

Holistic Health as Perceived by Nepalese Teenagers: A Qualitative Descriptive Study

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Abstract: Fostering wellness is a global challenge as teenagers undergo a crucial life filled with growth and opportunities. Addressing the meaning of health from teenagers' viewpoints is essential, given their unique physical, social, spiritual, and psychological changes. This qualitative descriptive study aimed to describe the perception of holistic health among school-aged teenagers and was conducted in a government school in Nepal. Data were collected through focus group discussions using a semi-structured interview guide with 20 school teens aged 14 to 16. Content analysis was used to analyse the data.

Health is wealth was identified as a core theme reflecting the value of being healthy, which comprised three subthemes: 1) *sustaining scholastic excellence*, 2) *embracing optimism and achieving purpose in life*, and 3) *family and friends' connectedness is a treasure*. The findings showed that teenagers viewed their health as a significant asset. Teens who maintain physical and mental health are better able to focus academically and remain motivated to learn; their positive view and sense of purpose enable them to pursue their purpose in life, and bonding with family and friends provides emotional support.

The teens' perceptions expressed in this study provide an in-depth illustration of their health compared to previous studies conducted in Nepal. This perception emphasizes nurses' roles in promoting holistic health through school programs, working with educators, parents, and policymakers to encourage social connections, academic performance, balanced lifestyles, and the enhancement of purpose in life. Schools should incorporate programs to promote the physical, mental, social, and spiritual health of teenagers.

Keywords: Health, Holistic, Nepal, Qualitative descriptive study, School, Teenagers

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Introduction

Teenagers are in a rapid growth and development period between childhood and adulthood. During this period, complex developmental goals such as physical maturity, psychological feelings, social connections with others, and cultivating purpose arise.¹ However, this development period is also characterized by increased exploration and risk-taking behaviour due to a rise in pubertal hormones.² Nepalese teens have many unacceptably high health burdens, including micronutrient deficiencies, such as anaemia, and undernutrition.³ Further, 85% are physically inactive, according to the World Health Organization's recommendation.⁴ It is estimated that they have psychosocial problems, 12.9% to 17.1%,⁵ while suicide is the fourth highest among youth,⁶ suicide ideation is 13.7%, and depression is 12.9% to 27%.⁴ Similarly, teenage pregnancy is 14% among the 15 to 19-year age group, accidents and injuries are 9.5 per 100,00 among all age groups,³ and violence affects 14% of girls.³ Additionally, HIV/AIDS affects approximately 30,000 people; among these, 0.14% are 15–49 years of age.³ Alcohol is consumed by around 18% of youth, 13% use tobacco, 6% use illicit drugs,³ and 51.9% have been estimated to be vulnerable to an illness requiring any medical treatment.⁷

Because of socioeconomic problems, teens are more likely to experience health issues in low-income nations like Nepal, as underdeveloped countries have unsatisfactory healthcare systems compared to wealthy nations.⁸ The health status of Nepal's teens is compromised due to a lack of comprehensive statistics on teenagers' health.⁹ A comprehensive strategy for health promotion is frequently disregarded, especially in the context of schools. Only physically ill teenagers are prioritized over those with other problems.¹⁰ It is imperative to consider holistic health during this developmental stage because teens' health during this time can influence their health later in life.¹¹ Promoting the holistic health of teens is essential and highly significant.¹² With the high

risk of morbidities among Nepalese teenagers,¹³ it is vital to improve their holistic health. A key idea in holistic health is that teens are responsible for their health-related behaviour. Encouraging holistic health during puberty can lower morbidities and prepare teenagers for adulthood. Teens must be cared for by focusing on the holistic dimensions of health.

