

Received: January 2024 Accepted: February 2024

DOI: <https://doi.org/10.58262/ks.v12i2.468>

Exploring Mental Health Issues Among Adolescents Based on kap model A Qualitative Study

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Abstract

Mental health and well-being of adolescents is an essential ingredient of a healthy society. In the current era, it is at risk and needed to be reconnoitered well to avoid negative outcomes which may heavily cost not only individual but the whole society. Therefore, it is crucial to explore the understanding level of mental health and well-being among adolescents. Knowledge, attitudes and practices pertinent to mental health, well-being and mental health issues among adolescents have been explored tremendously in current qualitative study. Interpretive phenomenological research design and one to one interview method have been utilized in study. The study sample consisted on (N=25) students (boys=12, girls=13) with the age range of 14-19 years. Interview protocol has been developed on the basis of KAP model. Eight themes along with sub-themes have been generated through reflexive thematic analysis approach. These themes highlight lack of enough knowledge and poor literacy regarding mental health and well-being among adolescents. Lack of formal practices related to mental health care have been observed among them. They have also been found suffering from common mental health issues due to various internal and external causes. Stress of study, uncertainty regarding future, high expectations from parents and teachers have been found as major factors. Additionally, positive attitude has been ascertained towards happiness, as they had been trying to bring happiness in their life through socializing and believed that it was important for them to stay happy. Moreover, they also wanted to participate in mental health training programs as they believed that it would improve their mental health and overcome mental health issues. Hence, preventive measures may be taken in educational settings while considering generated themes of current study.

Keywords: Mental Health, Well being, Mental Health Issues, Pakistani Adolescents

Introduction

Adolescents confront with psychological, emotional, social and educational challenges in their daily life. Adolescence is a developmental period in which accelerated emotional changes occur which may be the result of biological changes and role expectations. Societal adaptation is also needed in this transition phase. In Pakistan, 22.7% of population consisted of adolescents (UNICEF Pakistan, 2021).

In adolescence, chances of psychological distress are increased due to emotional changes (Ma & Fang, 2019). Anxiety, depression and poor well-being among Pakistani adolescents was associated with their teen age (Khalid et al., 2018). In Pakistan, 42.66% students showed depressive symptoms (Khan et al., 2021), for which main causes identified were; low mental health and lack of effective treatment (Bibi et al., 2019). Another study highlighted increased

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rate of depression, stress and anxiety among Pakistani students (Zada et al., 2021). 20% Pakistani adolescents were found in severe level of emotional and behavioral problems and aggression was common symptom among them (Farooq et al., 2023).

Various personal and social problems faced by adolescents may effect mental health of adolescents, a study showed that parental conflict was related with loneliness among Pakistani adolescents (Hafsa et al., 2021). Another study showed depressive symptoms and poor parental relationship were directly or indirectly interlinked among Pakistani adolescents (Irfan & Zulkefly, 2021). Negative relationship of family communication and prosocial behaviour with emotional /behavioral problem was also identified among Pakistani adolescents (Saleem et al., 2021).

Additionally, education is also one of the major stressors for adolescents (Pascoe et al., 2019). Finding showed different internal and external dimension of problems among adolescents including fear of failure, personal inadequacy and inadequate teacher-student relationship (Jayasankara Reddy et al., 2018). Similarly, another study revealed various stressors among students such as exam anxiety, mood changes, parental conflicts and they were unable to cope with these problems in positive way (Simon et al., 2022). Moreover, a study conducted on Pakistani students identified various academic stressors such as time management, frequent exams, poor student-teacher relationship and adjustment problems (Saeed et al., 2020). Mental health and well-being of adolescents may adversely effect due to various stressors in their lives and they may be found unable to utilize their abilities in academic and other areas of life.

