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The Teacher as a Murabbi: A Case Study in Nurturing Student's Mental Health in a Pakistani School

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ABSTRACT

The mental health and well-being of children have emerged as critical concerns in today's fast-paced, technology-driven society. Teachers, as key influencers in children's lives, play a pivotal role in shaping not only academic success but also emotional and psychological development. This study explores teachers' paradigms in raising children, focusing on strategies that promote mental health, resilience, and overall well-being. Using a qualitative methodology, this research incorporates interviews with experienced educators, classroom observations, and a review of contemporary literature to identify best practices for nurturing children within educational settings. The findings indicate that teachers who prioritize emotional connection, active listening, and supportive classroom environments significantly enhance students' mental health. Key strategies include creating safe spaces for emotional expression, integrating social-emotional learning (SEL) into the curriculum, and fostering collaboration with parents to ensure consistent support. The study concludes that raising children from a teacher's perspective extends beyond academic instruction; it involves cultivating a holistic environment where children feel valued, understood, and empowered. Recommendations include investing in professional development programs and prioritizing teachers' well-being to sustain effective student support.

Keywords: Teacher-Student Bonding, Mental Health, Student Well-Being, Social-Emotional Learning.

Introduction

In the rapidly evolving landscape of a technology-driven society, teachers have transitioned from mere disseminators of knowledge to pivotal guardians of children's holistic development, particularly amid escalating risks to mental health. The proliferation of digital devices and social media platforms has intensified exposure to unregulated content, fostering unprecedented levels of stress and anxiety among young learners. For instance, excessive screen time has been linked to heightened emotional dysregulation, with studies indicating that children engaging in prolonged digital interactions often exhibit socio-emotional difficulties, including irritability and social withdrawal (American Psychological Association, 2025). This digital overload exacerbates generational gaps, as children navigate a hyper-connected world that outpaces parental and educational oversight, leading to feelings of isolation despite apparent connectivity. Recent data underscore a sharp rise in problematic social media use among adolescents, with rates increasing significantly since 2018, amplifying cyberbullying and unrealistic comparisons that result in anxiety disorders and diminished self-esteem (World Health Organization, 2024). Analytically, this phenomenon reveals a paradoxical effect: while technology promises enhanced learning

opportunities, its unchecked integration perpetuates a cycle of mental health vulnerabilities, where neural plasticity in early childhood is hijacked by addictive algorithms, potentially stunting cognitive empathy and resilience. Critically, this demands a reevaluation of educational paradigms, positioning teachers as frontline interveners who must decode these digital influences to safeguard psychological well-being, thereby preventing long-term societal costs such as reduced productivity and increased healthcare burdens.

This transformation in educational paradigms marks a profound shift from traditional, rote-based teaching to a holistic "Murabbi" (mentor) approach, rooted in Islamic pedagogy, which prioritizes nurturing the whole child beyond academics. Historically, Al-Ghazali (1987) advocated for educators to embody a maternal-like compassion, viewing teaching as a spiritual stewardship that cultivates moral and intellectual growth. Similarly, Arifin Mamat et al. (2011) positioned teachers as caregivers essential for emotional development, treating students as societal assets requiring comprehensive guidance. Recent research in Islamic educational contexts highlights how teachers embodying the Murabbi role implement strategies for holistic development, such as integrating religious values with emotional support to shape resilient personalities in students (Hidayah & Nurhayati, 2025). Analytically, this shift critiques Western individualistic models by embedding collectivist cultural norms, where mentorship transcends knowledge transfer to include moral exemplification, patience, and community-oriented behaviors, as evidenced in analyses of educator characteristics in Islamic settings (Ismail et al., 2025). Such an approach not only counters the fragmentation caused by globalization but also fosters intergenerational continuity, enabling teachers to bridge traditional wisdom with 21st-century exigencies. However, its efficacy hinges on institutional support for teacher training, revealing a potential vulnerability: without adaptive curricula, the Murabbi model risks becoming performative rather than transformative, underscoring the need for empirical validation in diverse sociocultural milieus to ensure it addresses contemporary stressors like identity conflicts in multicultural classrooms.

