. Statistical analysis involved pooled effect size estimation, heterogeneity assessment, and comparative risk analysis across included studies. The findings indicated that individuals who experienced parental loss during childhood had a significantly increased risk of depression compared with individuals without such experiences. The study emphasized that parental death during early developmental periods can have enduring psychological consequences and suggested the importance of early psychological support for bereaved children and adolescents.

Indigenous Literature

Jann et al. (2026) conducted a systematic review titled *"Risk Factors for Maladaptive Grief and Posttraumatic Stress in Children and Adolescents Following Loss: A Systematic Review"* to identify factors associated with maladaptive grief reactions and post-traumatic stress symptoms among young individuals experiencing bereavement. The objective of the study was to examine psychological, social, and environmental factors that increase vulnerability following loss. The review included 18 empirical studies representing 14 independent samples with a combined sample size of 5,034 children and adolescents. A systematic review design following PRISMA guidelines was adopted. The reviewed studies assessed grief-related symptoms, post-traumatic stress symptoms, depression, and psychological adjustment using standardized psychological instruments. The researchers conducted qualitative synthesis and comparative evaluation of risk factors reported across studies. Findings demonstrated that traumatic losses during childhood and adolescence were associated with increased risks of prolonged grief symptoms and post-traumatic stress reactions. The review identified previous psychological difficulties, inadequate social support, and stressful circumstances surrounding loss as important predictors of poor adjustment.

Khan et al. (2022) conducted a study titled *"Psychological Distress, Depression and Anxiety Among Pakistani Adolescents: A School-Based Study"* to examine the prevalence of psychological distress and associated emotional problems among Pakistani adolescents. The study aimed to identify levels of depression, anxiety, and stress and explore psychosocial factors contributing to adolescent mental health difficulties. The researchers recruited secondary school students through a school-based sampling technique. A quantitative cross-sectional research design was

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used to collect information regarding psychological symptoms and demographic characteristics of participants. Psychological distress was measured using standardized instruments, including the Depression Anxiety Stress Scale (DASS-21), along with a structured demographic questionnaire. Data were analyses using descriptive statistics, chi-square tests, and logistic regression analysis to identify significant predictors of psychological distress. The findings showed that a considerable proportion of Pakistani adolescents experienced symptoms of depression, anxiety, and stress. Family-related difficulties, social pressures, and limited availability of psychological support services were identified as important factors associated with increased psychological distress

Mirza and Jenkins (2021) examined mental health challenges in Pakistan through their research titled *"Mental Health in Pakistan: A Review of Psychological Problems and Social Determinants."* The aim of the study was to explore psychological disorders prevalent in Pakistani society and identify social, cultural, and economic determinants influencing mental health outcomes. The researchers used evidence from previously published Pakistani epidemiological studies and psychological research rather than collecting primary data. The study followed a narrative review design to synthesize existing evidence regarding depression, anxiety, family-related stress, and barriers to mental healthcare. The reviewed studies included various psychological assessment tools, including depression inventories, anxiety scales, and psychiatric diagnostic measures. Data were analyses through comparative synthesis of findings from previous empirical studies. The review demonstrated that socioeconomic difficulties, family disruption, stigma related to mental illness, and limited access to psychological services significantly contribute to psychological distress in Pakistan.

Raza et al. (2016) conducted a comparative study titled *"Impact of Parental Death on Adolescents' Psychosocial Functioning"* to investigate the psychological and social consequences of parental death among adolescents. The objective of the study was to compare psychosocial functioning among adolescents who experienced parental loss and adolescents living with both parents. The study included 150 adolescents divided into three groups: father-deceased adolescents (n=50), mother-deceased adolescents (n=50), and adolescents living with both parents (n=50). Participants were selected through purposive sampling. The researchers employed a quantitative comparative cross-sectional research design. Data were collected using the Mooney Problem Checklist and psychosocial functioning assessment measures to evaluate emotional, social, and adjustment difficulties. Statistical analysis involved descriptive statistics and one-way analysis of variance (ANOVA) to compare differences between groups. The findings revealed that adolescents who experienced parental death showed significantly greater psychosocial difficulties compared with adolescents living with both parents. Fatherless and motherless adolescents demonstrated higher emotional and adjustment problems, indicating that parental loss negatively affects adolescent psychological functioning and social adaptation.

