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Review Paper

Education and Mental Health: A Review

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ABSTRACT

Mental health issues are getting worse all around the world. A significant contributor to disease and disability is poor mental health. The urgent need is for people to have better wellbeing and mental health. Despite the fact that a National Mental Health Programme since 1982, very little has been done too far to provide services related to mental health. As the students' mental health issues have been worse and more pervasive in recent years, intervention measures have grown more and more necessary, drawing attention to health promotion. A student's life is significantly influenced by their schools. They offer a thorough framework that includes chances for kids to learn and the encouragement of development on all fronts-physical, emotional, psychological, and social. One of the key links to pupils' good mental health is their teachers. This paper aims to highlight the significance of mental health and examine the roles that educators and schools play in the promotion of mental health.

Keywords: *Mental Health, India, Health Education, Role of Schools and Teachers, Challenges and needs*

WHO defined health as "a state of complete physical, social, and mental wellbeing and not merely the absence of disease or infirmity". It is not possible to have mental wellness by itself. It is a fundamental and crucial component of total health. A person's feeling of dignity, sense of oversight, and understanding of how their internal as well as external functions work are all influenced by their mental health. Every stage of a person's life requires good mental health. Social, emotional, and psychological well-being all fall under the category of mental health. A person's thoughts, feelings, behaviour, ability to make decisions, cope with stress, etc. are all influenced by their mental health. People who are mentally well make better judgements, preserve excellent health, and are more optimistic. One of the main causes of illness and impairment worldwide is mental health issues. In a developing nation like India, mental health is frequently connected with individuals who suffer from mental illness. Different types of mental health issues affect men and women. Both physical and mental health are crucial aspects of total wellbeing. Compared to the importance usually given to general health knowledge (hygiene and sanitation, nutrition and balanced meals, and education about contagious and communicable illnesses), mental health frequently tends to go overlooked. Given how stigmatised mental

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diseases are, a catalyst for change would need to start from the ground up. This is accomplished through sensitising teenagers' as well as children's impressionable brains. Such pedagogy, which educates young minds about mental health and moulds their attitudes and beliefs, would contribute to the country's future mental health by making it an essential component of our health curriculum. Before determining what should be done about such behaviours, we need to understand the symptoms and indicators of mental illness. Finding and assisting kids with mental health difficulties is a necessity on a worldwide scale. Though policy makers, educators, and administrators in India are becoming aware of the needs of adolescents with mental health concerns. In India, in the realm of mental health, there is a persistent shortage of trained workers. The different methods that instructors may support teenage mental health have been emphasised in this article. In several ways, raising teachers' awareness of mental health issues is very useful.

International Scenario

Shelemyet al., (2019) this study seeks to determine secondary school teachers' training needs so they can assist and inform their pupils about mental health in an appropriate manner. Nine think groups with teachers from secondary schools in the UK were held, each with four to eight participants. Discussions focused on the guidance, support, and training that teachers needed and wanted in the area of mental health. Three internet resources were also displayed to the participants as examples of existing training. The data was organised using thematic analysis. Participants want instruction on how to spot problematic pupils and offer early assistance without appearing to be a therapist. Participants emphasised the critical need for relevant, hands-on training that is expert-led and participatory and offers materials that can be customised for different situations.

Nikolaou et al., (2017) focuses on teachers' contributions to the mental health of primary school pupils who are experiencing emotional challenges. Teachers' tasks in promoting mental health include identifying young children that are at risk for problems with their mental health. Interventions in the school counselling may help to advance mental health. Students' psychological resilience may be increased and their socio-emotional competence can be strengthened by teaching them problem-solving, emotion control, and conflict resolution techniques**.** In addition, the effectiveness of connections between instructors and students as well as those between teachers and parents are linked to teachers' efforts to promote mental health in the classroom. Positive interpersonal interactions can aid in the prevention of behaviour issues and improve the psychosocial growth and adaption of kids. Finally, the study makes the claim that instructors may help students who are having emotional challenges feel more empowered by acting as advocates for their mental health.