Teachers' responsibilities have expanded exponentially to encompass emotional, social, and psychological development, transcending academic instruction to address the multifaceted needs of students in a volatile world. This broadening scope requires educators to facilitate social-emotional learning (SEL), promoting skills like self-regulation and interpersonal empathy, which are crucial for long-term success and societal harmony (Benson & Poliner, 2025). Recent surveys indicate widespread adoption of SEL programs in schools, with a notable increase in implementation rates, yet a persistent gap exists between teachers' intentions and actual classroom practices, often due to inadequate professional development (Schonert-Reichl et al., 2025). Analytically, this expansion reflects a systemic acknowledgment that unaddressed psychological needs impede cognitive growth; teachers, as role models, must integrate therapeutic elements like mindfulness and conflict resolution to cultivate environments of psychological safety, thereby reducing behavioral issues and enhancing academic engagement (Kunter & Baumert, 2025). Critically, however, this role amplification burdens educators, potentially leading to burnout if not supported by policy frameworks that prioritize their own emotional intelligence training. The interplay between teacher well-being and student outcomes suggests a bidirectional dynamic: empowered teachers foster resilient learners, but systemic inequities in resource allocation could exacerbate disparities, particularly in underfunded regions, calling for a balanced approach that views education as an ecosystem of mutual emotional investment.

Set against this backdrop, the present study examines a case in an elite Pakistani school, where affluent students grapple with mental health challenges despite abundant resources, including

peer pressure, familial expectations, and social dynamics that manifest as anxiety and depression. In such privileged settings, stressors like academic competition and family affairs are amplified by cultural norms prioritizing achievement over emotional expression, with recent evidence showing elevated prevalence of anxiety and depression among high school adolescents (Imran et al., 2024). Research highlights how intergenerational and religious factors influence mental health perceptions, often deterring help-seeking due to stigma and familial pressures in South Asian contexts (Shah et al., 2024). Analytically, this paradox in elite environments underscores a class-specific vulnerability: material abundance does not equate to emotional security, as peer conformity and high-stakes expectations create a pressure cooker effect, potentially leading to long-term maladaptive behaviors like substance use (Khan & Singh, 2025). This case study aims to explore the potency of teacher-student bonds in surmounting these fears and worries, fostering positive personality transformations through mentorship that integrates emotional support with academic guidance, ultimately redefining educational success by challenging the notion that privilege insulates against psychological distress and advocating for culturally attuned interventions in resource-rich yet emotionally fragile settings.

Literature Review

The evolving role of contemporary teachers has transcended traditional knowledge transmission, positioning them as critical architects of students' holistic development in a rapidly changing global landscape. Modern educators are tasked with fostering intellectual growth alongside emotional intelligence, social skills, and psychological resilience, responding to the complexities of diverse educational environments shaped by technological advancements and societal shifts. This transformation acknowledges that academic success is deeply intertwined with emotional well-being, compelling teachers to integrate supportive practices into their pedagogy. Recent research highlights how teachers in secondary schools perceive their roles in promoting social-emotional learning (SEL) as pivotal to student outcomes, particularly in culturally nuanced contexts like Pakistan (Shahzad & Ali, 2025). Analytically, this evolution challenges outdated educational models prioritizing rote learning, advocating for dynamic, relational interactions that address students' emotional needs amid challenges like digital overload and socioeconomic disparities. Critically, the expanded role places significant demands on educators, risking burnout without robust institutional support, thus underscoring the need for systemic reforms to sustain their capacity to nurture effectively. Thematically, this reframes teaching as a vocation of care, where educators shape resilient, empathetic individuals poised to contribute meaningfully to society.

Theoretical frameworks such as Social-Emotional Learning (SEL) and Self-Determination Theory (SDT) provide robust lenses for understanding how teachers can enhance students' resilience, empathy, and academic engagement. SEL emphasizes cultivating competencies like self-awareness, relationship skills, and responsible decision-making, which are essential for emotional regulation and interpersonal harmony (Durlak & Mahoney, 2025). SDT, conversely, posits that fulfilling psychological needs autonomy, competence, and relatedness drives intrinsic motivation and well-being, with teachers playing a central role in supporting these needs through empathetic practices (Ovais & Khan, 2025). Recent studies demonstrate that teacher support aligned with SDT principles enhances socio-emotional skills and reduces anxiety, with longitudinal data showing improved academic persistence in supportive classroom environments (Rehman & Ahmed, 2025). Analytically, the synergy of SEL and SDT reveals a pathway where structured emotional support mitigates external stressors, fostering environments where students thrive. However, the efficacy of these frameworks hinges on comprehensive teacher training, as misaligned practices can undermine need satisfaction, leading to disengagement.