In this situation, mental health and well being may provide psychological strength to deal with these different challenges of life. Mental health is a state of mind marked by absence of psychological disturbance and the presence of emotional well-being (Galderisi et al., 2015). Well-being is the scientific term used for ‘happiness’. It is based on three basic psychological needs including pleasure or positive emotion, having relationships which give meaning to life and engaging in activities (Seligman, 2002). Well being is one of the most significant ingredient of mental health. Individual’s well-being is directly proportional to one’s level of mental health. Study also indicated that people with high level of well-being seemed to be more healthier as compared to those who were chronically angry, stressed and depressed (Lyubomirsky, 2013). Students’ psychological health can be successfully promoted by maintaining and improving their well-being (Huang et al., 2021).

Current study aimed to conduct on adolescents from semi-urban setting of Pakistan as huge mass is living in semi-urban area (UNICEF, 2020). International studies showed inconsistent findings regarding mental health of adolescents from urban and rural areas. A study found mixed evidences relevant to mental health problems in rural and urban setting (Solmi et al., 2017). Anxiety is equally prevalent among adolescents from urban, rural and semi-urban settings (Anjum et al., 2022). Beside this, adolescents from rural area showed high quality of life and psychological well-being as compare to adolescents from urban area. Lack of positive interaction with adults in urban setting may influence them negatively (Boraita et al., 2022). Study also indicated that depressive symptoms among adolescents were more common in urban and semi-urban setting of middle income countries (Anjum et al., 2019). It is needed to explore mental health of adolescents specifically from semi-urban area in the context of Pakistan, which has not explored and provides gap in literature.

Provision of mental health and well-being of adolescents from semi-urban settings may be enhanced by having relevant knowledge and awareness about it. At this stage it may be improved as study indicated expectations relevant to themselves can predict observed results in future (Beal et al., 2016). A study concluded that awareness of mental health may reduce mental health stigma among students (Vidourek & Burbage, 2019). Similarly, mental health literacy and certain attitude toward mental disorder are core domains of good mental health which should be further explore

to improve mental health (Fusar-Poli et al., 2020). Limited understanding and poor vocabulary relevant to emotional health was identified in Pakistani community (Shafiq, 2020). It is needed to explore understanding level of mental health, related issues and well-being among adolescents living in semi-urban area of Pakistan. For this, KAP model is most effective and renowned method in health care which influences physical and mental health (Andrade et al., 2020).

For this purpose, the current study aimed to explore the knowledge, attitude and practice regarding mental health, well-being and common mental health issues based on KAP model among adolescents. Mental health and well-being based on KAP model on particular sample has not been studied in the context of Pakistan. It is needed to explore the status of mental health and well-being relevant to knowledge, attitude and practices among adolescents from semi-urban setting. Their mental health is the most significant facet to study deeply, because they are main constituent of any rising nation and would responsible for a healthy community in future. Therefore, it is important to understand common mental health issues among adolescent based on the KAP model and profoundly explore about it. It is required to investigate that how students understand and deal with their common mental health problems.

So, this qualitative study has aimed to explore mental health, well being and common mental health issues based on the KAP model among adolescents.

Method of the Study

Research Design

Interpretive phenomenological research design was used to deeply understand the mental health, well-being and common mental health issues based on KAP model among students. Current study was based on need assessment phase of PhD research that focuses on the specific intervention to improve well being of students.

Research Questions

1. What is the extent of knowledge among adolescents; belong to mental health, well-being and mental health issues?
2. What is the attitude of adolescents towards mental health, well-being and mental health issues?
3. What are the practices followed by adolescents pertaining to mental health, well-being and mental health issues?

Sample

For current research, students were approached from five high school to take part in the interview. Data was collected from public schools in Panu Aqil, Sindh. $N=25$ participants were selected through purposive-convenient sampling method. $n=5$ participants were selected from each school. The age range of participants was 14-19 years. Only those participants with age range (14-19years) were selected who were enrolled as regular students.

Interview Guide

Interview guide based on KAP model was developed in Urdu, which consisted of 16 open ended probing questions . It was divided into three sections. Question 1 to 5 were related to knowledge, 6-

10, were related to attitude and 11-14 were related to practice regarding mental health, well-being and mental health issues. Question 15 and 16 were related to mental health training programs.