Wu and Zhang (2023) explored how peer groups affected pupils' growth given that schools are places where kids and teenagers engage socially. Impacts of peer groups are examined on two functions—social contrast and social conformity using information from a nationally representative survey of junior high school students, it investigates how well kids do academically and mentally in the setting of China's intense educational competitiveness. The study found peer groups have a "double-edged sword" impact on the development of teenagers. Students' academic performance is positively impacted by attending elite schools or classes, but their mental health is severely impacted. To put it simply, teenagers who attend top schools may have health deficiencies. On the other hand, kids' test results are favourably correlated with the academic performance of their classmates, but their mental health is unaffected by this relationship. At the conclusion of the essay, the author makes the

case that lessening academic rivalry and fostering ability-based integration among students are beneficial for encouraging teenagers' healthy growth.

Indian scenario

Kalita (2023) explored the significance of Students' Mental Health in the contemporary environment. Mental acuity, physical fitness, and social balance are all indicators of well health. Any alteration to the social, emotional, or physical components may result in pain or disease. It may also be referred to as the sickness that develops when the equilibrium of the three facets of health is disturbed. The psychological and social health of both individuals and groups is referred to as "mental health" in this context. The concept is around having enjoyment, having the ability to deal with stress and despair, reaching one's potential and attaining objectives, and having a feeling of community. Students must look after their emotional wellbeing. The concept has greatly developed given the contemporary circumstances. In this study, the necessity to protect students' mental health is emphasised. Additionally, the roles played by society, schools, and families are covered in depth.

Banga (2014) Comparative analysis is used to study the current Indian educational system, and literature studies are used to examine the various states' current mental health policies. We haven't questioned ourselves enough what we're doing to enhance the Indian mental health system, despite the fact that India is the nation that causes the most suicide fatalities in East Asia overall (List of Countries by Suicide Rate, 2020). In India, there were 381 fatalities every single day in 2019. Suicide was so prevalent that it was the major cause of death among those aged 15 and 29 (Suicide in India," 2020). This study discusses how education and mental health may coexist in academic contexts, as well as the role of schools in promoting and adopting programmes that include mental health life skills, and psycho-education, as well as the development of a framework that supports a healthier way of life for adolescents who are enrolled in school. Recommending a new model framework to better the current situation and move towards an educational system with integrated health policies that will not only help de-stigmatize the taboo that is mental health but also help achieve several intermediate goals.

Objectives
- To understand the meaning of mental health.
- To examine the part that teachers and schools play in mental health education and awareness.
- To understand various challenges while addressing mental health issues.

Schools and teachers role in mental health awareness
School have major impact on a child's growth than any other institution. The youngster learns a variety of subjects in school to help him prepare for life beyond school. Students perform better and develop their confidence under the guidance of a smart and encouraging teacher. The child's education at school assists in the development of a scientific worldview and introduces him to the physical and social environment. A school with a high level of parental care and interest in the child's welfare benefits its students and greatest. So, far proper personality development, a child's social skills grow as a result of learning from peers and other students. In order to best serve the child, the school should accommodate his or her usual psychological needs. Graham, Fitzgerald, Maddison, and Phelps (2011) thought that schools were appropriate settings for promoting mental health. Schools should collaborate as a community to advance methods for averting problems in this area. He

assumed that teachers would be able to spot problems with pupil's social and psychological health.

