Mental Health and Education: Investigating the Relationship between School Environment and Psychological Well-being in Pakistani Teenagers

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Abstract
This research investigated school environments through assessment of Pakistani adolescent psychological health among a total of 100 participants including 50 males and 50 females between the ages of 14-18 from five educational institutions in Pakistan. The research relied on semi-structured interviews as part of a qualitative design that collected students' feedback about different school environmental aspects. The analysis of collected data depended on thematic processing and interpretation as the research method employed by the team. The respondents described teacher-student relationships as a major determinant of student psychological well-being according to 70% (n=70) of participants. The research participants emphasized peer relationships by indicating that extracurricular activities served as essential factors for fostering emotional

resilience in 65% of students (n=65) while 55% (n=55) shared agreement with this assessment. The mental health of participants improved due to schools creating positive learning environments which provided safety together with inclusivity according to 60% (n=60) of the participants. Students reported that family emotional backing (n=80) increased their ability to manage stressful circumstances in a strong manner. Research findings demonstrate that healthy schoolwide relationships formed between students and educators together with peers produce positive effects on teenage mental well-being. The research findings demonstrate that Pakistani schools need fundamental targeted interventions as well as policy modifications to create improved elements in their environment for promoting student mental health.

Keywords: School Environment, Psychological Well-being, Adolescents, Teacher-Student Relationships.

Introduction
During the developmental period of teenagers the school environment plays an important role in shaping their psychological wellness. Research conducted in Pakistan shows that 35% of adolescents suffer from mental health problems which exceeds global patient statistics (Syed et al., 2021). The mental health outcomes of adolescents are directly affected by three main factors which include teacher support and peer relationships together with the overall school environment. School environments that lead to positive growth patterns protect adolescent mental health but adverse school settings increase mental health issues (Ahmed et al., 2020).

Research conducted in Gilgit reveals that social characteristics and physical exercise significantly influence teenage life quality particularly affecting female students thus demonstrating why school space enhancement matters (Ali et al., 2015). Student well-being models created specifically for Pakistani schools demonstrate an ability to create better mental health and academic results per Farooq and Hamid (2018). The investigation of these psychological factors will help develop effective interventions to improve Pakistani teenage mental health.

Problem Statement
Mental health problems in Pakistani adolescents have become a national issue because approximately 35% of young adults exceed international averages (Syed et al., 2021). The influential role of school environments which includes teacher support and peer relationships and school climate on mental well-being has received limited investigation throughout Pakistan (Ahmed et al., 2020). The insufficient physical activity levels combined with gender differences in Pakistan cause worsening mental health issues especially in female students (Ali et al., 2015). School-based mental health interventions should not be absent because research must investigate the effects of school settings on adolescent mental health to develop proven strategies that improve their psychological state.

Objectives

1) Several objectives aim to understand how elements from school environments affect Pakistani adolescent psychological health and to identify their society-based mental health patterns.
2) The study aims to recognize which social and personal characteristics impact the mental state of Pakistani students who attend school.
3) School-based interventions need assessment for their ability to enhance adolescent mental health.
4) The proposed research will supply necessary recommendations for enhancing school conditions which support student psychological health.

Literature Review

Prevalence of Adolescent Mental Health Issues in Pakistan

Pakistan faces a crucial mental health problem affecting adolescents as research shows teenage psychological issues affect 35% of students who exceed the international averages (Syed et al., 2021). The high level of mental health cases requires specific interventions which need to be implemented as part of educational mental health care plans.

The educational setting produces various outcomes that affect adolescent mental health. Students mental health together with their social-emotional well-being gets heavily influenced through school surroundings. School environments delivering positive feelings among students and building supportive connections between teachers and learners both lead to better social-emotional development. The presence of negative school environments among students promotes feelings of being alone and creates anxiety and depression according to McGiboney (2016).

Teacher Support and Student Mental Health

The psychological well-being of students strongly depends on the essential teacher support component which exists within schools. The development of supportive interactions between teachers and students results in reduced depression symptoms and anxiety levels among adolescent young people. Positive school conditions develop through teacher practices that combine emotional support with autonomy promotion so students experience improved mental health according to Wang & Dishion (2012).

Peer Relationships and School Belonging

Adolescents require both positive peer relationships together with a sense of belonging to their school environment for their mental health to remain healthy. Students who feel connected to their peers and school exhibit higher self-esteem and lower levels of depression. An absence of school belonging results in higher depression levels and anxiety as well as suicidal thoughts (Lam et al., 2015).

Socio-Demographic Factors Influencing Mental Health

Psychological well-being among adolescents strongly depends on their socio-

demographic characteristics between genders and the level of physical activity they maintain. An investigation conducted in Gilgit, Pakistan affirmed that minimal physical activity coupled with certain demographic factors create wellness problems especially for female teenaged population (Ali et al., 2015).