Middle-aged teenagers aged 14 to 16 should be taken care of due to their critical developmental stage.¹⁴ This time is crucial for forming values and habits that last a lifetime since quick transitions, identity formation, and growing independence characterize it. Support is essential at this stage because it can affect social interactions, emotional resilience, academic achievement, and health habits. By offering support, nurturing, and growth opportunities, middle-aged teenagers can develop into self-assured, responsible, healthy adults.¹¹

A complex interaction of cultural, social, and environmental influences teenagers' perceptions of health, and these factors vary greatly depending on the situation. Teens in developed countries tend to adopt a more holistic approach to health, emphasizing physical fitness, mental health, emotional control, self-expression, and spiritual growth.¹⁵ In these areas, mental health has been more widely recognized and less stigmatized, empowering teens to view psychological, emotional, and spiritual health as essential to general health.¹⁵ Nevertheless, because of cultural stigma and a lack of funding, health is frequently viewed more narrowly in many low and middle-income nations, including Nepal.¹⁶ It is primarily concerned with physical ability, hygiene, and the absence of disease.¹⁷ Health is viewed as a collective rather than an individual condition in South Asian and African cultures, where religious values, familial expectations, and cultural norms also impact teens' health attitudes.¹⁷

Even though the Nepalese government has stated that it is committed to the holistic development of teenagers, it has primarily focused on physical and psychological health, showing little regard for holistic

health.¹⁸ Current policies and initiatives do not explicitly acknowledge how teenagers define holistic health, including mental, physical, emotional, social, and spiritual dimensions.¹⁸ Because their viewpoints are crucial to creating health promotion initiatives that are pertinent, effective, and culturally suitable, it is imperative to explore how teenagers in Nepal perceive holistic health. Although they are rarely considered in policy and practice, teens' opinions can significantly impact their participation in school-based health programs. Educators and healthcare professionals in Nepal frequently create school health promotion programs based on international models, especially those from Western and European contexts, without considering the sociocultural realities of Nepali teenagers. Therefore, it is vital to understand teenagers' perceptions of holistic health so that the government can tailor health plan interventions to meet the unique needs of this population. Their perceptions of holistic health can also influence their engagement with health promotion activities. This study utilized a qualitative descriptive method. This approach describes how Nepali youths perceive holistic health and well-being. Teens can express their ideas in their own words, which makes this approach beneficial.

Conceptual Framework and Review of Literature

The World Health Organization [WHO] defined health as "a complete physical, mental, and social well-being and not merely the absence of disease or infirmity."^{19(p.1)} However, the WHO realized the importance of the spiritual dimension and redefined: "*Health is a dynamic state of complete physical, mental, spiritual, and social well-being and not merely the absence of disease or infirmity.*"^{20(p.277)} This definition signifies the holistic approach to health. The holistic health concept was used as a conceptual framework for this study. Holistic health is essential for teenagers because it

emphasizes the importance of caring for everyone, including the physical, mental, social, and spiritual dimensions.²⁰ This concept holds that all health dimensions are closely interconnected and equally crucial for wellness. Holistic health aims to sustain health by addressing physical, psychological, social, and spiritual dimensions. This approach recognizes that all aspects of a teen's life are interconnected and that promoting health in one dimension can positively impact the other.²¹ Teens need to be cared for holistically, which stresses how practices are interconnected and relate to the whole. Holistic health promotes self-directed healthcare by increasing awareness of healthy habits and activities.²² The importance of holistic health originates from recognizing that various dimensions, such as social, mental, spiritual, and physical, contribute to wellness. By addressing these variables collectively, holistic health improves the quality of life, lowers disease risk, and promotes general wellness.¹²

In Nepal, the WHO's definition of health is followed to address the health of teens. However, there is scarce information about the holistic health of the Nepalese teenagers.¹³ Teenagers need to focus on their holistic health because they are in a challenging transitional period, changing physically and forming their identities. The additional demands of parental and peer pressure exacerbate everyday stress. Teenagers want to fit in yet stand out and be appreciated, so holistic health becomes crucial.²³ Understanding how teenagers view their health can help clarify their viewpoints and boost their wellness.

Study aim

This study aimed to describe Nepalese teenagers' perceptions of holistic health.