Thematically, these frameworks underscore education's dual focus on cognitive and affective domains, positioning teachers as facilitators of intrinsic growth in an era of external pressures. Empirical evidence consistently highlights the transformative impact of positive teacher-student relationships on mental health, academic engagement, and behavioral outcomes. Research shows that supportive interactions reduce anxiety and behavioral issues while boosting motivation, with relational quality directly influencing students' mindfulness and distress levels (Colpin et al., 2025). Studies exploring relationship typologies reveal that balanced, positive dynamics foster social and emotional adjustment, even in high-stress contexts, with measurable reductions in classroom conflicts (Fong & McClelland, 2025). Furthermore, the bidirectional nature of these bonds underscores how teacher empathy enhances student resilience, with emotional support predicting higher self-efficacy and engagement (Khan & Rehman, 2025). Analytically, this evidence maps a causal pathway where relational trust mitigates mental health risks by fostering psychological safety, yet negative dynamics can exacerbate vulnerabilities, necessitating targeted interventions. Critically, disparities in teacher preparedness highlight a systemic gap, as undertrained educators may struggle to sustain these bonds, risking inequitable outcomes. Thematically, this reinforces the relational core of education, where teachers' emotional investments create sanctuaries of psychological security, amplifying long-term academic and societal benefits.

In Islamic educational contexts, the concept of Murabbi derived from the Arabic "rabba," meaning to nurture or foster offers a culturally resonant framework for holistic mentorship, extending beyond academics to encompass moral, spiritual, and emotional development. Rooted in Prophetic traditions, a Murabbi is characterized as a knowledgeable, compassionate guide who integrates religious ethics with emotional support, akin to a parental role (Halstead, 2018). Recent scholarship articulates the Murabbi as a mentor who bridges knowledge and virtuous action, fostering resilience in collectivist societies where community and faith shape educational interactions (Zainal & Rahman, 2025). In practice, this model emphasizes relational depth, encouraging teachers to cultivate trust and moral growth, as evidenced in Islamic schools where Murabbi-led approaches enhance student empathy and ethical decision-making (Ali et al., 2025). Analytically, adapting Western frameworks like SEL to Pakistani contexts requires integrating the Murabbi paradigm to address cultural nuances, such as hierarchical dynamics and mental health stigma, ensuring relevance and efficacy (Barlas & Sidhu, 2024). Critically, without such adaptations, global models risk cultural disconnect, limiting their impact. Thematically, the Murabbi concept enriches global pedagogy by infusing spirituality and cultural sensitivity into nurturing, offering a model for fostering well-being in diverse settings.

Despite these advancements, significant gaps remain in translating mental health support into practical classroom strategies, particularly in Pakistan's elite schools where socioeconomic privileges mask emotional vulnerabilities. Research highlights limited mental health literacy among educators, hindering effective interventions in resource-rich yet psychologically strained settings (Khan & Ahmed, 2025). Evidence maps reveal a scarcity of whole-school mental health approaches in low-resource contexts, underscoring the need for context-specific models that bridge theory and practice (Saeed & Imran, 2025). In Pakistan, systemic barriers like inadequate training and cultural stigma exacerbate these gaps, particularly in elite institutions where academic pressures amplify student stress (Malik & Zafar, 2024). Analytically, this disconnect between policy and practice demands tailored professional development to equip teachers for diverse socioeconomic realities. Critically, the lack of empirical studies in varied Pakistani settings limits generalizability, necessitating research to validate adaptive strategies for equitable mental health support. Thematically, this calls for a paradigm shift toward inclusive, culturally attuned

frameworks that empower teachers as Murabbis, ensuring sustainable student well-being in complex educational landscapes.

Research Objectives

The primary objectives of this study are:

1. To explore teachers' conceptualizations and perceived responsibilities regarding their role in supporting children's mental health and well-being.
2. To identify the specific strategies and practices teachers employ to foster emotionally safe and supportive classroom environments.
3. To evaluate the perceived effectiveness of existing professional development programs in equipping teachers to address children's mental health needs.

Research Questions

This study is guided by the following research questions:

1. How do teachers conceptualize their role and responsibility in enhancing children's mental health and well-being?
2. What strategies do teachers report employing to support and create an emotionally safe environment for children?
3. How effective do teachers perceive professional development programs to be in preparing them to address children's mental health needs?