Rationale of the Study

Paternal loss during adolescence is a significant life event that may negatively affect psychological well-being, emotional adjustment, and social functioning. Although international research has established a link between parental bereavement and psychological distress, limited evidence exists regarding adolescents experiencing paternal loss in the Pakistani context. Furthermore, the role of educational environments, particularly differences between public and private schools, remains underexplored. Therefore, this study aims to examine psychological distress among adolescents experiencing paternal loss and compare differences between public and private school students. The findings may contribute to developing culturally appropriate school-based

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psychological support and intervention strategies for bereaved adolescents.

Objectives of the Study

- To assess the level of psychological distress among adolescents experiencing paternal loss.
- To compare psychological distress levels between adolescents from public and private schools who have experienced paternal loss.
- To identify the association of demographic factors (age, gender, socioeconomic status, and family structure) with psychological distress among bereaved adolescents.

Hypotheses

H1: There is likely to be a significant difference in psychological distress among adolescents experiencing paternal loss studying in public and private schools.

H2: Adolescents experiencing paternal loss in public schools is likely to be a significantly higher psychological distress compared to adolescents experiencing paternal loss in private schools.

Methodology

Research Design

The present study was employing a quantitative comparative cross-sectional research design to examine psychological distress among adolescents experiencing paternal loss and to compare differences between public and private school students. A quantitative approach is appropriate because the study aims to measure psychological distress levels and statistically compare differences between groups.

Population of the Study

The population of the study was consisted of adolescents who have experienced paternal loss and are currently enrolled in public and private schools. The study was focus on adolescents within the age range of 13–18 years, representing the developmental period of adolescence.

Sample Size and Sampling Technique

A sample of approximately 140 adolescents experiencing paternal loss was selected for the study. The sample was including students from both public and private schools to allow comparative analysis.

Research Instruments

Demographic Information Questionnaire

A self-developed questionnaire was used to collect demographic information, including: age, gender, class level, socioeconomic status, duration since paternal loss, and family structure after paternal loss.

Kessler Psychological Distress Scale (K10)

The Kessler Psychological Distress Scale (K10) is a widely used standardized screening instrument developed by Kessler et al. (2002) to assess non-specific psychological distress, particularly symptoms related to anxiety and depressive disorders. The scale consists of 10 items measuring emotional states experienced during the previous four weeks, including nervousness, hopelessness, restlessness, sadness, worthlessness, and feelings of depression. Each item is rated on a five-point Likert scale ranging from *1 = None of the time* to *5 = All of the time*, producing total scores ranging from 10 to 50, with higher scores indicating greater psychological distress. The K10 has demonstrated strong psychometric properties across diverse populations and cultural settings. In the original validation study, Kessler et al. (2002) reported excellent internal consistency, with a Cronbach's alpha coefficient of approximately .93, indicating high reliability. The scale also demonstrated strong criterion validity, showing significant associations with clinical assessments of anxiety and depressive disorders. Subsequent studies have confirmed its reliability and validity as a brief measure of psychological distress among adolescents and adults, with reported Cronbach's alpha values generally ranging from .80 to .95 across different samples (Furukawa et al., 2003; Andrews & Slade, 2001).

Data Collection Procedure

After obtaining ethical approval and permission from concerned authorities, participants meeting

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the inclusion criteria were approached. The purpose of the study was explained to participants and their guardians, and informed consent was obtained before data collection.

Participants were complete demographic information and psychological distress questionnaires in a classroom setting under researcher supervision. Confidentiality and anonymity of participants were ensured throughout the research process.

Data Analysis

The collected data were analyses using Statistical Package for Social Sciences (SPSS).

The following statistical techniques were applied: Descriptive Statistics Frequency, Percentage, Mean, and Standard deviation. These analyses were described demographic characteristics and psychological distress levels among participants. Inferential Statistics include Independent Sample t-test was used to compare psychological distress between public and private school students. Pearson Product Moment Correlation was applied to examine the relationship between duration of paternal loss and psychological distress. A significance level of $p < .05$ was considered statistically significant.

Ethical Considerations

Ethical principles were strictly followed throughout the study. Participants were informed about the purpose of the research, and participation was completely voluntary. Written informed consent was obtained from participants and their guardians. The confidentiality and privacy of participants were maintained, and collected information were only be used for academic research purposes. Participants were having the right to withdraw from the study at any stage without any negative consequences.