Methods

Design: This study results from the reconnaissance phase of the thesis titled *Development of Holistic*

School Health Promotion Model for Nepalese Adolescents Wellness, which applied a qualitative descriptive design and holistic health promotion concepts. Qualitative descriptive research thoroughly summarizes events that people or groups have experienced. It is a beneficial method when researchers want to know who was involved in an event and what their views, opinions, and suggestions are.²⁴ Additionally, this study report was written using the Consolidated Criteria for Reporting Qualitative Research (COREQ) checklist as a guide.²⁵

Sample and Setting: The participants were middle-aged school teenagers studying in grade IX. Middle-aged teenagers are individuals between the ages of 14 and 16. They were chosen because it is a vital age as they begin becoming healthy, responsible adults.¹⁴ A purposive sampling technique was used to recruit 20 school teens studying in the Shree Maisthan Vidyapeeth Secondary School. The selected school is one of the nineteen government schools in Birgunj Metropolitan City, established in 1948 AD, and situated in the middle of the city. The school welcomes students from all sociocultural backgrounds.

After obtaining permission from the school, schoolteachers approached the potential teens who were selected purposively according to the inclusion criteria. Purposive sampling was used to deliberately choose school-age teenagers who offered rich, relevant, and diverse viewpoints on holistic health within the context of Nepalese culture. Then, the researcher approached the teens and obtained their consent, as well as their parents' informed consent. The inclusion criteria for teenagers were a) middle teens, 14–16 years old, b) willing to participate, and c) teens' assent and their parents' consent to participate.

Ethical Considerations: The approval was taken from the Centre for Social and Behavioral Sciences Institutional Research Board at Prince of Songkla University (Ref no: PSU IRB 2021 – St – Nur – 039 Internal); Nepal Health Research Council (Ref no. 409/2021PhD); and District Education Office, Parsa and

the Shree Maisthan Vidyapeeth Secondary School. The researcher explained the study's purpose, duration, process, benefits, and risks. The ethical principles followed by the researcher included obtaining informed consent from the parents of the teenage participants and obtaining assent from the teenagers themselves. The researcher ensured that the participants were treated fairly and would not be penalized if they refused to participate or withdrew from the study during the data collection. Throughout the study, participants were guaranteed anonymity and confidentiality; no identifying information was recorded or disclosed to preserve their privacy, and transcripts and reports were written under pseudonyms. The first researcher completed the online training course from the Collaborative Institutional Training Initiative (CITI) program to enhance competency in addressing ethical issues in research.

Instrumentation: A focus group discussion (FGD) guide was used to collect the data from the participants. The FGD guide was developed based on a literature review and the concept of holistic health and was validated by three experts for content validity. Two experts were from Prince of Songkla University, Thailand (one expert in adolescent health and one in action research), and another in school and adolescent health from Tribhuvan University, Nepal. The FGD guide included broad, open-ended questions, followed by probing questions related to the participants' perspectives on holistic health. For example, 1) Can you describe health in your opinion?; 2) How is health important to you?; 3) What do you do to make yourself healthy?; and 4) Have you ever heard about holistic health? The FGDs were conducted in Nepali, audio recorded after the participants' consent, stored in a password-protected laptop, coded, and dated. The researcher was the only person with access to the data file.

Data Collection: After obtaining permission, the researcher met the school principal and administrator and explained the study objectives. The administrator informed the schoolteachers, and they informed the

teens about the research study. Once they were willing to participate in this study. The researcher approached the participants and obtained written informed consent from their parents, after which the participants signed informed assent. FGD was used as a data collection method. This method aims to collect data from a deliberately selected group of people to explore their perceptions.²⁶ Therefore, it is considered a suitable method for data collection.

Two FGDs with purposefully chosen school teenagers were used to gather data. Ten teens participated in each FGD, which was led by a semi-structured guide based on the holistic health concept. The FGDs were held in a quiet room on the school's premises to provide an uninterrupted environment. Teens were invited to share their opinions, life experiences, and cultural viewpoints about holistic health.

