

# ARTIFICIAL INTELLIGENCE AND ITS APPLICATIONS IN ENHANCING EMOTIONAL WELL-BEING AMONG SECONDARY SCHOOL STUDENTS

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## Article Info

## ABSTRACT

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*The objectives of this research incorporate to analyse the significance and impact of the applications of “Artificial Intelligence (AI)” in secondary school students for improving emotional well-being. Besides this research questions illustrate to-identify the different challenges and solutions linking to the research attributes. Coming to the methodology, “secondary data collection” method has been implied in this research and for the interpretation of the data “thematic data analysis” is used. The main findings of this research can be that the integration of AI can be fruitful for secondary school students as it provides services through empathetic chatbots as well as detecting distress using affective computing. Increasing dependency on AI, overuse of AI are the noteworthy challenges. The conclusion is that improving AI literacy as well as ethics education can be beneficial for secondary school students. Furthermore, the development of “Social-Emotional Learning (SEL)” skills can also enhance wellbeing among school students.*

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## 1. INTRODUCTION:

Artificial Intelligence (AI) helps to enhance school student emotional well-being with the help of offering personalized support through chatbots for stress relief along with detecting distress through language or behaviour analysis for early intervention as well as adapting learning to emotional states (Al-Sayed et al. 2024). Additionally, it helps in fostering resilience, self-regulation along with inclusivity with balanced use is significant to avoid digital fatigue along with reduced human interaction. Based on the reports, 47% of teachers and 38% of students revealed that AI assists to create equitable education system (aiprm.com, 2025).

View	Overall	Teacher	Student
AI creates a more equitable educational system	42%	47%	38%
AI has no impact on equity within education	24%	-	-

Figure 1.1: Use of AI in education considering perspectives of teachers and students

(Source: aiprm.com, 2025)

## 1.2 Problem Statement:

In the present situation, secondary school students are facing rising mental health challenges, until now the current support is insufficient along with this creates a gap where AI tools promise personalized help. However, risk reducing human interaction and raising privacy issues that potentially hinder the noteworthy social-emotional skills.

## 1.3 Aim and Objectives of the Study

**Aim-** The research aims to evaluate the significance and applications of Artificial Intelligence (AI) in enhancing emotional wellbeing among secondary school students.

### Objectives

- To analyse the importance and application of Artificial Intelligence (AI) in enhancing emotional wellbeing among secondary school students
- To evaluate the impact of Artificial Intelligence (AI) for improving emotional wellbeing among secondary school students
- To identify challenges in the applications of Artificial Intelligence (AI) to improve emotional wellbeing among secondary school students
- To access recommendations to combat the challenges

## 1.4 Research Questions

**Q1:** What is the importance and application of Artificial Intelligence (AI) in enhancing emotional wellbeing among secondary school students?

**Q2:** How does Artificial Intelligence (AI) impact in improving emotional wellbeing among secondary school students?

**Q3:** What are the challenges faced in the applications of Artificial Intelligence (AI) to improve emotional wellbeing among secondary school students?

**Q4:** What are the probable solutions to overcome the challenges?

## 1.5 Significance of the study:

Nijhawan Attigeri & Ananthakrishna (2022), stated that AI uses NLP, sentiment analysis and behaviour pattern recognition in order to spot signs of anxiety, stress or frustration. The respective research is significant as it helps to offer non-judgmental, personalized support, detecting distress early as well as providing real-time interventions for the application of AI to enhance emotional wellbeing among secondary school students. Apart from this, the research is also fruitful in enhancing understanding regarding the adaptive learning attribute with the usage of AI, addressing rising mental health needs along with creating inclusive environments and effective evaluation can lead to appropriately balanced benefits with risks for holistic student development.