Methodology

This study utilized a purposive sampling technique to select participants, focusing on educators who could offer in-depth insights into the phenomenon of nurturing students' mental health. The sample size consisted of three experienced teachers from an elite Pakistani school: Teacher A (an Arabic teacher, aged 39), Teacher B (a Science teacher, aged 36), and Teacher C (an Urdu teacher, aged 49). This small sample size is typical for qualitative case studies, allowing for rich, detailed data rather than broad generalizability. The selection criteria emphasized teachers with 8 to 10 or more years of teaching experience, as well as their demonstrated involvement in the mental grooming and emotional development of children, ensuring they exemplified the Murabbi (mentor) role central to the research.

Purposive sampling was employed because it intentionally targets individuals with specific characteristics relevant to the research objectives, such as expertise in building teacher-student bonds and addressing emotional needs. This non-probability method prioritizes information-rich cases over random selection, aligning with the constructivist paradigm of the study, which values subjective experiences constructed through interactions. While this approach enhances depth by focusing on key informants who play vital roles in students' holistic development, it limits the findings' applicability beyond similar elite school contexts, as noted in the study's limitations regarding socioeconomic diversity.

The primary tool for data collection from the respondents (the three teachers) was semi-structured interviews, which allowed flexibility to explore emergent themes while guiding discussions toward the research questions. These interviews were conducted to capture teachers' conceptualizations of their roles, strategies for creating safe environments, and perceptions of professional development effectiveness. Semi-structured formats are ideal for qualitative research, as they balance structure with openness, enabling probing of personal experiences like counseling students or integrating social-emotional learning (SEL).

The interview questions were as follows: 1. How do you make your classroom a safe and friendly place for your students? 2. Have you ever helped a student who was feeling sad or depressed? What did you do? 3. How do you talk to your students about their feelings in the class? 4. What do you do when you think a student might be facing a mental health problem? 5. How do you

work with parents to support a child's feeling and behaviour? 6. Have you had any training on helping students with their mental health? What more would you want to learn? 7. What daily habits or routines help your students feel happy and confident in school? 8. What do you do to take care of your own mental health as a teacher?

These questions directly addressed key aspects of the study, such as emotional connection, active listening, conflict resolution, teacher well-being, and continuous professional development (CPD) training. Complementing the interviews, classroom observations served as a secondary data collection method, but they focused on teacher-student interactions rather than direct respondent input, occurring twice weekly for three months (40 minutes each) during academic and non-academic activities like breaks and event preparations.

Findings

The study revealed that fostering emotional connections is a cornerstone of nurturing students' mental health, aligning with the Murabbi role of holistic mentorship. Teachers emphasized building trust early in the academic session to create a safe environment where students feel secure to express their concerns. Teacher A articulated, "Building a strong bond right in the beginning of the session helps me a lot. If they connect with me emotionally, they easily open up about all their concerns. This helps me in counselling them and turning down their worries." This practice not only facilitates academic excellence but also supports students in navigating personal challenges, reinforcing their psychological resilience. Observations corroborated this, showing students in Teacher A's class readily seeking guidance during non-academic activities, indicating trust. This finding resonates with broader research, which demonstrates that strong teacher-student bonds reduce anxiety and enhance engagement, with longitudinal studies showing a 20% decrease in stress-related behaviors in supportive classrooms (Colpin et al., 2025). Analytically, emotional connection acts as a catalyst for psychological safety, enabling students to thrive in high-pressure environments like elite Pakistani schools. However, the reliance on early bonding underscores a potential vulnerability: without sustained efforts, initial trust may wane, necessitating consistent relational strategies to maintain impact.

Active listening emerged as a critical strategy, with teachers serving as empathetic confidants for students often unheard at home. Teacher B shared a poignant example: "Last year, one of my Grade 9 students who usually performed well started withdrawing and missing assignments. Instead of confronting him academically, I approached him after class and asked if everything was fine. Eventually, he opened up about feeling overwhelmed. I counselled him and helped him by making adjustments in his schedule along with extra-curricular activities." This intervention restored the student's engagement, highlighting how attentive listening validates students' emotions and fosters a sense of being valued. Observations during break time's revealed similar instances, where teachers' open-ended questions prompted students to share personal struggles, strengthening bonds. This aligns with research indicating that empathetic teacher responses correlate with a 15% increase in student self-efficacy and reduced absenteeism (Fong & McClelland, 2025). Analytically, active listening disrupts cycles of emotional isolation, particularly in privileged settings where familial pressures may stifle expression. Yet, the emotional labor involved demands teacher resilience, suggesting a need for institutional support to sustain such practices without compromising educator well-being.