Procedure

First of all, interview protocol was developed based on KAP model. All ethical forms which including inform consent forms for principles/participants/parents respectively were approved by Ethical Review Committee of FJWU (FJWU/EC/2023/62). Consent of principles was taken through (inform consent form of principles) before selection of participants. $N=25$ participants were selected for one to one interview as per given age range 14-19 years. A short list consisting of few terms in Urdu language was shared with participants right from the outset; for their complete understanding of mental health, well-being, mental health issues. Informed consent was taken from every participant and his/her parent before the start of interview and they were assured of their confidentiality. The integrity of participants was also considered. They were also assured that they could leave at any time. Each participant was given 40-45 minutes for interview. Voice was recorded through audio device with the permission of participants. Transcripts were developed from the data in audio form and translated into English from native language Urdu. Data was analyzed through thematic analysis method and eight themes along with sub-themes were generated.

Reflexive Thematic Analysis

Data was analyzed through reflexive thematic analysis method (Braun & Clarke, 2019). Six phases of analysis were followed including familiarization, coding, generating initial themes, reviewing themes, defining and naming themes and writing up. Eight themes along with sub themes were identified from the collected data. In first step, researcher generated semantic codes from raw data for descriptive analysis at initially stages including demographic characteristics.

Inductive approach was used to develop common patterns from reviewing data repeatedly. In next step, those common pattern were combined further and emerged as eight independent themes. Finally, themes were reviewed repeatedly and then names were given to final eight themes along with sub-themes which are being explained in detail as under;

Results of Study

Table 1 Demographic Characteristics of Participants

Characteristics	Frequency (<i>f</i>)	Percentage (%)
Gender		
Male	n=12	48%
Female	n=13	52%
Age		
Range	14-19	
Mean	16.5	
Education		
Class 8 th	n= 3	(12%)
Class 9 th	n= 8	(32%)
Class 10 th	n= 10	(40%)
Class 11 th	n= 4	(16%)
Area Setting		
Semi-urban area	$N=25$	(100%)

Table 1 shows demographic information of participants. Results showed that 52% females and 48% males were interviewed for the study. The age range of participants was between 14-19 years. 12% students from grade 8th, 32% students from grade 9th, 40% students from grade 10th and 16% from grade 11th. 100% participants were living in Panu Aqil (semi-urban area).