## 1.6 Brief Review of Relevant Literature:

OYEBISI (2024), stated that AI helps in boosting secondary students' emotional well-being with offering private, personalized support through chatbots for stress or anxiety and identifying at-risk students with

learning patterns. Apart from this, the application of AI can aid in providing tailored resources that can help to improve emotional literacy as well as coping skills, with balanced usage that is crucial to avoid social skill deficits and digital fatigue. The importance of AI lies in scalable and non-judgmental support, while the applications incorporate “CBT-based chatbots (Woebot)”, mood tracking apps as well as adaptive learning systems that can aid to adjust content to the emotional states. Rane, Choudhary & Rane (2024), highlighted that the incorporation of AI can help in providing immediate feedback, 24/7 access and tailored resources that can aid in building resilience as well as managing anxiety that helps to make education more supportive.

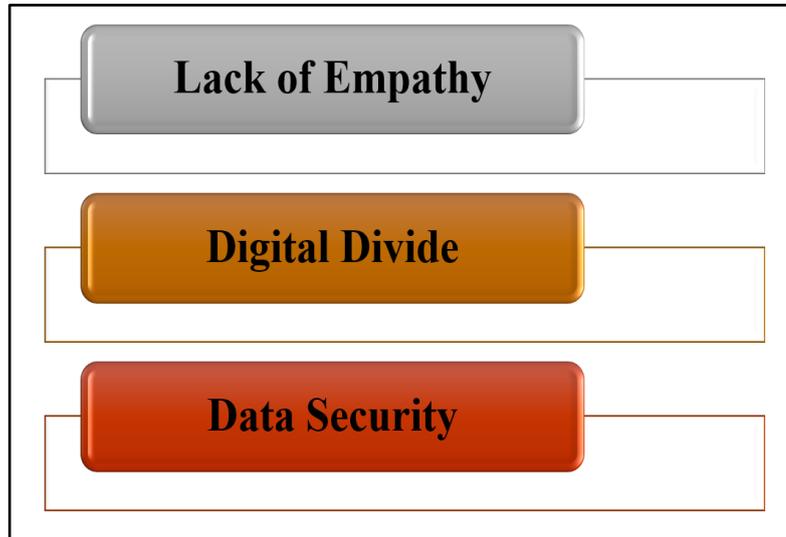


Figure 1.2: Challenges in AI adoption among secondary school students

(Source: Self-Created)

Rostami & Navabinejad (2023), opined that lack of empathy is one of the noteworthy challenges as AI struggles with genuine emotional understanding, building therapeutic trust and empathy that makes it feel impersonal. The other issues such as data privacy or ethics, digital divide and others are also noteworthy challenges. The application of “Technology Acceptance Model (TAM)” can be beneficial to integrate technology based on the external variables (Musa et al., 2024). Furthermore, adopting the “Technology Acceptance Model (TAM)” can enhance the adaptation of AI for enhancing emotional wellbeing among secondary school students.