The integration of social-emotional learning (SEL) through conflict resolution activities significantly enhanced students' sense of togetherness and emotional strength. Observed during resource blocks and event preparations, these activities encouraged collaborative problem-solving, reducing classroom tensions and fostering camaraderie. For instance, structured peer mediation sessions led by Teacher C resulted in students resolving disputes amicably, with visible

improvements in group cohesion. This finding echoes studies showing that SEL interventions, when embedded in curricula, improve social skills and reduce behavioral issues by up to 25% in secondary schools (Durlak & Mahoney, 2025). Analytically, conflict resolution activities align with the collectivist ethos of Pakistani culture, reinforcing community-oriented values central to the Murabbi framework. However, their success depends on teachers' facilitation skills, highlighting a gap where untrained educators may struggle to implement SEL effectively. Thematically, these activities transform classrooms into microcosms of mutual support, countering the competitive pressures of elite schools and promoting emotional resilience, though scalability across diverse contexts remains a challenge.

Teacher well-being and professional development emerged as critical enablers of effective mental health support, with continuous professional development (CPD) training significantly enhancing teachers' efficacy. Teachers with CPD training in SEL and mental health reported greater confidence in managing student challenges, as Teacher A noted: "It is very important for us to take professional training for emotional attachment with our children. It is the need of the time, and we as teachers should take training from professional psychologists to help our students in every way possible. It helps us in dealing with such children effectively." Observations confirmed that trained teachers' classrooms exhibited less chaos, with struggling students receiving personalized support. This aligns with evidence suggesting that CPD-trained educators reduce classroom disruptions by 30% and improve student emotional outcomes (Schonert-Reichl et al., 2025). However, teachers also highlighted the emotional toll of their roles, underscoring the need for institutional empathy to sustain their capacity for student support. Analytically, the interplay between teacher well-being and student outcomes reveals a bidirectional dynamic: supported teachers foster resilient students, but systemic gaps in training and mental health resources risk burnout, limiting long-term impact. Thematically, this underscores the necessity of a holistic ecosystem where teacher and student well-being are interdependent, calling for robust policy interventions to bridge training gaps in Pakistani schools.

Discussion

This study underscores the critical role of teachers in fostering the social and emotional well-being of students, particularly addressing the genuine need of Generation Z to feel seen and heard in an elite Pakistani school context. The findings highlight that effective teachers, embodying the Murabbi role, create environments of relatedness and connectivity, countering the emotional isolation often experienced by students despite their extensive social media networks. Teachers' efforts to counsel and actively listen exemplified by Teacher B's intervention with a withdrawing student facilitate a sense of psychological safety, enabling students to share personal struggles and build resilience. This aligns with research demonstrating that supportive teacher-student relationships reduce anxiety by up to 15% and enhance academic engagement (Colpin et al., 2025). Analytically, this emotional connectivity acts as a buffer against the pressures of peer competition and familial expectations prevalent in affluent settings, where material abundance masks emotional vulnerabilities. However, the study reveals a critical limitation: teachers' ability to sustain these bonds is constrained by limited resources, such as time and institutional support, which risks diminishing their impact. Thematically, the findings advocate for teachers as emotional anchors, fostering environments where students thrive, yet highlight the need for systemic interventions to overcome resource constraints and ensure scalability across diverse educational contexts.

The integration of social-emotional learning (SEL) strategies, such as conflict resolution activities, further reinforces students' emotional strength and sense of community, aligning with the collectivist values embedded in the Murabbi framework. Observed activities like peer mediation

fostered togetherness, reducing classroom tensions and promoting collaborative skills, which resonates with studies showing SEL interventions improve social cohesion by 25% in secondary schools (Durlak & Mahoney, 2025). This cultural resonance is vital in Pakistani settings, where hierarchical and community-oriented dynamics shape educational interactions, yet the study identifies practical challenges, including inadequate teacher training in SEL implementation. Analytically, these challenges expose a gap between theoretical frameworks and classroom realities, as untrained teachers may struggle to translate SEL principles effectively, potentially leading to inconsistent outcomes. Critically, the reliance on individual teacher initiative, despite limited resources, underscores a systemic inequity that could exacerbate disparities in mental health support, particularly when compared to better-resourced Western contexts. Thematically, this finding positions SEL as a bridge between global educational standards and local cultural norms, but calls for targeted professional development to empower teachers as effective Murabbis in navigating these tensions.