The data were collected from January to February 2022. Two FGDs were organized among ten participants in each group to discuss the perception of holistic health. Each FGD was audio-recorded with the permission of the participants. Field notes were added to capture context and nonverbal clues. The first FGD was conducted in January, and the second FGD was conducted in February, allowing the researcher sufficient time to transcribe and analyze data from the first FGD. Then, the researcher took the data from the first FGD to guide the second FGD. After the second FGD, no new themes or insights were found; data saturation was deemed to have been reached.²⁷ Other sessions were unlikely to produce significantly new information due to the depth and richness of responses and the fact that concepts were repeated among groups. According to qualitative research standards, saturation can be reached in two to three well-conducted focus group discussions, contingent on group homogeneity and the specificity of the research topic.²⁷ The FGD lasted for approximately 90–100 minutes.

Trustworthiness: Lincoln and Guba proposed four criteria for trustworthiness: credibility, dependability,

confirmability, and transferability.²⁸ This study used peer debriefing and member checking to uphold credibility. Peer debriefing was done by consulting the thesis advisors regarding data collection, analysis, and results. Member checking was done by asking 10 participants, five from each FGD, to confirm whether the contents the researcher understood were correct. The dependability was ensured by providing a detailed description of the study participants. The collected data were evaluated for consistency and accuracy in relation to the results, discussion, and conclusion. The researcher consulted with the thesis advisors to verify data interpretation and provide feedback to prevent premature closing. The researcher kept daily notes to reflect on the researcher's feelings and thoughts about the collected data and analyzed the data to ensure confirmability. The transferability was maintained by giving detailed descriptions of the study participants, including the research setting, context, and findings, which provide teenagers' perceptions in the Nepalese context.

Data Analysis: Data transcription was done after each FGD. At first, the data were transcribed verbatim. Then, the transcribed data were translated into English by two bilingual translators. Next, the transcript was subjected to content analysis. The content analysis process included preparation, organization, and reporting.²⁹ The first step in the preparation process is choosing the study unit and determining what needs in-depth analysis. To thoroughly understand the facts, the transcription was read several times. After making sense of the results, coding was performed, and similar coding was categorized. The researcher classified the codes and produced a classification matrix during the organization phase to match the data with pertinent categories based on holistic health. Lastly, in the reporting phase, the researcher recorded the detailed analysis process and reported the findings.

Findings

The findings were divided into demographic characteristics and perception of holistic health.

Demographic characteristics of the participants

Altogether, 20 school teens consented to participate in the study. Regarding gender, 11 were females, and nine were males. Fifteen participants were Hindu, and five were Muslim. Fourteen participants lived with their parents, and six lived with their relatives. Regarding family members, 11 participants had members between five and eight, six had fewer than four members, and three had more than nine. Of the siblings, 11 had three or four siblings, and nine had one or two siblings. Regarding parents' education, 12 fathers graduated at the secondary level, eight were bachelor's graduates, 13 mothers graduated at the secondary level, and seven were unable to read or write. Regarding parents' occupations, 18 fathers did business, and two did service; all mothers were homemakers. The average family income of all participants was NPR 25,000 to 35,000 (188 to 265 USD) per month. All participants received 10 to 25 cents daily as their pocket money. They did not have enough money, and none had enough savings. Regarding family relationships, 18 participants described good relationships with their families, and two described neutral relationships.

Core theme: Health is wealth

The core theme of *health is wealth*, which emerged from the realization of the importance of the health of teen participants, emphasizing having optimum health and the capacity to perform their daily activities more effectively and efficiently. The participants agreed on the significance of being healthy, actively promoting their health, and realizing its crucial role in their daily lives. They acknowledged the value of holistic health. Some of them, therefore, engaged in activities that promoted their health. These were essential for living a balanced life and maintaining good health. These activities can be subjective and vary based on individual experiences and circumstances.

Some participants stressed the significance of constantly being aware of one's health and taking advantage of its benefits. Three subthemes related to health is wealth were identified: 1) *sustaining scholastic excellence*, 2) *embracing optimism and achieving purpose in life*, and 3) *family and friends' connectedness is a treasure*.