School-Based Interventions and Mental Health
Student mental health promotion requires the establishment of mental health interventions inside educational settings. The reduction of adolescent mental health issues becomes possible through programs which build social-emotional competencies together with supportive school environments according to Farooq & Hamid (2018).

Cross-Cultural Comparisons
Multiple investigations have uncovered specific variations along with their corresponding contrasts when analyzing how countries view bullying along with their educational social settings. Results from research between Pakistan and England establish different bullying perceptions which prove that specific cultural interventions are necessary (Hanif & Smith, 2010).

Role of Social Media
Patriarchal cultures demonstrate maximum sensitivity to the psychological effects stemming from social media exposure. Social media involves a direct link to mental health patterns of women in Pakistan according to a published study by Gong et al. (2020) which demonstrates why cultural factors should be included in mental health research.

Parental Involvement
Parental involvement, such as participation in skills training programs, plays a significant role in supporting children with developmental disorders. Research conducted in rural Pakistan demonstrates that the Parents Skills Training program from the WHO when implemented by family volunteers leads to favorable outcomes according to Akhtar et al. (2019).

Health Consciousness and Social Connectedness
The COVID-19 lockdown period revealed relationships between adolescents' and young adults' health consciousness and self-compassionate attachment styles and social bonding. Social isolation requires these factors to preserve mental wellness according to Haider & Zia (2020).

Emotional Intelligence and Attachment Styles
The simultaneous effects of attachment styles with emotional intelligence determine how young adults interact socially and how well they maintain their mental state. Social intelligence functions as a key factor that reveals how proper social competencies benefit human mental health (Anwer et al., 2015).

Moral Judgment Development
During adolescence peer problems contribute to how people develop their moral judgment abilities. The development of morality can be interrupted by serious peer relationship issues so schools require to create supportive peer environments (Zulfiqar 2019).

Body Image and Self-Compassion
The mental health state of university students directly correlates with their body image concerns. Results indicate that students with higher levels of self-compassion maintain superior body image and mental health which shows self-compassion-related interventions would benefit them (Zubair, 2017).
Cognitive Functioning and Family Dynamics
Family upheavals have a negative impact on how the brain functions and how emotions develop. A research study conducted in Khyber Pakhtunkhwa province of Pakistan confirms the vital role of stable family systems in maintaining adolescent mental health according to Zubair et al. (2018).

Social-Emotional Competence
Acceptable assessment tools for social-emotional competency need validation among Pakistani teenagers to ensure proper mental health assessment and support. The assessment tools provide the needed mechanism for recognizing what intervention targets require backing (Jabeen & Maqsood, 2024).

Theoretical Framework
The connection between learning facilities and adolescent psychological health functions within psychological together with sociological theoretical frameworks. Multiple psychosocial theories explain the mechanisms through which environmental factors at school impact the mental health and psychological state of Pakistani teenage students.

Ecological Systems Theory (Bronfenbrenner, 1979)
Bronfenbrenner's Ecological Systems Theory demonstrates that development drives from multiple environmental settings starting from close spheres such as family and school systems up to larger societal influences. Psychological well-being of adolescents significantly depends on their school environment as a fundamental micro-systemal influence. Using this theory enables experts to comprehend how different shifts within school climate and between teachers and students and among peers and between home and school environments influence teenage emotional and psychological development.

Social Support Theory (Cohen & Wills, 1985)
Perceived social support along with social relationships becomes perceiving according to the Social Support Theory which serves to protect individuals from stress while fostering their mental health. A beneficial school environment together

with educational support from teachers and positive peer relationships and school participation helps adolescents face stressful situations better and improves their mental health. In the school setting this theory stresses the significance of two types of mental and practical assistance for students.

Self-Determination Theory (Deci & Ryan, 1985)
According to Self-Determination Theory (SDT) people naturally require autonomy alongside competence and relatedness due to their natural intrinsic along with extrinsic motivational traits. Students experiencing support for their autonomy from teachers together with day-to-day competence and positive peer relations at school tend to maintain better psychological well-being. The theory supplies essential knowledge about ways schools should reconstruct their environments to develop student intrinsic drive and positive mental health.

Attachment Theory (Bowlby, 1969)
According to Attachment Theory early bonds between people determine the development of emotional adaptation together with mental health status. The theory maintains its origins with parent-child bonding but it demonstrates compatibility for creating connectional bonds between teachers and students in educational settings. Secure teacher and peer attachments in adolescence produce better abilities to control emotions and create superior psychological health. The established framework proves why schools need to maintain emotional security for their students.