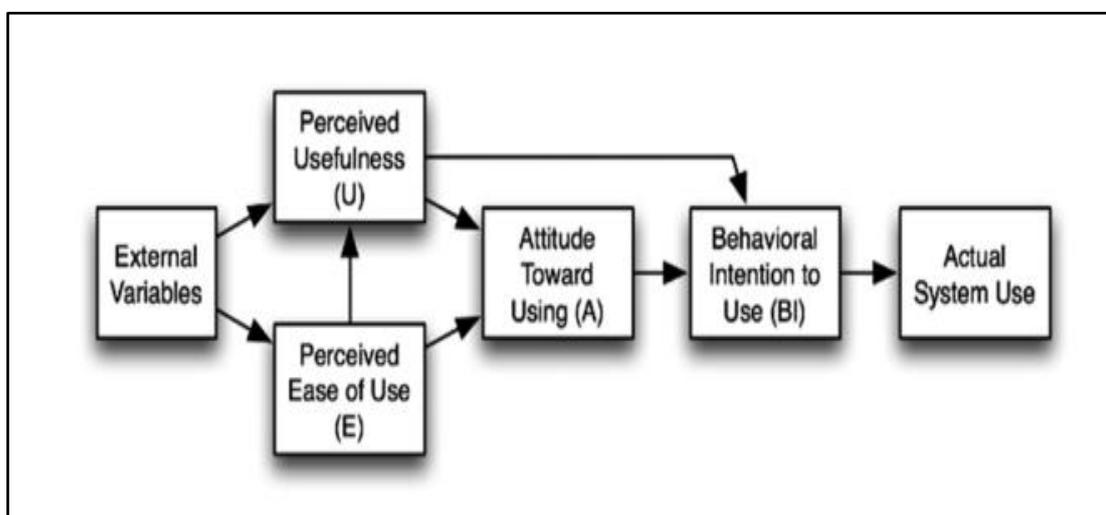


Figure 1.3: Elements of “Technology Acceptance Model (TAM)”

(Source: Musa et al., 2024)

## 2. Methodology:

### 2.1 Research Onion

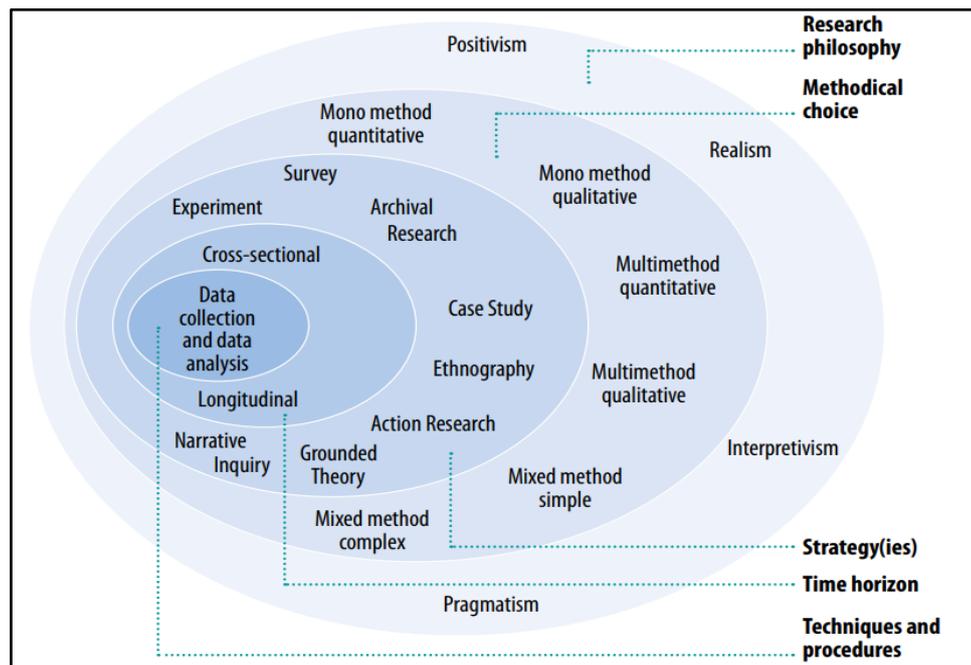


Figure 2.1: Research Onion

(Source: Saunders & Tosey, 2012)

### 2.2 Research Design and Methods Used

“Interpretivism research philosophy” is used in this research as it positively provides nuanced understanding regarding the significance of AI adoption for the wellbeing of secondary school students. Apart from this, “deductive research approach” is also applied to this research as it assists in evaluating the relationships between the research concepts and variables such as school students and AI. According to the ideas of Hall, Savas-Hall & Shaw (2023), the usage of “deductive research approach” sheds a positive impact in identifying the trends and patterns that can help in the better interaction of the knowledge. However, “exploratory research design” is applied in this research as it positively impacted in identifying the different challenges faced by school students for the adaptation of AI.

### 2.3 Sample Selection and Data Collection Procedures

“Simple random sampling” strategy is used in this research as it can eliminate biases in research and ensure fairness. Noor, Tajik & Golzar (2022), “Simple random sampling” strategy helps to reduce errors that can lead to more precise and valid findings. “Secondary data collection” method is implied in his research for gathering qualitative data type. Secondary data are collected from Google Scholar and authentic online websites that enhance the reliability as well as validity in research. Based on 8 peer reviewed journals and articles gathered from Google Scholar and considering research questions and objectives 4 themes are formulated.

