

An Overview on the Importance of Mental Health Education in Schools and Remedial Measure to Combat It in Secondary School Students

Farah Muddasir¹, Dr.Mohamad Rafi²

¹Research Scholar, Career Point University

²Research Supervisor, Career Point University

Abstract— The World Health Organization (WHO) defines health as ‘a condition of full physical, mental and social well-being and not only the absence of sickness or infirmity’. These findings suggest that addressing the global burden of illness caused by mental disorders—which is substantial—should be a top priority in the effort to enhance health worldwide. Unipolar depression, self-inflicted injuries, and alcohol use disorders are among the top three primary causes of illness burden across all age groups. In addition to the isolation, stigma, and prejudice that people with mental illness already face, their ability to function in daily life may be impaired by their condition. At the societal and neighbourhood level, this load may have far-reaching economic and social effects. Schools and family are crucial social units which underpin the health and well-being of all persons. For the sake of students' long-term well-being, it is imperative that educational institutions prioritise students' psychological, social, and physiological well-being. New pressures have forced schools to prioritise pupils' emotional and social health. Safe habitats may be fundamentally created via detection and prevention. This Article Covers the Importance of Mental Health Education in Schools and Remedial Measure to Combat It in Secondary School Students.

Indexed Terms— Mental Health, Secondary School Students, Learning, Younger Generation, Etc.

I. INTRODUCTION

The current generation of students is the biggest in educational history. Some young people may find the transition from adolescence to adulthood to be particularly trying on their interpersonal relationships due to the many significant changes that occur in their lives at this time, particularly in the areas of money, housing, social life, and emotions. As Furthermore, it has been claimed that the percentage of students who

find being a student psychologically taxing is on the rise. This pattern may indicate that students find this time period more taxing, which may be a direct source of mental illness for some.

The mental health of students is recognised as a pressing issue in public policy across the world. Half of the students who reported mental distress symptoms also claimed experiencing them before they started their studies, whereas the other half reported developing symptoms during their studies, as determined by a systematic review. High(er) rates of mental health disorders among college students have been confirmed by research conducted in the United States, Canada, and the United Kingdom. It has been shown that experiencing mental discomfort is associated with decreased academic self-efficacy and poor study progress, although the reasons behind this association are complicated and not entirely understood. One research followed students over time in the United States and showed that mental health issues predicted worse GPAs later on. It's also possible that there are interrelated forces at play, spanning from the personal to the interpersonal to the structural. Previous research has shown that personal issues such as emotional difficulties negatively impact academic performance and contribute to higher education attrition.

II. IMPORTANCE OF MENTAL HEALTH EDUCATION IN SCHOOLS

Children who are mentally healthy have more potential for academic and social achievement. Having a healthy mind is essential for kids to thrive in all aspects of life. Supporting students' social-emotional well-being and their mental and behavioural health has

been shown to improve their academic performance. Overall, pupils feel safer and have a better feeling of belonging at school. Wellness promotion; social, emotional, and behavioural health; and the capacity to deal with life's inevitable ups and downs are all part of what is meant by 'mental health.' When untreated, mental health issues may lead to serious consequences including poor performance in school, behavioural issues, dropping out, and even criminal activity. Students with mental and behavioural health issues have a harder time focusing in class and making friends, and they also have a harder time learning valuable job skills.

Having a strong social and emotional foundation in childhood paves the way for a lifetime of resilience. On the other hand, 70% of adults report that their symptoms first appeared during their formative years. Mental health problems may have far-reaching effects on a person's life. The repercussions of poor mental health on children and young adults are multifaceted. "It may have negative effects on a person's health, relationships, and academic achievement."

Kids with mental health issues are more likely to develop serious conditions including heart disease, diabetes, and cancer as adults. They also have a higher propensity for interaction with the law enforcement community. A healthy mind is essential to a healthy body. That is, if our young people aren't psychologically healthy, they also won't be physically healthy, and they won't be able to contribute to society in a constructive way. Anxiety and despair rates, for example, are rising despite the fact that more tools for dealing with mental health are now at people's disposal than ever before, such as therapy and a variety of treatments.