Figure1 Eights Themes Generated through Reflexive Thematic Analysis Approach

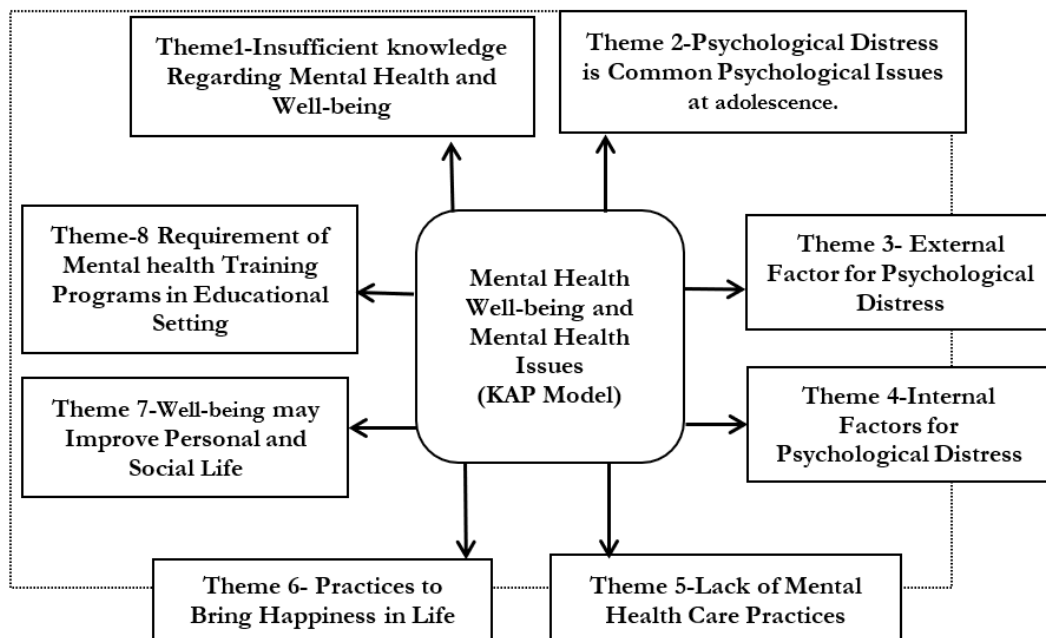


Figure 1: Shows eight themes relevant to mental health, well-being and mental health issues.

Theme 1- Lack of Knowledge Regarding Mental Health and Well-Being

Theme 1 is related to knowledge and literacy regarding mental health and well being among adolescents. Participants didn't have enough knowledge regarding understanding and importance of mental health and well being, as it is one of main construct of mental health literacy (Mahmoodi et al., 2022). First sub-theme under heading of "Lack of Knowledge" was relevant with insufficient knowledge of mental health among adolescents. Mental health literacy was observed at minimum level or below among participants, as respondents reported;

"Don't know...what is it"? "I have no idea regarding it".

40% participants were also silent when they were asked about their knowledge or opinion regarding mental health and well-being. Additionally, Few of them considered mental health as stress due to various negative events/ happenings in their life. About 10% participants were considered mental health as stress, a respondent reported as:

"I often feel stressed....."

50% participants got aware from term "mental health" may be first time and they wanted to know about it further, as respondent reported;

"I don't know.....tell me if you know about it". "I don't have any idea, tell me"

Second sub-theme under heading of "Poor Literacy Regarding Well-being" focused on illiteracy

relevant to well-being . 100 % participants were seem totally unaware of term well-being as lay term, as respondents reported;

"I don't know what is it" "I don't know about it" "What is it"?"

Theme 2- Psychological Distress is a Common Psychological Issue in Adolescence

Theme 2 is related with common psychological issues at adolescence. Participants reported that they suffer from psychological problems in daily life including stress, feel depressed and anxious , irritated, sometime unable to do daily tasks due to lack of concentration, anger and aggression. First sub-theme under the heading of "*Stress, Worried*" was related with stress and daily life worry due to family problems, daily chores, or study. 80% participants reported these problems were related with their psychological disturbance in daily life, as respondent reported;

"I feel stressed due to my studies, family issues and house chores and get disturbed on little things".

"I feel stressed due to my studies and house chores."

"I feel very stressed due to my family issues."

Second sub-theme "*Depression and Anxiety*" was related with depressive and anxious symptoms, 90% participants experienced psychological distress due to daily life problems such as sadness, frustration, irritated, lack of interest in studies, as respondents reported as;

"I feel depressed due to parental pressure that what to do and what not to do."

"I usually get worried or irritated regarding my future" .

Third theme "*Aggressive Tendencies*" identified aggressive tendencies among adolescents. Almost 95% participants reported anger or aggression as most common mental health issue . They usually experienced anger problems in school and family life, as respondent reported;

"I also observe that students usually fight with one another and even get aggressive on little things".

"I always get angry on little things."

Fourth sub-theme "*Stress and Storm Period of Adolescence*" was focused on adolescence period of life which was more vulnerable to psychological distress. 99% participants believed that these problems appeared in their teenage and were getting intense with the passage of time, respondents reported as;

"I feel that these problems start from sixteen to eighteen years..I mean I have experience it."

"These issues are uncontrolled among children of my age".