The conventional duty of teachers has been to "deliver" information to students about various disciplines that can enhance their academic abilities in preparation for entering the workforce. According to Lafee (2013) and Paternite & Johnston (2005), teachers are frequently the first health care provider to observe indications of a student or young person requiring mental- health treatment. Teachers have a crucial impact on students' general social and emotional development as well as their academic demands through their regular interactions with them (Weyns et al., 2017., Yigit & Tatch, 2017., Anderson-Butcher, 2006; Paternite & Johnston, 2005;). They can inspire pupils to make improvements and drive them to achieve success in all that they do. Students have a single teacher for the duration of the school day in elementary school. Secondary school students frequently switch between courses during the day, leaving every instructor only a small window to monitor each student's conduct. Furthermore, secondary school is well acknowledged as a time when mental health issues and academic challenges might start (Barber & Olsen, 2004, Roeser, Eccles, & Sameroff, 1998 and Eccles et al., 1993). In actuality, up to 50% of mental, behavioural, and psychiatric issues begin in adolescence. According to estimates, 10–20% of teenagers throughout the world have mental health issues; yet, these problems continue to receive inadequate recognition and care. Prejudice associated with mental health concerns and a dearth of knowledge about mental health both prevent people from seeking help. The most prevalent mental health conditions that young people experience are eating disorders, psychosis, sadness, and anxiety disorders. Furthermore, it is a fallacy that only kids with behavioural, emotional, or learning challenges are vulnerable to mental health disorders. In a piece he published, Dr. Stephen Chou, a former member of the board of directors at SENG (Supporting Emotional Needs of the Gifted), described how even talented kids might lose it when they fail. Sometimes, it just takes one setback for someone to start doubting their ability or competence. They could then suffer guilt, humiliation, inferiority, and uncertainty. The instructor should foster a friendly and cooperative connection with his students in order to avoid being perceived as a scary force but rather as a friend and a mentor. The instructor should be friendly and supportive, and students should feel free to discuss any concerns they may have with him. It is best to avoid having too competitive sentiments because they are detrimental to both the person and the community. The most effective educators are aware of how crucial it is to promote their students' mental health. Considering all, these instructors have a unique chance to identify the early symptoms and warning signs of depression and other mental illness diseases since they often interact with those students, are familiar with their strengths and shortcomings. Students may benefit much from open, non-judgmental conversation with adults. In many circumstances, a positive and open connection between a teacher and a student may assist spot behavioural irregularities and emotional issues, alleviating a lot of worries. The instructors that were useless, unjust, unreasonable, caustic, partial, and unpleasant were the ones who were least loved by their pupils. The teacher's techniques of reprimand and punishment also have an effect on the pupils' mental health. However, information gleaned from experience as much as from observation suggests that harsh punishment is bad for kids' mental health. From a mental health standpoint, the teacher should use incentives of all kinds instead of penalties to encourage his students to study (Kalita, 2023).

Three types of interventions—identification, referrals, and interventions—represent crucial teacher duties in relation to mental health. Since they frequently contact with children on a personal and professional level, teachers in schools can serve as the main sources of referrals

for mental health care. Adolescents' mental health can be improved via the active and influential involvement of both schools and instructors. By seeing early warning signals of mental health issues, providing proper recommendations to healthcare providers, educating teenagers about mental health issues and teachers could assist students in enhancing their mental health. School mental health (SMH) specialists, such as the school counsellor, nurse, psychologist, and social worker, regularly provide mental health services in schools. The need for efficient, all-encompassing services is not being met by the percentage of SMH professionals, and schools lack the resources necessary to handle emotional and behavioural difficulties (Weist, Lever, Bradshaw, & Owens, 2014).

Challenges and Need
One of the first few developing nations to create a National Mental Health Programme (NMHP) was India. The NMHP was introduced in 1982 with a wide range of goals. The fundamental tenet of NMHP was to combine services for general health with those for basic mental health. After the initial five years of NMHP's operation, it was noted that, despite certain advancements, the program's success was constrained by budgetary issues. Students who require counselling or therapy do not get them because of roadblocks like the pervasive taboo related to mental health illnesses and the lack of treatment. Excessive job duties, inadequate training, and unhealthful relationships with parents are a few obstacles that limit teachers' abilities to assist pupils with mental health issues.

According to a different research result, teachers frequently suffer with their own mental health because they are too busy to work as a mental-health provider (Bishop et al., 2005; Williams et al., 2007; Graham et al., 2011 ;). Inability and unpreparedness to participate more actively in school mental health initiatives efforts have been highlighted by teachers. Pre-service teachers have insufficient formal teaching regarding mental health is one contributing issue (Mazzer & Rickwood, 2014; Phillippo & Kelly, 2014; Walter et al., 2006). Teachers frequently get upset, disillusioned, and disheartened when they enter the classroom unprepared to cope with pupils who have mental-health difficulties (Koller et al., 2004). But high standards had been set for instructors. However, in practise, the training given to them falls short of what is required for them to effectively perform their duties. It is without a doubt possible and advantageous in many ways to provide instructors with mental health education. Woods (2014) conducted efficacy studies on teacher mental health education. The study's conclusions showed that after participating in a rigorous mental health training course, instructors' prospective expertise, awareness level, and skill sets all greatly increased. Following the study, teachers were more equipped to recognise and assist students who were depressed or anxious.