### 2.4 Tools and Instruments Used:

Tools and instruments such as databases from Google Scholar and tables for data analysis and interpretation are used. In this research, Academic literatures and in depth market research is used that helps in the better illustration of the contexts.

## 2.5 Data Analysis Methods

In this research, “Thematic data analysis” technique is used that helps in the effective interpretation of the information regarding the challenges along with the significant ad impact of the application of AI for improving wellbeing among the secondary school students. According to the ideas of Braun & Clarke (2024), mentioned that “Braun & Clarke's 6-Step Method” is used in “Thematic Analysis” that includes Familiarization, Generating Codes, Generating Themes, Reviewing Themes, Defining & Naming Themes and Creating the Report.

## 2.6 Ethical Considerations

In this research all the ethical factors are maintained that also helps in ensuring reliability as well as validity in research. Maintaining data protection act was helpful in this research. Apart from this appropriate credibility to the authors are also provided with proper in text citations.

## 2.7 Research Timeline

Tasks	W1	W2	W3	W4	W5	W6	W7	W8	W9	W10	W11	W12
Initiating the research	Yellow											
Identifying Aims and Objectives		Blue	Blue									
Selecting articles for Literature Review			Yellow	Yellow								
Conducting Literature Review				Blue	Blue							
Selection and finalisation of methods and application of methodologies					Yellow							
Identifying proper keywords						Blue	Blue					
Conducting data analysis								Yellow	Yellow			
Applying thematic analysis for the research										Blue	Blue	
Summing up the research												Yellow
Final submission												Blue

Figure 2.2: Research Timeline

(Source: Self-Created)

## 3. Results

### 3.1 Research Findings:

Authors	Themes	Description
Nyakhar & Wang (2025) Schlicher et al. (2025)	“The application of AI can be beneficial for secondary school students as it assists in offering private, 24/7 support through empathetic chatbots and detecting distress via affective computing that can enhance emotional wellbeing”	According to Nyakhar & Wang (2025), mentioned that AI can aid secondary students' emotional well-being with providing accessible and stigma-free 24/7 support through empathetic chatbots that also use CBT techniques. However, Schlicher et al. (2025), stated that affective computing can also detect distress and bridging gaps where human counsellors are scarce. Beside this, challenges remain in replicating the true human empathy as well as maintaining data privacy. Furthermore, students can also access help anywhere, anytime, overcoming counsellor shortages as well as the stigma associated with seeking human help and also finding a confidential space in order to express concerns.

<p><b>Sayed et al. (2023)</b> <b>Zhang &amp; Liu (2025)</b></p>	<p><i>“AI can positively impact in providing personalized mental health support along with reduced stress and burnout that can improve emotional wellbeing among secondary school students”</i></p>	<p>Sayed et al. (2023), highlighted that AI platforms as well as applications can adapt content along with interactions to individual student requirements. In addition, with analysing usage patterns as well as student responses, AI can help in offering tailored coping strategies and mindfulness exercises, or can refer to relevant resources that can help to make the support feel more relevant along with being less generic. However, Zhang &amp; Liu (2025), stated that AI algorithms can also analyse communication patterns or emotional indicators in student interactions that can aid to identify early signs of distress, stress, and burnout. Moreover, this proactive monitoring can allow educators as well as mental health professionals to intervene sooner that can potentially prevent conditions from escalating.</p>
<p><b>Ojo &amp; Afolaranmi (2024)</b> <b>Ragolane &amp; Patel (2025)</b></p>	<p><i>“Issues such as increasing dependency on AI for emotional validation, overuse of AI can lead to technostress and screen fatigue among secondary school students”</i></p>	<p>Ojo &amp; Afolaranmi (2024), revealed that students might turn to AI for affirmation or comfort, replacing human connection, that can hinder development of interpersonal skills followed by emotional intelligence and fostering loneliness. However, Ragolane &amp; Patel (2025), mentioned that constant adaptation to AI can cause anxiety, mental exhaustion along with feeling overwhelmed. Beside this, constant AI interaction can also lead to poor decisions and burnout.</p>
<p><b>Hristovska (2023)</b> <b>Xue, Khalid &amp; Karim (2025)</b></p>	<p><i>“Integrate AI literacy and ethics education and developing Social-Emotional Learning (SEL) skills among secondary school students”</i></p>	<p>Hristovska (2023), stated that teaching students to understand algorithms, question AI-generated content, and spot bias that can also help in fostering digital citizenship. Focus can also be laid on integrating discussions on data privacy, accountability human-centred, fairness AI design into the curriculum. However, Xue, Khalid &amp; Karim (2025), mentioned that AI can help to analyse student engagement in order to offer tailored resources for self-management, anxiety as well as social skills. Beside this, AI platforms can help in creating safe spaces to conflict resolution, practice empathy and social awareness. Moreover, AI can aid to provide data insights to help educators in order identify students needing extra socio-emotional help along with reducing teacher burden.</p>