Results

Table 1 Demographic Characteristics of Participants (N=140)

Demographic Variable	Category	Frequency (n)	Percentage (%)
Age	13–15 years	45	32.1
	16–18 years	95	67.9
Gender	Male	72	51.4
	Female	68	48.6
Class Level	Grade 8–9	38	27.1
	Grade 10	42	30.0
	Grade 11–12	60	42.9
Socioeconomic Status	Low	52	37.1
	Middle	68	48.6
	High	20	14.3
Duration Since Paternal Loss	Less than 1 year	34	24.3
	1–3 years	61	43.6
	More than 3 years	45	32.1
Family Structure After Paternal Loss	Living with mother only	58	41.4
	Living with mother and siblings	46	32.9
	Living with extended family/relatives	24	17.1
	Other arrangements	12	8.6

Note. *N*=Total sample size.

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Table 1 presents the demographic characteristics of the participants (*N*=140) who experienced paternal loss. Regarding age, the majority of participants were between 16–18 years (67.9%), while 32.1% were in the 13–15 years age group. The sample showed a nearly balanced gender distribution, with 51.4% male and 48.6% female participants. In terms of class level, most participants were studying in Grade 11–12 (42.9%), followed by Grade 10 (30.0%) and Grade 8–9 (27.1%). Regarding socioeconomic status, nearly half of the participants belonged to the middle socioeconomic group (48.6%), while 37.1% were from low socioeconomic backgrounds and 14.3% belonged to the high socioeconomic group. Concerning the duration since paternal loss, the majority of adolescents had experienced paternal loss for 1–3 years (43.6%), followed by more than 3 years (32.1%) and less than 1 year (24.3%). After paternal loss, most participants were living with their mothers only (41.4%), while 32.9% were living with mothers and siblings, 17.1% with extended family members, and 8.6% reported other family arrangements.

Table 2 Pearson Correlation between School Type and Psychological Distress (N=140)

Variables	N	1	2
1. School Type	140	_	
2. Psychological Distress	140	.23**	_

Note. *P* < .05, p < .01.

Pearson correlation analysis was conducted to examine the relationship between school type and psychological distress among adolescents experiencing paternal loss. The results indicated a significant positive correlation between school type and psychological distress (r=.23, p < .01). This finding suggests that psychological distress levels varied according to school type, with private school students showing comparatively higher levels of psychological distress than public school students. The results indicate that educational environment may be an important contextual factor influencing psychological adjustment among adolescents experiencing paternal loss.

Table 3 Independent Samples *t*-Test Comparing Psychological Distress Differences by School Type (N=140)

Variable	Public School (n=70)		Private School (n=70)		*t*	*p*	Cohen's *d*
	M	SD	M	SD			
Psychological Distress	30.74	9.98	35.10	8.58	-2.77	.001	-2.77

Note. *M*=Mean; *SD*=Standard Deviation.

An independent samples *t*-test was conducted to compare psychological distress scores between public and private school students. Results indicated a significant difference between groups, with private school students reporting higher psychological distress than public school students, t (125.02) =-2.77, p<.001. Cohen's d indicated a moderate effect size (d=0.47).

Discussion

The present study aimed to examine psychological distress among adolescents experiencing paternal loss and to compare differences between public and private school students. The findings provide important insights into the demographic characteristics of bereaved adolescents and highlight the role of educational

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context in psychological adjustment following paternal loss. The results demonstrated that the majority of participants were older adolescents (16–18 years), with a nearly equal distribution of males and females. Most participants belonged to middle and low socioeconomic backgrounds, and a substantial proportion had experienced paternal loss for 1–3 years. Furthermore, the majority of adolescents were living with their mothers only or with mothers and siblings after paternal loss. These demographic patterns indicate that paternal bereavement frequently results in changes in family structure and social circumstances, which may influence adolescents' emotional adjustment and psychological well-being.

The correlation analysis revealed a significant positive relationship between school type and psychological distress (r = .23, p < .01), indicating that psychological distress differed according to educational context. Adolescents from private schools demonstrated comparatively higher psychological distress than those attending public schools. This finding suggests that school environment may influence psychological adjustment following paternal loss. Although private schools generally provide greater academic resources, psychological well-being is influenced by multiple factors, including academic pressure, social expectations, peer relationships, and availability of emotional support. Previous studies have emphasized that school climate, perceived belonging, and supportive relationships within educational institutions play important roles in adolescent mental health outcomes (Wang & Degol, 2016; Thapa et al., 2013). Therefore, differences in psychological distress across school types may reflect variations in social experiences, coping resources, and contextual pressures rather than educational status alone.