Schools give the best setting and chance to help kids who are struggling with mental illness by offering treatments and prevention measures. However, compared to other physical problems, the strategies and resources directed at addressing children and adolescents' mental health requirements are minimal, and they lack the resources necessary to address the burden of mental diseases in these populations. The ratio of available resources to the prevalence of mental health issues is invariably out of balance. The 2014 Indian National Youth Policy includes goals including encouraging community involvement and raising a healthy generation. Leadership and management skills are promoted via a number of government-sponsored programmes for young people (such as the National Service Scheme and Nehru Yuva Kendra Sangathan). The 2019 National Educational Policy in India, which bemoans the present rigid boundaries of disciplines, an exam-centric approach, and insufficient psychological support for students in higher education, advocates engaging

youth and faculty in national concerns as well as providing opportunities for community service. According to the new policy and the University Grants Commission (UGC) standards, higher education institutions (IHE) must have student counselling systems in place, and teacher counsellors must receive training to provide psychological assistance to children. The UGC also suggests establishing student counselling centres. However, there have been holes in the way that pertinent policies and programmes have been implemented. Unfortunately, there are no statistics on how these rules are consistently followed throughout IHE.

Thus, educators have been vital in the early detection and treating of mental health conditions. There are two aspects to this function. First, a teacher can offer assistance to pupils who are known to be dealing with mental health problems. This may be achieved by offering resources, recommendations, and just lending a sympathetic ear. Second, a teacher may aid in preventing mental health problems from ever emerging. This may be accomplished through fostering a positive and welcoming learning atmosphere in the classroom. Students have a higher chance of success in both their educational and social-emotional development when they feel like they belong and are respected. Teachers can also assist pupils in building resilience and effective coping skills. Although a teacher cannot take the place of or substitute for a qualified counsellor, they can act in that capacity when one is not available.

Sensitization and training programmes related to mental health have been made available to educators in some areas to help them increase their knowledge and understanding. However, we must work to improve teachers' roles in identifying, preventing, and promoting adolescent mental health in schools.

Suggestions
- Students' experiences and attitudes as a whole greatly improved by incorporating a single curriculum resource or a manual on mental health into normal classrooms and using teachers to transmit knowledge on mental health. Including such content on mental health in the curriculum is cost-effective because it may be utilised frequently and doesn't require a specific budgetary commitment.
- Campaigns to raise awareness of mental illness are greatly influenced by social media platforms. According to Greacen et al. (2012), the area of mental health encompasses both the promotion of overall positive psychological health and the prevention of mental diseases and difficulties.
- It is essential that teachers have access to at least some in-service training regarding techniques to handle mental health difficulties in the classroom (Ersoy & Deniz, 2016; Koller, Osterlind, Paris, & Weston, 2004).
- Youth involvement initiatives with an emphasis on mental health issues can help create an atmosphere that supports mental health treatment. By familiarising them with the continuum approach to mental health and encouraging them to engage in activities that reduce stigma associated with seeking professional care for mental health issues among peers, youth volunteers could also be trained to act as gatekeepers and first-line support providers.
- Schools may undertake mental health screenings to recognize children at earliest who have a probability to be experiencing mental health issues. Particular programmes and activities for mental health should be emphasised in schools.

- The families can benefit from receiving training, and programme facilitators can be actively involved to monitor and improve the mental health of the participants.

CONCLUSION

In the last several decades, the issue of the wellbeing and mental health of students has been included into education in order to become a topic of study and practise that permeates children's daily lives. To guarantee children's holistic development on a physical, emotional, and cerebral level, parents, teachers, and educational institutions have a joint responsibility. Every kid has a special potential that may be unlocked, and ensuring that they can live their lives to the fullest requires a commitment to their mental health. The stigma around mental health disorders can be reduced and positive attitudes can be fostered in 14 and 15-year-old students by educating them about these difficulties. Additionally, it enhanced altruistic behaviour and decreased self-reported behavioural issues. If a teacher observes any harmful feelings or behavioural manifestations, the teacher would be the first to be able to raise the alarm and contact the counsellor or other mental health expert connected to the school. Unfortunately, teachers and school administration have historically lacked the skills necessary to manage kids' emotional wellbeing or deal with mental health difficulties.

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