We at the Stigma-Free Society are strong proponents of including mental health education into the K-12 setting for many reasons.

- Another goal of mental health education is also to teach children, parents, and teachers how to recognize mental health related issues in themselves and others. Without proper diagnosis and treatment, mental health issues in children may have a significant impact on their development and education. Adequate mental health care, including the development of coping mechanisms, is essential for children..
- A primary goal of mental health education is to increase awareness. Children need to be taught

the meaning of mental health and the skills necessary to keep their mental health in good shape. Taking care of oneself and realising that one is accountable for one's own mental health are concepts that young people must grasp. Additionally, it is important to stress the concept that mental health is an essential component of physical health and well-being..

- Education can help serve to eliminate stigma. When someone carries the stigma of their condition, it distinguishes them from society. That they have this condition gives them a label that places them in a certain category of society. Feelings of guilt, humiliation, helplessness, and anguish may result from holding stereotyped groups in a negative light. By teaching young people about mental health, we can reduce the taboo and normalise discussions about it.
- Mental health awareness can save lives. Self-harm and suicide among young people is a very concerning trend. Actually, among young adults (those in that age range), suicide is second only to accidents. Teens may be helped to recognise the signs of depression and other mental diseases and get care before it's too late by increasing public awareness of these conditions. School can save lives if it teaches students about mental health and provides resources for those in need.
- Early intervention of mental health issues can also make a world of a difference. Small changes in behaviour and thought can occur before serious mental disease occurs. Educators, loved ones, and the people themselves may all play a role in seeing these red flags if they know what to look for. Mood swings, anxiousness, disengagement, and a decline in academic performance are all warning signals. Early intervention may minimise the severity of the mental disease. It may also postpone or perhaps prevent the onset of a serious mental disease.

Mental health education in schools may greatly effect pupils present and future mental health. It may also aid to removing stigma and develop resilience via the knowledge of mental health. The advantages of this form of schooling is overpowering.

Self-confidence and esteem may be improved in school, which contributes to students' overall mental health. It is crucial that children be educated about the

significance of mental health, how to spot indicators of poor mental health, and how to seek out treatment for any mental health difficulties.

By talking about mental health, we may foster more acceptance and understanding which will in turn boost help-seeking behaviour. Mental health education in schools is incredibly significant as it may positively affect the lives of our children and young. Please touch with us if you're interested in introducing some mental health education to your school or classroom.

III. REMEDIAL MEASURES TO IMPROVE MENTAL HEALTH OF SECONDARY SCHOOL STUDENTS

Keeping in view, the issues and challenges of mental health, the following remedial measures are suggested by the researchers for further improvement of mental health of secondary school students:

Proper Orientation and Awareness about Mental Health: The state of one's body and mind are both indicative of and contributors to overall health. When the body and the mind are both functioning well and in harmony, we say that person is healthy. Good mental health is a cornerstone of living a long and productive life. Well-adjusted youngsters, who had socially acceptable excellent physical health and moral values, were considered as mentally healthy. A person who was mentally healthy was one who was optimistic, content, and in high spirits. Everywhere one needs to make adjustments, sometimes the adjustments with the person him/herself, with society, environment, etc. They have to learn how to make modifications. Children are not obliging another person by harmonising with individuals and situations. They need to think about how to make peace with other people and the world around them, as well as inside themselves. For this goal, every year 10th October is commemorated as Mental Health Day and celebrated throughout in the globe. As a result, it is crucial that all relevant parties get enough training in order to provide a nurturing atmosphere for children in all settings, including the family and school.