Theme-3 External Factors for Psychological Distress

Theme-3 is related to common external causes of psychological distress faced by adolescents in their lives. Different common external factors were identified as sub-themes under that heading of external factors for psychological distress. First sub theme was "*Concerns about Personal Future & Careers*", 60% participants reported different stressors when they were asked about causes of their stress. They were worried or anxious due to uncertainty regarding their future, as respondent reported;

"If I will not do any job in future, who will take care of my family, i feel that may be I will not be able to handle many responsibilities".

"I am so worried about my family, if I will not find any job in future....what will i do".

Second sub-theme “*Stress from Social Life*” was related with social life stress such as unhealthy home environment. 60% participants reported stress due to unhealthy home environment. 40% considered people in their surrounding were reason of their stress, as respondent reported as,

“Adverse home environment affects me in negative way. I feel so sad”.

“People judge others and tag them negatively”.

Third sub theme “*Expectations of Parents and Teachers*” was focused on the high level of expectations from parents and teachers which cause psychological distress among adolescents. Almost 80% participants reported that they experience frustration and stress due to expectation of parents and teachers in study, as respondents reported;

“Parents and teachers always keep high level of expectations regarding marks in exams”.

“First of all, it is very difficult to meet the expectations of parents.....they always expect good result”.

Few of them, almost (15%) believed that it may be due to uninteresting school environment of this area and they want to go to somewhere else or another advanced city to live and study.

“I usually feel bore in studies and in Panu Aqil...want to go to big any city.”

Theme 4- Internal Factors for Psychological Distress

Theme-4 is related to internal major factors for psychological distress among students. Participants reported that they usually feel stressed and over burdened due to the quantum of study.

First sub theme “*Lack of understanding in study*” identified the internal cause of distress among adolescents. 60% participants reported lack of interest and understanding towards their education, 10% of them believed that it happen due to lack of experienced teacher in this area, as respondent reported as’.

“Study is extremely difficult for me...I don’t have grip on concepts”.

“For example, I don’t understand concepts....I usually find it so difficult and we don’t have experienced teachers here”.

Second sub theme “*Lack of Internal motivation*” was identified as one of the internal factor behind psychological distress experienced by adolescents. 50% participants were not interested in study and was feeling stressed and frustrated when they asked to study.

“I am not interested in study but what will we do in future without education”.

“Mostly I don’t want to study because I don’t have any motivation but forcefully sometime do it for exam”.

Third sub theme “*Stress and Anxiety of Result*” was related with perceived anxiety and stress due to coming results. 70% participants reported that they were experiencing high level of stress and fear due to upcoming result of last exam. They usually felt this painful experience, a respondent reported as;

“I feel so stressed regarding my study,even i experience intense result related fear”. “Stressed about result, how will I face teachers if I don’t get good grades or position”.

Fourth sub theme under the heading of “*Exam stress*” was one of the main internal factor for psychological distress among adolescents. 80% participants reported that they were unable to perform well in exams due to inadequate preparation and feelings of anxiety and stress, a respondent reported as;

"I always find myself in exam tension".

"Students get emotionally disturbed during their exam...I have experienced it".

20 % participants narrated their adverse exam related experience and mentioned that they still experience same feeling whenever they prepared them for exams, a respondent reported as;

"I failed in exam once in my life, I was feeling so bad, angry and irritated...even I was unable to ready for next exam for a year, and still feel like this when do preparation for exams".

Theme 5- Lack of Mental Health Care Practice

Theme 5 is related to mental health care practices among adolescents. First sub theme under the heading of *"Lack of Mental Health Care"* was focused on absence of any practice regarding to mental health was noticed among adolescents. Almost 90% participants reported that they didn't take care of their mental health and well being, as respondents reported;

"I have never taken care of my mental health"

"I don't take care of my mental health, I am very emotional"

"Not doing anything for it".

Second sub theme *"Social Isolation"* was identified as coping mechanism among adolescents to deal with their emotional problem such as aggression or anger. 10% participants reported unhealthy coping mechanisms to deal with negative emotions such as aggression. One of the most common mechanisms was isolation, they used to isolate themselves from social relationships in the times of stress; respondents reported as;

"I just lock the door and isolate myself".