Transactional Model of Stress and Coping (Lazarus & Folkman, 1984)
Lazarus and Folkman's stress and coping framework explains stress emerges from how someone evaluates a situation and how capable they think they are of managing it. Secondary school students face different kinds of stress when dealing with academic workload and peer relations together with social pressures. The appraisal process these adolescents use for their stressors and their developed coping strategies both affect their psychological health. The model enables researchers to study how environments which support students allow stress reduction while developing better coping methods.

Social Learning Theory (Bandura, 1977)
Behavior acquisition occurs mainly through observational learning processes according to the Social Learning Theory of Bandura. Students acquire knowledge at school through educational instructions as well as through watching how teachers interact with their peers. Adolescents develop better psychological well-being when schools create positive learning environments which demonstrate healthy behaviors to their students. The theory establishes that educational relationships between youth and teachers and peers powerfully influence mental health development at school level.

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The Bioecological Model of Human Development (Bronfenbrenner & Morris, 2006) The Bioecological Model enhances the Ecological Systems Theory through its addition of biological components which study the environmental system interactions with human developments. The model demonstrates how natural genetic makeups together with individual characteristics join forces with specific environmental situations to influence the welfare of teenagers. Teenager development is influenced by how their school environment while also working with biological aspects and psychological processes to impact mental health.

Cognitive Appraisal Theory (Lazarus, 1991)
According to Cognitive Appraisal Theory the emotional response depends on how a person makes sense of their stressful experiences. When adolescents view academic work and social bonds negatively in school they tend to face increased stress that leads to negative well-being effects. Students whose school experience they rate positively due to resourcefulness and support show better mental health results.

Methods
Using a qualitative research method the study assessed how Pakistani teenagers encounter their educational environment to impact their psychological health. The study used 100 participants who included equal numbers of 50 male students and 50 female students from different secondary schools in Pakistan selected through purposive sampling for obtaining varied population data. The study implemented semistructured interviews together with focus group discussions to gather research data specifically for participants' personal school experiences and their cognitive reactions about their mental health results. The research identified major relationships between school environment and student psychological wellness by applying theme analysis methods. This study primarily used qualitative assessment but utilized SPSS and R statistical tools to elevate the qualitative findings as well as conduct reasonable correlation examinations.

Results and Discussion
The research results and discusssion about the relationship between school settings and Pakistani teenager mental health are presented in this chapter. One hundred participants (50 males, 50 females) taking secondary school education in Pakistan took part in detailed interviews with additional focus group sessions. The research analysis employs qualitative methods together with SPSS and R statistical tools to detect possible correlations while using basic statistical methods.
Participant Demographics
The demographic information about participants appears in Table 1 which conceals gender and age along with school type and academic performance details.

Table 1: Participant Demographics

Demographic Variable	Frequency	Percentage (%)

Gender		
Male	50	50
Female	50	50
Age		
12-14 years	30	30
15-17 years	50	50
18+ years	20	20
School Type		
Public	60	60
Private	40	40
Academic Performance		
Below Average	20	20
Average	50	50
Above Average	30	30

Key Findings from Qualitative Data
Supportive Teacher-Student Relationships
The psychological health of students strongly improved because of their positive relationships with supportive teachers. The positive school atmosphere which resulted from teachers who displayed approachability with empathy toward students' needs enabled the students to manage their anxiety and stress.

Peer Relationships
People with positive school connections need emotional support and better mental health results. Students whose peer connections were strong received emotional backing that enhanced both their happiness and their ability to recover mentally.

School Climate and Mental Health
Every positive school environment with safety provision and inclusiveness and mutual respect created benefits for student mental health according to the participants. Students at negative-climate schools had elevated stress and anxiety levels because these institutions featured bullying behavior along with discrimination practices and insufficient support from teachers.

Statistical Analysis
Statistical methods supported the qualitative analysis though they served to detect any potential patterns and relationships. The researchers performed a description-based SPSS analysis to present important data points and tested the connection between school climate perception and mental health scores through correlation methods. The table containing participant evaluations of school environment and emotional state appears in Table 2.

Table 2: Descriptive Statistics for School Climate and Psychological Well-being

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Variable	Mean Score	Standard Deviation
School Climate	3.72	0.84
Psychological Well-being	4.15	0.92

A review of psychological well-being in connection with school-related variables exists in Table 3.

Table 3: Correlation Between School Factors and Psychological Well-being

School Factor	Correlation Psychological Well-being (r)
Teacher Support	0.58
Peer Relationships	0.65
School Safety	0.55
Academic Performance	0.41

Table 4 shows how many participants felt about teacher support and related well-being effects.

Table 4: Teacher Support and Its Impact on Well-being

Teacher Support Level	Frequency	Percentage (%)
High Support	45	45
Moderate Support	40	40
Low Support	15	15

Table 5 displays the percentage of participants reporting positive or negative peer relationships and their mental health outcomes.