Proper Diagnosis of Issues Related to Mental Health: Before attempting to fix an issue, one must first fully comprehend it on several levels. To get a handle on what's going on, a solid plan for diagnosis has to be developed. The following are some of the most important places to start when making a diagnosis:

- Psychological diagnosis: If youngsters are physically normal but act differently than typical, they may have some form of mental impairment. It is also not true that children are mentally healthy if they are behaving or reacting correctly. It is always vital to regularly watch the intellectual process, physical activity, and conduct of children and teenagers. While viewing this, care should be taken that the youngster does not know and does not become furious. While witnessing this, care should be made so the youngsters do not realise that someone is studying them and do not feel insulted.
- Collaboration, Coordination, and Harmonious Relationship among agencies/ stakeholders: In the previous centuries, numerous sorts of activities such as fairs, puppet plays, bioscopes, etc. were created by the people, where children would attend in groups and enjoy the surroundings together. But today, youngsters are overwhelmed with academic tasks, contests, discrimination, etc. which has altered the objective of the atmosphere of gathering and grouping. Now the sharing and caring notions are also disappearing, leading in youngsters feeling lonely and powerless which have become the primary causes of mental illness. Previously social ties were emotionally related, but today it is electronically connected which is generating technostress among adolescents. Virtual reality has taken over the physical presence of relationships.
- Physical diagnosis: First of all, it is important to identify children who are physically healthy, and do not have any physical disabilities that can affect their brain. If they have any general physical problems, they should be referred to a doctor or concerned specialist instead of a psychiatrist. Long-term common physical problems can affect mental health.
- Environmental diagnosis: It is also very important to check the environment around the child. The study of child development proves that the environment has a great influence on the child's brain. In such a situation, if the child does not perform well, instead of providing mental treatment, stakeholders should try to improve the environment around him.

- *Genetics diagnosis:* It is also important to go through the medical and other histories of the children's family. Sometimes the reason for the bad mental and physical behavior of children is related to their parents and family. If the child is not doing well in the class despite being told repeatedly, then one of the reasons may be related to the parents or family, this should be taken care of before providing the treatment.

Guidance for Maintaining Mental Hygiene: Maintaining and improving one's mental health is the goal of 'mental hygiene.' 'Mental Hygiene' is the study of maintaining a healthy mental state, as defined by Klien. "This is why it's important to understand how to recognise triggers for stress and anxiety so that you can avoid them and avoid developing mental health problems." The methods should investigate whether or if the internal or external environment has a larger role in the deterioration of the youth's mental health. The Indian Council for Mental Hygiene was founded in the 1940s, and the first child guidance clinics opened their doors in 1937; these institutions are often cited as the earliest attempts to deal with issues of adolescent mental health among Indians.

IV. SPREADING AWARENESS ACROSS THE NATION

Teachers and administrators may do their part to raise kids' understanding of mental health issues until such time as such instruction becomes mandated across the board. "It is important to shed focus on the importance of mental health as a component of overall wellbeing, the importance of self-care, and the possibility of recovery from mental illness."

There has to be more chances for educators and students to learn how to identify the early warning signs of mental health issues and how to respond to those in crisis, particularly those who may be suicidal or self-destructive. Furthermore, classes should include the detrimental effects of cultural and social attitudes regarding mental illness, as well as the connection between poor mental health and drug misuse and other maladaptive coping mechanisms.

V. CONCLUSION

Care for students' mental and behavioural health should be made available in educational settings. Schools are unrivalled in their ability to identify problems early on, provide solutions, foster learning, and maintain open lines of communication between teachers and parents. Additionally, schools give students with opportunity to create and sustain important connections with professors and staff members through face-to-face and online contacts. Professionals in the area of mental health who are recruited by schools (such as school psychologists, school counsellors, school social workers, and school nurses) know the kids, parents, and other staff members, which enhances the ease with which they may obtain treatment. When counselling is given in schools, more kids are likely to utilise it, according to the findings. "In some communities, such as those in rural areas, schools serve as the only entry point to mental health services." Addressing inequalities in access and reducing the stigma associated with utilising mental health services might be aided by incorporating these services within the educational system in a holistic and culturally appropriate manner.

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