**Table 4.1: Thematic Analysis**

(Source: Self-Created)

### 3.2 Analysis and Interpretation

Considering theme 1 it can be noted that the application of AI can be helpful for secondary school students. The implication of AI can lead to offer private, 24/7 support via empathetic chatbots as well as detecting distress with affective computing that can improvise emotional wellbeing among secondary school students (Nyakhar & Wang, 2025). Based on the below figure, the adaptation of AI in the education market has increased especially in the learning platform and vertical facilitators (grandviewresearch.com, 2025).

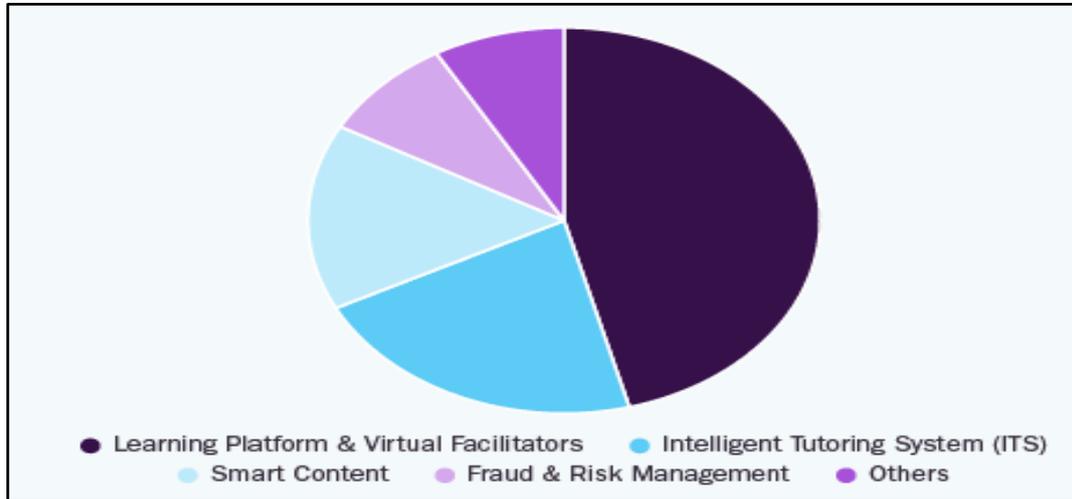


Figure 3.1: AI in Education Market

(Source: grandviewresearch.com, 2025)

The second theme helps in reflecting that AI can shed a positive impact in providing support for personalized mental health (Sayed et al., 2023). In addition, it assists in reduced burnout along with stress among secondary school students that can improve emotional wellbeing. The below figure helps in reflecting that 68.1% of the school students use AI out of curiosity, 13.2% out of fear and others (Idroes et al., 2023). Furthermore, personalised mental health support can help in improving mental well-being among students.