The independent samples t-test further supported the correlation findings by demonstrating a statistically significant difference in psychological distress between public and private school students. Private school students reported significantly higher psychological distress compared with public school students, with a moderate effect size (d=0.47). This finding indicates that school type represents an important factor associated with psychological adjustment among adolescents experiencing paternal loss. Previous research has shown that educational environments influence adolescent mental health through factors such as academic expectations, social comparison, teacher support, and availability of counseling services (Eccles & Roeser, 2011; Cohen et al., 2009). Furthermore, adolescents experiencing bereavement may require specialized emotional support within schools, and differences in institutional responses may contribute to variations in psychological outcomes.

The higher distress levels among private school students require careful interpretation because school type may interact with several underlying social and psychological factors. Private school students may experience greater academic competition, performance expectations, and pressure regarding future achievement, which could contribute to emotional difficulties following a major life stressor such as paternal loss. Conversely, public school students may have stronger community-based peer networks or extended family interactions that provide emotional support after bereavement. Research on resilience following childhood adversity suggests that protective social relationships and supportive environments can reduce the psychological impact of stressful life events (Masten, 2014; Bonanno, 2004). Thus, the observed differences may reflect variations in coping resources, social support systems, and environmental adaptation rather than school type alone.

Conclusion

The present study concludes that paternal loss represents a significant psychosocial challenge for adolescents, influencing their emotional well-being, family circumstances, and psychological adjustment. The findings revealed that bereaved adolescents experienced diverse social and

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demographic challenges, with many undergoing changes in family structure and socioeconomic conditions following paternal loss. Furthermore, the results demonstrated that school environment plays an important role in shaping psychological outcomes, as significant differences in psychological distress were observed between public and private school students. These findings suggest that adolescent adjustment after paternal loss is not determined solely by the experience of bereavement but is also influenced by social support systems, educational context, and available coping resources. The study highlights the importance of implementing school-based psychological interventions, counseling services, and supportive environments to help bereaved adolescents manage emotional difficulties and develop resilience. Future research should explore additional protective factors, including family functioning, coping strategies, and social support, to enhance understanding of psychological recovery following paternal loss.

Limitations

It should be noted that there are some limitations in the present study, which need to be taken into account when interpreting results. First, it uses a cross sectional research design, which does not allow causal inferences to be drawn between paternal loss, School type and psychological distress. Secondly, the study compared a modest and somewhat selective sample of children (N=140) from selected public and private schools, so the generalizations of the study might be limited to all adolescents having lost their fathers. Third, self-report psychological assessments could have included a response bias, thus leading to participants being less willing to report or more sensitive to the questionnaire, which may have affected their response to the emotional challenges. Also, other factors, including the intimacy of the relationship with the predeceased father, the circumstances of his death, family supports, coping strategies, and past mental health diagnosis were not explored in detail, but could be related to psychological adjustment resulting from the loss of the father.

Implications

The results of this research can impact health care providers, teachers, and decision makers. The findings call for further research on psychological support provision in schools to recognize and help young people who have had a parent die. Schools should provide counseling services, interventions for emotional difficulties and a referral system to assist students in coping with the emotional issues that may arise from experiencing loss. Training must be provided to teachers and staff in the school for the identification of signs of emotional distress and emotional support that should be offered. In addition, the study results highlight the need to take the school context into account when working with the mental health of adolescents because the setting can become critical in shaping coping and adjustment after a father's death. Based on these findings mental health professionals can design culturally appropriate culturally responsive interventions that include activities for adolescents to begin to process their grief, enhance their resilience and reinforce their social support network.

Suggestions for Future Research

The generalizability of conclusions drawn from the findings of this study could be improved by larger, more diverse samples from several regions in future research. Longitudinal study designs were suggested for measuring the changes in psychological stress over a period of time and to be able to more fully appreciate the persistent impact of the loss of the father. It is also recommended for the future studies to look into possible protective and risk factors such as family functioning, perceived social support, coping, resilience, socioeconomic and circumstances of paternal death. An examination of adolescents' adjustment after bereavement in different educational and cultural contexts might yield additional evidence pertinent to the role of social

ISSN (Online): 3006-2071 | ISSN (Print): 3006-2063
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contexts in adolescent adjustment post bereavement. Further, there should be research looking at the effectiveness of intervention-based grief courses and grief counseling support programs offered in school-based settings on mental health outcomes of grieving teenagers.

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