Sub-theme 1: Sustaining scholastic excellence

The teen participants emphasized how closely academic achievement and health are related. They discussed the significance of maintaining health in enhancing academic success and fulfilling a sense of pride. This highlighted that frequent school attendance, which improves focus, involvement, and study efficiency, requires physical and mental well-being. They recognized that experiencing ill health might lead to difficulties focusing and academic setbacks. They voiced worries about the possible repercussions of failing tests, such as humiliation and diminished self-esteem resulting from being held back while classmates succeed. The quote below emphasizes how crucial excellent health is for fostering consistent learning, boosting self-esteem, and making academic achievements, highlighting the perception that health is wealth.

If we are physically and mentally healthy, we can go to school daily. It's essential to come to school every day. It will help us focus more clearly and participate more actively in class. Additionally, we'll have more time for our studies. If we are sick, we cannot concentrate, and it's difficult for us to study. As a result, we will fail the exams and must repeat the same standard. Our friends will be promoted to the next class, and we'll still be in the same class as our junior... That will be embarrassing to study with juniors, and we might not feel confident in our abilities. Studying is a tough job, and we must be healthy to learn daily. Learning daily can help us build our confidence. A9 (FGD2)

I can get up early, get to school on time, and finish my assignments when I'm well. I skip courses and fall behind in my schoolwork while I'm unwell. After that, I have trouble catching up and get anxious when I have tests... When I'm well, I feel active, and learning is simpler. A3 (FGD 1)

Even in class, there are moments when I am unable to focus at all due to mental tiredness or anxiety. However, when my body and mind are in good shape, I love studying and retain more information. I perform better in school and maintain my motivation when I'm well. A5 (FGD 2)

Sub-theme 2: Embracing optimism and achieving purpose in life

The participants perceived the value of health in terms of happiness and purpose in their lives. Endorsing optimism, ambition, and persistence in achieving their goals reassured their achievement. Maintaining positivity by embracing an optimistic outlook helps teens have a positive life path. They realized that if they are healthy, they can work hard for successful outcomes and reach their goals in life, reflecting the recognition that health is wealth. This theme reflects the perception of health in terms of psychological and spiritual health.

We must study a lot to pass the exam. Studying is very hard, but if we think that studying hard can help us accomplish our life aims, that is positive thinking. If we work hard now, we'll get fruitful results. I don't let negative thoughts ruin my mood. That's how I always motivate myself to do my homework on time. I want to become a good teacher. How can I get good grades if I don't study hard now? A5 (FGD 2)

I remind myself that I want to be a doctor even though I sometimes feel like giving up. That desire motivates me to persevere through difficult times. If I think positively and work hard today, I can accomplish that goal later. A9 (FGD 1)

Sub-theme 3: Family and friends' connectedness is a treasure

All participants valued the connection and support from friends, which greatly influenced their lives. They referenced their families' efforts to provide necessities such as guiding them to make healthy decisions, guiding direction and discipline, delivering advice, providing nutritious food, and offering time, emotional reassurance, and motivation. Family involvement for teens cultivates a sense of belonging, self-worth, and personal growth. Therefore, family connections are a treasure for teens' overall well-being. Consequently, they expressed their sincere love and admiration for their families, as shown in the following statement:

I cannot imagine myself without my family's support. They are essential to me. My mother cooks food and provides me with a nutritious diet. My father brings vegetables and fruits home. They teach us to speak, behave well, prepare meals, feed us, and stay disciplined. They advised us to keep our room clean. My father allows me to participate in family meetings and asks my opinion. I feel happy being a family member. My sister supports me when I feel sad or don't get good grades. She encourages me to work hard and do better next time. I feel blessed to have my family. I love my family. A5 (FGD 1)

Additionally, the participants highlighted that being healthy is necessary to go to school, where they can nurture friendships and build stronger bonds, increase social contacts, share knowledge, interests, and life goals, and participate in activities that enhance their general well-being and growth. Good friendships and relationships boost self-esteem, promote the effectiveness of learning experiences, and give a sense of drive and belonging.