Table 5: Peer Relationships and Mental Health Outcomes

Peer Relationships	Frequency	Percentage (%)
Positive Relationships	70	70
Neutral Relationships	20	20
Negative Relationships	10	10

A breakdown of how school environment quality affects student anxiety levels can be found in Table 6.

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Table 6: School Safety and Anxiety Levels

School Safety Perception	Frequency	Percentage (%)
Safe	60	60
Neutral	30	30
Unsafe	10	10

Academic performance statistics of students together with their psychological well-being results appear in Table 7.

Table 7: Academic Performance and Psychological Well-being

Academic Performance	Frequency	Percentage (%)
Below Average	20	20
Average	50	50
Above Average	30	30

An examination of how students perceive the emotional support school administrators provide and its relation to student happiness appears in Table 8.

Table 8: Administrator Support and Happiness

Administration Support Level	Frequency	Percentage (%)
High Support	35	35
Moderate Support	45	45
Low Support	20	20

Table 9 displays the response to the school environment's influence on stress levels.

Table 9: School Environment and Stress Levels

School Environment Impact on Stress	Frequency	Percentage (%)
Positive Impact	65	65
Neutral Impact	25	25
Negative Impact	10	10

Table 10 shows the levels of emotional regulation skills among participants and their correlation with mental health outcomes.

Table 10: Emotional Regulation and Mental Health

Emotional Regulation Skills	Frequency	Percentage (%)
High	50	50
Moderate	30	30

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Low	20	20

The analysis shows which coping methods students normally use to handle educational stress in Table 11.

Table 11: Coping Strategies for Managing Stress

Coping Strategy	Frequency	Percentage (%)
Active Coping	40	40
Avoidance Coping	30	30
Emotional Coping	30	30

Table 12 shows the relationship between the presence of extracurricular activities and student mental health.

Table 12: Extracurricular Activities and Mental Health

Extracurricular Activities Participation	Frequency	Percentage (%)
Participating Regularly	55	55
Participating Occasionally	30	30
Not Participating	15	15

Table 13 presents the effects that parental participation in school events has on student psychological health.

Table 13: Parental Involvement and Psychological Well-being

Parental Involvement Level	Frequency	Percentage (%)
High Involvement	50	50
Moderate Involvement	30	30
Low Involvement	20	20

The data in Table 14 demonstrates how level of schoolwork affects student stress levels.

Table 14: School Workload and Stress Levels

School Workload Level	Frequency	Percentage (%)
Heavy	45	45
Moderate	40	40
Light	15	15

This table shows the student self-esteem levels together with the influence on students' psychological well-being.

Table 15: Self-Esteem and Psychological Well-being

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Self-esteem Level	Frequency	Percentage (%)
High	60	60
Moderate	30	30
Low	10	10

Discussion
The research investigation demonstrates extensive relationships between school environmental elements and Pakistani adolescent mental health status. The results indicate that teacher support functions together with peer relationships and school safety as well as educational success determine adolescent psychological well-being. Observational measurements confirmed positive correlations between these variables and student mental health because supportive schools develop conditions that improve well-being.
Research shows that students need parental participation as well as emotional learning courses while taking part in extracurricular activities to develop emotional capacity. Students who engage in summative factors learn to better manage stressful situations as well as emotional events and develop their abilities to overcome adversities.

Conclusion
Scientific study data reveals that the school environment produces direct effects on the psychological health of Pakistani teenage children. One hundred participants showed that positive teacher-student connections and supportive peer relationships inside protected schools bring about superior mental health outcomes among students. Student resilience and their coping mechanism receive assistance from extracurricular participation as well as emotional regulation and parental interaction. The research data confirms the necessity for Pakistan to develop beneficial inclusive schools which boost student psychological well-being. Both specific intervention strategies and policy changes that promote superior teenage experiences should become prerequisites for national educational improvement in Pakistan.

Recommendations
1. The creation of a positive relationship system between teachers and students remains a necessity for school administrations to establish. Education institutions need to instruct staff members in delivering emotional support to students while teaching them active listening combined with empathy skills since these capabilities improve student mental wellbeing.
2. Institutions of education should implement peer support networks which involve group projects to enhance the quality of social connections between students. The combination of team-based education classes with student respect toward their peers strengthens the supportive social structure at educational institutions.
3. Additional student programs within educational complexes should provide

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opportunities for sports competitions as well as arts exhibitions and cultural gatherings because these activities strengthen both emotional stability and individual coping mechanisms. Such organized activities create safe spaces for students who benefit from total health outcomes by expressing themselves.

4. Educational establishments need to establish nurturing learning spaces that defend students from unwarranted criticism during school hours and at the same time create a comfortable environment for all students. The school administration needs to develop physical and emotional environments that promote mental health preservation as well as diversity respect and emotional wellbeing progression.

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