



# The Impact of School-Based Mental Health Clinics on Student Well-being and Academic Performance in Libyan Informal Settlements: A Qualitative Exploration

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## Abstract

Libyan informal settlements face significant challenges in mental health services provision, leading to under-resourced school-based clinics. A qualitative study utilising semi-structured interviews with students, parents, teachers, and local community members. Participant recruitment was conducted through purposive sampling within the target population. Interviews revealed that school-based mental health clinics have significantly improved student engagement and academic performance by addressing emotional barriers to learning. School-based mental health clinics play a crucial role in enhancing student well-being and educational outcomes in Libyan informal settlements. Further research should investigate the long-term effects of these clinics on students' mental health trajectories, with policy recommendations aimed at expanding such services to other regions. school-based clinics, student well-being, academic performance, Libyan informal settlements

**Keywords:** Countryside, Geocentric, Locality, Phenomenology, Qualification, Relational, Sensibility

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