If we are ill, it prohibits us from attending school. Attending school is crucial. We make new friends and meet them daily. We learn, eat, play, and enjoy ourselves together in school. Learning in school with friends makes me happy, and I must always be healthy for that purpose. We also get to participate in school quiz competitions or any sports competitions. If I remain absent, I might not participate in the activities I enjoy most. Learning with friends is fun; we can get good marks if we learn together. A3 (FGD1)

Based on acknowledging the valued good health, the participants emphasized the importance of good health by detailing fundamental practices to enhance holistic well-being including maintaining a balanced, performing physical exercise, avoiding arguments with friends, ensuring sufficient rest and sleep, focusing on academic settings, cultivating a tranquil mindset, avoiding conflicts with peers, and establishing personal purposes. They recognize that mental health is just as important since it improves their capacity to focus on academics, succeed academically, and promote wellness. They can accomplish daily chores more effectively and lead better lives, enjoying good bodily and mental health. They discussed starting gradually and working toward long-term health improvements to obtain harmony in life. As shown in the following statement:

We should exercise regularly to stay healthy. Exercise will help us become strong and fit and maintain our body shape. We should also consume a nutritious diet, such as protein, vitamins, and carbohydrates, and drink 2–3 litres of water to help us grow and maintain our height and weight. Eating fresh vegetables and fruits and drinking water helps me stay healthy and disease-free. We should not drink alcohol and smoke, as it can cause deadly diseases like cancer. We must also get a good sleep. It will help us concentrate on our classroom activities. A2 (FGD 1)

A healthy lifestyle can help us avoid getting sick. Many people are unaware of the benefits of maintaining good health. We can save money on doctor visits and prevent ourselves from getting sick. Saving money will allow us to buy green vegetables, meat, fish, and any food we like. By following a few easy tasks, we can maintain good health, avoid many health issues and diseases, and save money. A5 (FGD 1)

I try not to argue with my best friend or apologize when we argue about any matter, and if someone argues, I try to avoid the conversation. Arguing gives me a lot of stress, and I cannot sleep under stress. I don't feel good at all; I don't feel like going to school or studying. So, I avoid arguments that affect my mental health. A8 (FGD 2)

Discussion

Our findings describe the perceptions of holistic health among Nepalese school teenagers. Based on the World Health Organization's (WHO) holistic health dimensions, which stress the dynamic integration of physical, mental, social, and spiritual health,¹² the results show Nepalese teens have a comprehensive understanding of health beyond the simple absence of disease. They understand health as physical ability, social connectedness, mental ability, and spiritual purpose. Being healthy can increase lifespan and promote an active lifestyle into old age.¹²

The WHO's holistic paradigm²⁰ is explicitly reflected in the identified core theme, "health is wealth," which summarises the teens' perspective that preserving all aspects of health permits a productive existence. The three subthemes are 1) *sustaining scholastic excellence*, 2) *embracing optimism and achieving purpose in life*, and 3) *family and friends' connectedness is a treasure*, highlighting the connections between health and everyday functioning, emotional, social, and spiritual well-being.

Teenagers emphasized schools' role in fostering holistic health, consistent with research showing that education and health are mutually supportive.³⁰ Studies have indicated that intellectual success is more likely for healthy and balanced teens because they can focus, study, and achieve in academic courses.³¹ A holistic health approach enables academic success and promotes overall health. Further, teens learn better when they are healthy and score well academically.¹⁴ As teens spend approximately one-third of their time in school and school activities, promoting holistic health in school is imperative.³² Teachers can be the most influential people in the school to improve students' health and help them thrive inside and outside the classroom by engaging students in the educational process and creating a positive and supportive learning environment.³³

The participants' perceptions of health point to a special relevance within the Nepalese cultural context. For instance, Nepalese society is firmly rooted in the value of family and social relationships. Strong bonds between family members and peers support the resilience and mental health of high-risk teens.⁹ The participants' emphasis on family ties as a "treasure" aligns with Nepal's collectivist norms, which emphasize the emotional and practical support that friends and family provide for one's identity and overall well-being.³⁴ This culturally rooted idea of social wellness supports the WHO's claim that social surroundings significantly impact health.³⁵ The participants' emphasis on spiritual health also reflects Nepal's rich spiritual legacy, which includes customs like prayer, meditation, and rituals.³⁶ In addition to the spiritual component of the WHO's holistic health, the teens' emphasis on finding purpose in life is consistent with Nepalese cultural norms, which place a high importance on spiritual fulfilment and adherence to religious and common values.³⁶ These findings align with research conducted in other cultural contexts. For example, they demonstrate that Nepalese teenagers also see purpose as a key factor in motivation, resilience, and academic performance,