"I isolate myself and don't communicate with anyone".

"I isolate myself when feel sad , I don't feel any interest in doing anything at that time".

Theme 6- Practices to Bring happiness in Life

Theme 6 is related to different practices of adolescents to bring happiness or well-being in their life. Two different way or practices were identified which mentioned as two sub-themes of relevant main theme. First theme under the heading of *"Socialization"* was related with common practices to bring happiness. Almost 60% participants reported that they were hanging out with friends or spending time with family, respondents reported as;

"I spend time with my parents or friends".

"I mostly have fun with friends or family members".

"Celebrate birthday parties with my family".

40% from them reported that they were feeling happy when they brought happiness for others such as parents or friends, respondents reported as;

"I always feel good to make others happy, so I try to do so".

"I always spend time with my friends, I feel sad if they are not available for hanging out".

" I usually talk to friends or help my mother because when she seems happy, I also feel good"

Second sub theme *"Goals of life"* was also related with their practice to bring happiness. 40%

participants reported that possessing a future oriented goal in their life such as will find good job , travelling with family or friends also brought happiness for them, respondents reported as;

"I want to become successful...it makes me happy".

"My positive thoughts such as will find job, travelling with friends and family etc make me happy".

Theme 7-Well being may Improve their Personal and Social Life

Theme 7 is related to the attitude or belief of participants towards impact of well being on life. Main theme further emerged into three common related sub-themes with impact of happiness. First sub-theme under the heading of "*Social Life*" was related with common attitude towards impact of well being on life indicated a healthy social life. 70% participants believed that happiness level could make their relationship healthy or unhealthy such as with family and friends, respondents reported as;

"We can live better life if we don't bother ourselves and others without any reason and home environment should be pleasant".

"I think mental health may effect us adversely, as our parents also seem to be worried when we are not feeling good".

Second sub-theme "*Negative Emotion Decrease*" was related with reduction of negative emotions due to increased level of happiness. Almost 20% participants reported that it might reduce their negative emotions such as anger and anxiety, respondents reported as;

"Usually when I have pleasant mood, I don't get angry".

"I guess mental health may reduce negativity".

"I belief negative emotions may reduce if we live happily".

Third sub theme was "*Negative Impact due to absence of Well-being*" was relevant to importance of well-being or being happy in life. 10% found it essential for living a healthy life otherwise their lives could affected badly in the absence of well-being, a respondent reported as;

"A person is unable to do anything productive if he or she is not happy or healthy, i have experienced it many times..feeling numb and confuse".

Theme 8- Requirement of Mental health Training Programs in Educational Setting

Theme 8 is related to the requirement of mental health training programs in educational institutes. Two related sub-theme were identified under the main theme . First sub-theme "*Role of Schools in Improved Mental Health*" was related with positive attitude of participants toward school in improvement of mental health. 99% participants reported that mental health training programs could improve their mental health . Schools could arrange different sessions for students to improve their well-being, respondents reported as;

"I think it would be helpful, mental health of students may increase if schools administration will consider it".

"Teachers can help through different activities in schools, and students may reduce their negative behaviour".

Second sub-theme "*Willingness to Participate*" was relevant to attitude toward joining the mental health awareness programme among adolescents. 99% participants were willing to join any mental health awareness relevant program in their schools. All of them wanted to participate in those sessions, respondents reported as,

“Yes I really want to participate because of my anger issues”.

“Yes, definitely, I really want to participate for myself”.

“Yes , I think it would be really important for mental health”.

Overall, lack of sufficient knowledge and poor literacy regarding mental health and well-being, psychological distress is a common mental health problem in adolescence, external factors for psychological distress, internal factors for psychological distress, lack of mental health care practice, common practices to bring happiness in life, attitudes regarding well being may improve participants’ personal and social life and requirement of mental health training programs in educational settings, are the eight final generated themes.