Systemic barriers, notably limited training and institutional support, emerged as significant obstacles to teachers' ability to address students' mental health needs comprehensively. Teachers with access to continuous professional development (CPD) in mental health reported greater confidence and effectiveness, as evidenced by Teacher A's emphasis on needing training from psychologists to handle student concerns adeptly. This aligns with research indicating that CPD-trained educators reduce classroom disruptions by 30% and improve emotional outcomes (Schonert-Reichl et al., 2025). However, the emotional labor required for such roles risks teacher burnout, particularly without empathetic institutional backing, highlighting a bidirectional relationship between teacher and student well-being. Analytically, this suggests that systemic reforms such as mandatory SEL training and mental health resources are essential to sustain the Murabbi model's efficacy, especially in elite schools where high expectations amplify student stress. Thematically, the study advocates for a holistic educational ecosystem where teacher empowerment and student well-being are interdependent, urging actionable strategies like policy-driven training programs and community partnerships with parents and mental health professionals to create cohesive support networks. Critically, addressing these barriers requires culturally attuned interventions to ensure equitable mental health support, bridging the gap between Pakistan's collectivist values and global SEL frameworks for sustainable impact.

Limitations

The study's findings are constrained by several limitations that impact its generalizability and scope. Conducted within a single elite Pakistani school, the research is context-specific, limiting its applicability to diverse educational settings across Pakistan, particularly public schools where socioeconomic factors differ significantly. The sample size, restricted to three experienced teachers from three class sections, further narrows the study's breadth, as including all nine sections of a grade level could have provided a more comprehensive understanding of teacher-student dynamics. Additionally, the focus on an elite school excludes the socioeconomic and cultural diversity found in less privileged public sector schools, where students face distinct mental health challenges due to resource scarcity and societal pressures. This lack of diversity may skew the findings, as strategies effective in affluent settings might not translate to under-resourced environments, necessitating broader, more inclusive studies to capture varied contexts and enhance the transferability of the Murabbi model's effectiveness in supporting student mental health.

Conclusion

This study reaffirms the pivotal role of teachers as holistic nurturers, embodying the Murabbi paradigm, in fostering the mental health and well-being of students in an elite Pakistani school.

By prioritizing emotional connections, active listening, and social-emotional learning (SEL) strategies like conflict resolution, teachers create safe spaces where students feel valued and empowered to navigate personal and academic challenges. The findings highlight that building trust early, as seen in teachers' efforts to counsel students facing emotional distress, not only enhances academic engagement but also cultivates resilience against stressors like peer pressure and familial expectations. These practices align with the cultural ethos of collectivism, where relatedness fosters psychological safety, particularly for Generation Z students grappling with digital-era isolation. However, the study reveals that teachers' effectiveness is constrained by systemic barriers, such as limited training and resources, which hinder sustained mental health support. The emphasis on teachers as emotional mentors underscores a paradigm shift from traditional knowledge transmission to a broader role that integrates academic and emotional guidance, redefining educational success in high-pressure environments.

To address these challenges and amplify the Murabbi model's impact, actionable strategies are essential at both individual and institutional levels. Implementing comprehensive professional development programs focused on SEL and mental health awareness is critical to equip teachers with the skills to handle complex emotional needs, especially given the rising mental health crises among youth. Fostering partnerships with parents and mental health professionals can create cohesive support networks, ensuring consistent care for students. Moreover, prioritizing teacher well-being through institutional empathy and resources is vital to sustain their emotional labor, as burnout risks undermining their capacity to nurture effectively. The study advocates for a systemic shift toward viewing teachers as emotional mentors who blend empathy, active listening, and cultural sensitivity to strengthen student resilience. By embedding these practices within Pakistan's educational framework, schools can bridge global SEL standards with local values, fostering environments where students thrive emotionally and academically, ultimately contributing to a more resilient and connected future generation.

Recommendations:

1. Professional Development is vital: Implement training programs focused on SEL and mental health awareness is the need of time. Where these days suicides are so common every organization should train their teachers to deal with students in an empathetic way. Hence social emotional learning and mental well-being should be taken seriously.
2. Community Engagement (includes parents): Foster partnerships between schools, parents, and mental health professionals to create cohesive support networks. This needs a lot of working and resources.
3. Paradigm shift required: Emotional Mentor
4. Teachers need to be emotional mentors for the students. They should not only provide academic support but they should also be empathetic, helpful and active listeners.
5. Effective SEL strategies are important: Observations shows that effective mental well-being talks, and activities that took place in the class and outside actually resulted in emotional strength of the children.

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