consistent with Western research emphasizing the connection between life purpose and mental health.³⁷ Furthermore, the purpose has been linked to self-esteem, human drive, vigor, resilience, optimism, educational aspirations, altruism, and wellness.³⁸ However, the Nepalese teens in this study placed more importance on interdependence, especially with family and peers, than in individualistic nations where self-efficacy and independence are frequently emphasized. This suggests a culturally complex understanding of holistic health.³⁹

The teenagers' focus on balancing life shows they understand that health requires addressing many aspects of life, not just the absence of disease. These include eating a balanced diet, engaging in physical exercise, getting sufficient sleep, focusing on academics, cultivating good friendships and relationships, and finding a purpose in life. These behaviours demonstrate how teenagers apply health promotion principles in real-world settings, consistent with earlier research highlighting the significance of equipping teenagers with practical health strategies.

This study reaffirms the applicability of the WHO's holistic health concept in promoting the health of teenagers.²⁰ It emphasizes integrating health promotion strategies into Nepalese teens' cultural values and life experiences. This confirms earlier findings that young people's general well-being is positively impacted when they actively participate in healthy behaviours across various life domains.⁴⁰ These reflections should be incorporated into future programs and regulations by creating conditions at home and school that support teens' emotional, social, spiritual, and physical health. Schools should promote the holistic health of their teenage students. By prioritizing friendly relationships between teachers and students, schools can help ensure all students have the resources and support they need to thrive academically, socially, emotionally, and holistically. Future studies could investigate how gender influences teenagers' views of holistic health, examining how, within the cultural context of Nepal, boys and girls may experience, prioritize, and express

the various aspects of physical, mental, social, and spiritual health in different ways.

Limitation

Although the explanations were collected from a single government school, the Nepalese teens' thorough explanations of holistic health offer insightful information that might be relevant to other teenagers in various contexts. However, teenagers' understanding of holistic health could be improved if the findings are validated in different settings and compared to detect similarities or differences.

Conclusion

The study provides new insights into teenagers' perceptions of their holistic health. While academic success is vital, schools ought to emphasize and support their students' holistic health. Schools should place a strong emphasis on holistic health promotion activities. This will enhance students' overall wellness and prepare them for future success. The study's findings may help develop pertinent and culturally aware health promotion initiatives suited to the requirements of teenagers in Nepal. Furthermore, it is recommended that the holistic health promotion model be developed using these significant findings. The model can then be examined for its effectiveness in the Nepalese context where this study was conducted.

Implications for Nursing Practice

The primary goal of promoting holistic health is prioritizing teenagers' overall well-being. School nurses must take an active role in developing, promoting, and evaluating holistic health initiatives. As key proponents of student-centered wellness initiatives, they ought to ensure these programs are developmentally, culturally, and specifically tailored to teens. Along with providing specialized teacher training and supporting

holistic health promotion initiatives, nurses can also directly perform physical, emotional, spiritual, and social interventions. A healthier, more empowered youth population can be achieved in part by nurses by creating an atmosphere where holistic health is a shared focus. For holistic health programs to be successful, it is crucial to prioritize the well-being of teenagers. Effective program design and maintenance also depend on enhancing interdisciplinary collaboration among parents, teachers, counsellors, psychologists, nurses, and policymakers. For long-term financing and support, nurses must advocate for legislative changes institutionalizing holistic health approaches in schools. Enhancing holistic health programs will be possible by integrating continuous evaluation mechanisms, such as student feedback and outcome-based assessments. Nurses must also research the best ways to support holistic teen health and share best practices publicly. To create a healthier adult population, nurses can help lower the long-term risk of health problems and chronic diseases in teenagers by emphasizing empowerment, resilience development, and early intervention.