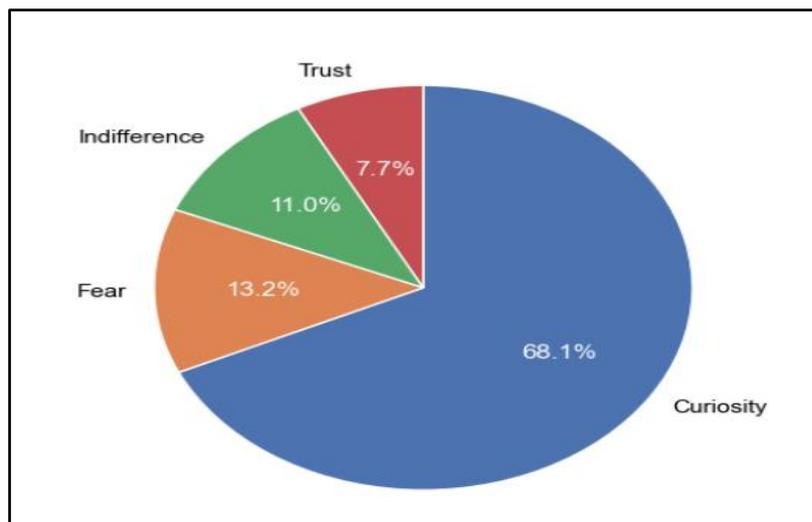
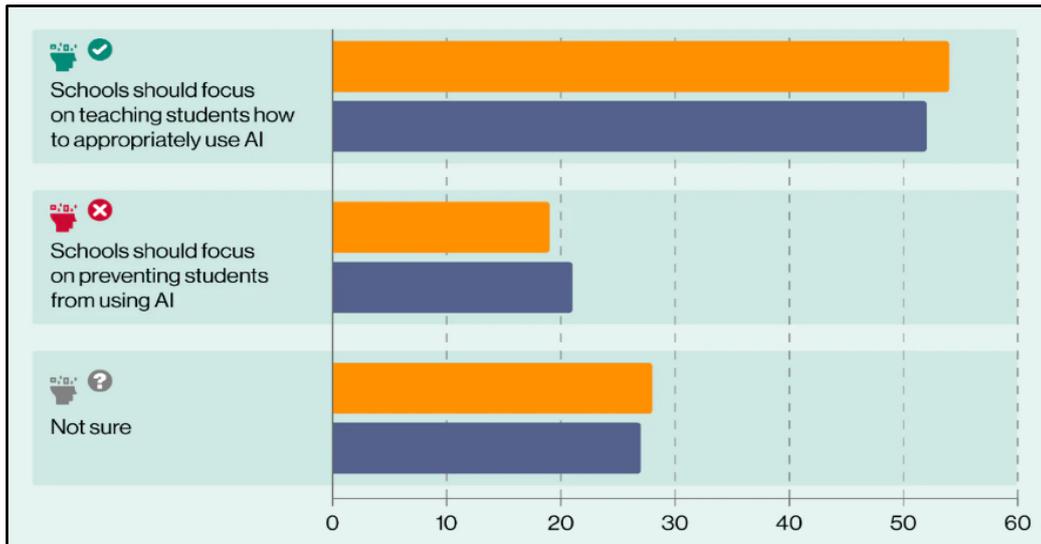


Figure 3.2: Responses of students for using AI

(Source: Idroes et al., 2023)

Theme 3 assists to illustrate that increasing dependency on AI for emotional validation and its overuse are the major issues (Ojo & Afolaranmi, 2024). Further, this can lead to screen fatigue and technostress among secondary school students that can hinder the wellbeing of the secondary school students. Over dependency

on technologies such as AI can shed a negative impact on interpersonal skills as well as replacing human connection (Ragolane & Patel, 2025).