Discussion of Study

Theme 1-Lack of Knowledge Regarding Mental Health and Well-Being

Theme 1 is related to knowledge regarding mental health and poor literacy regarding well being among adolescents. Theme 1 is based on first element of KAP model. Participants didn’t have enough knowledge of mental health and well being. It may be due to lack of advance level of sources such as mental health institutes or helpline,etc in semi-urban setting that can be source of awareness regarding mental health and well being. Literature also highlighted the absence of knowledge regarding accessed of information about mental health among adolescents in low and middle income countries (Renwick et al., 2022). Further, few from them considered mental health as stress due to various negative events/ happenings in their life. Finding of current study is related with a systematic review that indicated that lack of knowledge regarding mental health is a one of main factor of poor mental health among students (Campbell et al., 2022). Theme highlights the significant aspect of mental health and well-being because relevant knowledge interlinked with practice. Literature also support current findings that understanding mental health including positive mental health and its promotion is main construct of mental health literacy (Mahmoodi et al., 2022).

Theme 2- Psychological Distress is a Common Psychological Issue in Adolescence

Theme 2 is related with common psychological issues among adolescents. It is based on two elements of KAP model including *knowledge and attitude*. Participants reported that they suffer from psychological problems in daily life including stress, feel depressed and anxious, irritated, sometime unable to do daily tasks due to lack of concentration, anger and aggression. Sub-themes have been consistent with literature which already highlighted psychological problems among youth such as depression, anxiety, externalizing issues in low and middle income countries (Yatham et al., 2018). According to theme, these problems appeared in their teenage and were getting intense with the passage of time. Current findings are conformable, as study identified the period of adolescence is more vulnerable to psychological illness as compare to early or later developmental periods of life (Prince David et al., 2023).

Theme-3 External Factors for Psychological Distress

Theme 3 is related to common external causes of psychological distress faced by students in their lives. It is based on two elements of KAP model including *knowledge and attitude*. Students had different stressors which included uncertainty regarding their future and stress from social life such as get employment and unhealthy home environment. High level of expectations from parents and teachers was also one of the main cause of psychological distress. The findings are

related with a study which identified different dimensions of external stressors of students, included fear of failure and inadequate teacher-child relationship (Jayasankara Reddy et al., 2018). Another study indicated Pakistani students were experienced academic pressures from parent and teacher (Hashmi & Fayyaz, 2022). Moreover, previous study also support current findings as provided evidence for parental involvement in academic lives of Pakistani adolescents (Ahmed et al., 2022). Additionally, few adolescents from semi-urban setting was stressed as they were bored due to their community and they wanted to shift toward any other advanced city. Literature indicated that boredom was negatively correlated with mental health and it might be sign of severe psychological problems (Schwartz et al., 2021). Theme also consistent with finding of previous study that adolescents living in semi-urban area have emotional and behavioral problem (Dhamayanti et al., 2018).

Theme 4- Internal Factors for Psychological Distress

Theme-4 is related to internal major factors for psychological distress among students. It is based on two elements of KAP model including *knowledge and attitude*. Participants reported that they usually feel stressed and over burdened due to the quantum of study. Previous findings showed same results that worse academic stress was highly correlated with poor mental health among students (Barbayannis et al., 2022). Sub theme indicates that they showed lack of interest and understanding towards their education. Lack of experienced teachers in public sectors of semi-urban setting was also one of the factor that was led to lack of understanding among adolescents. Literature also support findings as a study reported lack of skills, motivation and training among teachers of public school in urban area (Ashraf et al., 2015). Theme also indicated that they were unable to perform well in exams due to inadequate preparation and feelings of anxiety and stress. Sub themes are related with the previous findings, for example, a correlational study indicated that high level of psychological distress found among students due to academic stress (Asif et al., 2020).