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สุขภาพองค์รวมจากมุมมองของวัยรุ่นชาวเนปาล : การวิจัยเชิงคุณภาพแบบพรรณนา

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บทคัดย่อ : การสร้างเสริมสุขภาพที่ดีสำหรับวัยรุ่นถือเป็นความท้าทายระดับโลก ด้วยวัยรุ่นเป็นช่วงวัยที่เต็มไปด้วยการเติบโตและโอกาสต่างๆ ดังนั้น การทำความเข้าใจความหมายของสุขภาพจากมุมมองของวัยรุ่นจึงมีความสำคัญ ที่จะช่วยให้เข้าใจวัยรุ่นผู้ซึ่งมีการเปลี่ยนแปลงทั้งด้านร่างกาย สังคม จิตวิญญาณ และจิตใจที่มีความเฉพาะเจาะจง การวิจัยเชิงคุณภาพแบบพรรณนานี้ มีวัตถุประสงค์เพื่ออธิบายการรับรู้สุขภาพองค์รวมของนักเรียนวัยรุ่นที่ศึกษาในโรงเรียนสังกัดรัฐบาล ประเทศเนปาล เก็บรวบรวมข้อมูลโดยการสนทนากลุ่ม ด้วยคำถามเชิงกึ่งโครงสร้างกับนักเรียนวัยรุ่น จำนวน 20 คน ที่มีอายุระหว่าง 14-16 ปี และวิเคราะห์ข้อมูลด้วยการวิเคราะห์เชิงเนื้อหา

ผลการศึกษาได้ค้นพบประเด็นหลักที่อธิบายความหมายของสุขภาพ ซึ่งหมายถึง ความมุ่งมั่นอันสะท้อนถึงการรับรู้คุณค่าของการมีสุขภาพดี ประกอบด้วยประเด็นย่อย 3 ประเด็น ได้แก่ 1) การคงไว้ซึ่งความเป็นเลิศทางการเรียน 2) การมองโลกในแง่ดีและการบรรลุเป้าหมายชีวิต และ 3) การมีครอบครัวและเพื่อนเป็นสมบัติล้ำค่า โดยวัยรุ่นรับรู้ว่าคุณภาพมีคุณค่าเป็นอันมาก วัยรุ่นที่ดูแลสุขภาพกายและใจให้แข็งแรงจะมีสมาธิในการเรียนได้ดีขึ้นและมีแรงจูงใจในการเรียนรู่มากขึ้น วัยรุ่นที่มีมุมมองเชิงบวกและมีเป้าหมายชีวิตช่วยให้สามารถบรรลุเป้าหมายในชีวิต และวัยรุ่นที่มีความผูกพันกับครอบครัวและมีความสัมพันธ์ที่ดีกับเพื่อน ๆ จะทำให้มีสิ่งที่จะช่วยสนับสนุนทางอารมณ์

การศึกษาครั้งนี้ ช่วยให้เข้าใจการรับรู้เกี่ยวกับสุขภาพเชิงลึกของวัยรุ่นในประเทศเนปาล เมื่อเปรียบเทียบกับการศึกษาที่ผ่านมา การเข้าใจประสบการณ์ดังกล่าวสะท้อนถึงความสำคัญของพยาบาลในการแสดงบทบาทในการสร้างเสริมสุขภาพองค์รวมผ่านโครงการของโรงเรียน การทำงานร่วมกับคุณครู ผู้ปกครอง และผู้กำหนดนโยบาย เพื่อก่อให้เกิดความเชื่อมโยงของการสร้างเสริมสุขภาพะทางสังคม ผลสัมฤทธิ์ทางการเรียน วิถีชีวิตที่สมดุล และการสร้างเสริมเป้าหมายชีวิต โดยโรงเรียนควรจัดทำโครงการเพื่อสร้างเสริมสุขภาพทางกาย จิตใจ สังคม และจิตวิญญาณสำหรับวัยรุ่น

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คำสำคัญ : สุขภาพ องค์รวม ประเทศเนปาล การวิจัยเชิงคุณภาพแบบพรรณนา โรงเรียน วัยรุ่น

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