**Figure 3.3: Attitudes towards AI in the education sector**

(Source: aiprm.com, 2025)

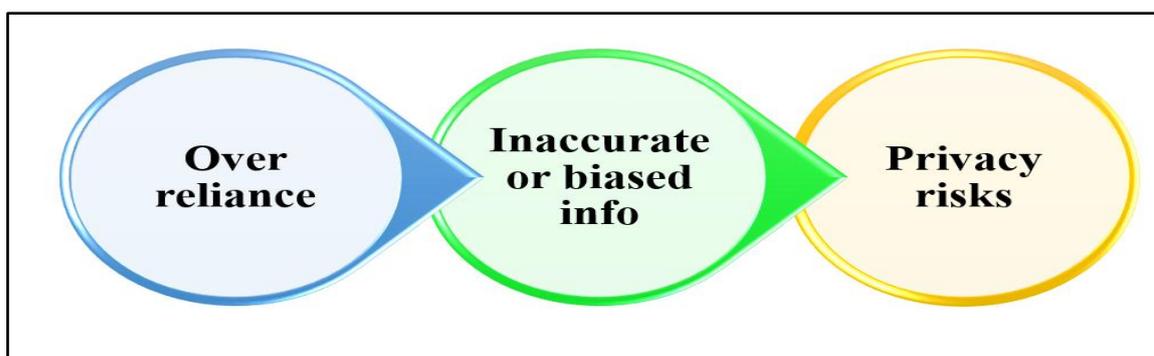
Theme 4 of this research reflects that integration of AI literacy as well as ethics education can be helpful (Xue, Khalid & Karim, 2025). Apart from this, developing “Social-Emotional Learning (SEL)” skills among school students can help to enhance wellbeing. The above figure helps in reflecting that schools need to focus on teaching students or the appropriate usage of AI (aiprm.com, 2025). Providing education reading AI usage can help to avoid data security issues as well.

**4. Discussion**

**4.1 Significance and impact of AI for emotional wellbeing among secondary school students**

According to the ideas of Nyakhar & Wang (2025), AI plays a crucial role for secondary students' emotional well-being. However, Rane, Choudhary & Rane (2024), has opined that AI can help in providing personalized and accessible mental health support with chatbots and monitoring, boosting resilience, reducing stress and detecting issues early. In contrast, Zhang & Liu (2025) revealed that the impact of AI requires balanced integration in order to avoid technostress, digital fatigue and over-reliance. Moreover, balancing AI's benefits with human connection as well as ethical considerations can be fruitful.

**4.2 Hurdles in the application and usage of AI among school students and possible mitigation strategies**



**Figure 4.1: Hurdles for students**

(Source: Self-Created)

Based on the perspectives of Ragolane & Patel, (2025), has revealed that issues for students using AI incorporate over-reliance that can impact interpersonal skills. Besides this, Kubanek & Szymoniak (2024), mentioned that inaccurate or biased info as well as privacy risks are the other challenges. On the contrary to this, Hristovska (2023), revealed that enhancing teaching AI literacy, setting clear ethical policies and fostering responsible usage can be fruitful.

#### **4.3 Implications of the findings**

The implication of the findings of the research can be fruitful for illustrating the theories that can enhance the adoption of AI among secondary school students in order to enhance wellbeing. Apart from this, the research can also be beneficial for further research in order to identify the challenges for the AI implications among students. Furthermore, considering both the positive and negative attributes can be helpful for its effective practice in real life situations.

### **5. Conclusion**

#### **5.1 Summary of Key Findings**

Based on the above discussed attributes, it can be summarised that is significant to apprehend the issues faced by the students that can positively impact in personalising mental health support facilities. It can be noted that the implication of AI can be fruitful for secondary school students as it positively offers private as well as 24/7 support that provides judgement free support. Furthermore, challenges such as dependency on AI for emotional validation and overuse of AI among secondary school students are noted. Moreover enhancing AI based literacy can be fruitful.

#### **5.2 Limitations of the Study**

The noteworthy limitations of this research was lack of primary data that sheds a negative impact in interpreting the first hand information. The other limitation of this research can be limited quantitative data that can hinder in apprehending the contexts.

#### **5.3 Recommendations for Future Research**

In future research focus can be laid on using primary data collection methods that can help to identify the real life problems that are impacting the wellbeing of secondary school students. Besides this, in future concentration on the better implication of the theories and linking with the solutions can be fruitful.

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