Theme 5- Lack of Mental Health Care Practice

Theme 5 is related to mental health care practices among adolescents. It is based on element of *Practice* from KAP model. Participants reported that they didn't take care of their mental health. They had different unhealthy coping mechanism to deal with negative emotions such as aggression. One of the most common practice was isolation, they used to isolate themselves from social relationships in the times of stress. Literature has not been identified relevant finding but a study had been indicated some unhealthy behaviour among students related with low mental health such as lack of leisure activities (Campbell et al., 2022). This theme is relevant to previous theme related with lack of knowledge about mental health. Adolescents don't care about their mental health may be because of unawareness. They don't know about the importance of mental health which is interlinked with practice that is one of the core element of KAP model.

Theme 6- Practices to Bring happiness in life

Theme 6 is related to different practices of adolescents to bring happiness in their life. Findings are based on element of *Practice* in KAP model. The most common practices were hanging out with friends or spending time with family. Sub theme is concordant with previous findings which identified various factors such as familial and social, that were related with happiness among students (Jiang et al., 2022). Another sub-theme that possessing a goal in their life also brought happiness for them. Finding are consistent with literature that highlighted adaptive role of future oriented coping strategies associated with well-being and psychological problems

(Serrano et al., 2021). Themes identify that spending time with family, hanging out with friends and having purpose in life bring happiness for them. It was also identified that they spent time with family and friends and less engaged in other activities as compare to people from urban area such as online video games (Seemi et al., 2023)

Theme 7-well Being May Improve Their Personal and Social Life

Theme 7 is related to the attitude of participants towards impact of well being on life. Findings are based on *attitude*, a component of KAP model. The common attitude towards impact of well being on life indicated a healthy social life. A study also indicated correlation between the well-being with sense of belonging and connection (Haim-Litevsky et al., 2023). Theme also identified that it might reduce their negative emotions such as anger and anxiety and they found it essential for living a healthy life. Contradictory findings have been identified through various studies, for example, a study showed impact of well-being in reducing negative symptoms (Riboldi et al., 2023) and another study indicated poor correlation of positive affect with symptoms of anxiety (Dias Lopes et al., 2020). However, theme has identified positive attitude toward presence of well being in their lives.

Theme 8- Requirement Of Mental Health Training Programs in Educational Setting

Theme 8 is related to the requirement of mental health training programs in educational institutes. Findings are based on *attitude* towards mental health and well-being, a element of in KAP model. Participants reported that mental health training programs could improve their mental health. Schools could arrange different sessions for students to improve their well-being. All of them wanted to participate in those sessions. Theme is consistent with findings of a study which indicated that mental health interventions can improve the well-being among students and may reduce symptoms of psychological illness(Schotanus-Dijkstra et al., 2017).

Conclusion

Eight themes based on KAP model were generated. These themes highlight lack of knowledge and poor literacy regrading mental health and well-being among adolescents. Lack of formal practice related to mental health care has been observed among them. They were well aware from their mental health issues such as stress, anxiety and depression due to different internal and external causes. Stress of study, uncertainty regarding future, unhealthy home environment, high expectations from parents and teachers were major factors found. Additionally, direct and indirect causes of distress relevant to semi-urban area were identified respectively including boredom and lack of experience teachers. Positive attitude has been ascertained towards happiness, as they had been trying to bring happiness in their life through socializing and believed that it was important for them to stay happy. Moreover, they also wanted to participate in mental health training programs to improve their mental health, well-being and overcome mental health problems.

Implications and Recommendations of the Study

Preventive measures should be taken while considering generated themes of study. Study recommended that it is needed to work on mental health and well-being of students particularly at their adolescence. First, students are required to be made aware of the significance of mental health and well-being through psycho-education. Secondly,different mental health training programs would be more effective for students. This would help them to live a healthy and

happy life, and they would be able to utilize their full potentials. Beside this, policy makers should focus on development of semi-urban area as mental health of youth would effect due to underdeveloped area in this modern era. Third, various interventions should be explored to improve mental health and well-being of adolescents at educational setting.

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