
PROMOTION OF MENTAL HEALTH FOR MAKING YOUTH BETTER: SPECIAL REFERENCE WITH EDUCATIONAL ADJUSTMENT AMONG HIGH SCHOOL STUDENTS

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ABSTRACT

Good health is the first step towards well-being, as described by the World Health Organization. Mental health encompasses a person's mental condition and a healthy state of mind. It encompasses prevention, treatment, and resettlement of individuals affected by mental disorders, promoting complete physical, mental, and social well-being. Adolescence marks a period of physical, hormonal, and biochemical changes, leading to secondary sexual traits, hormonal and biochemical shifts, and adult sexual functioning. Adolescents adjust their opinions and social connections, often rebelling against parental control. Despite being chaotic, adolescents search for their unique identity.

Promoting mental health in India is crucial for students, especially in schools. Improving school infrastructure and personal background can enhance mental health. Mental health counseling and proper measures should be integrated into general healthcare services. Awareness campaigns, camps, and psychotherapy services in rural areas are necessary. Educating people about counseling and psychotherapy is essential, and arranging for mental health services is necessary. More manpower and training in mental health services through civil society can help make decisions and promote mental health in a healthy India.

Keywords: Mental health, adolescence, high school students, educational adjustment.

INTRODUCTION

A person's mental health, which includes their mental, behavioral, and social facets of life, is a vital component of their whole well-being. Resilience and fulfilment are not only attributed to the lack of mental illnesses but also to the existence of supportive elements. People's thoughts, feelings, and behaviors are influenced by their mental health, which has an impact on their capacity to manage stress, form connections, and make decisions. A balance of several elements, such as coping strategies, social support, and self-care, is necessary to maintain healthy mental health. Sadly, mental health issues are common and can be brought on by environmental, genetic, or biological causes. Global understanding of the significance of tackling mental health issues has sparked greater activism, de-stigmatization initiatives, and awareness. Positive mental health may be fostered in both people and communities by encouraging open communication, seeking professional assistance when necessary, and creating a supportive atmosphere. Students' mental health is a vital concern as they deal with the demands of school, interpersonal relationships, and personal development. Assessments, schedules, and high expectations are just a few of the pressures that students face in the academic setting, and they can have an adverse effect on their mental health. Emotional challenges can also be exacerbated by the social components of college life, such as peer relationships and a need to fit in. Wyatt et. al (2013) found many bachelor and graduate college students struggle with stress and other mental health issues, which have a detrimental impact on their academic performance as well as their health. The shift to maturity and the unknowns of the future may also be quite stressful. According to a study by Warwick et al. (2008), over a 13-year period, the number of pupils diagnosed with depression quadrupled while the proportion of students considering suicide tripled. Numerous US campus counselling service centre studies (Gallagher, Gill and Sysco, 2000; Benton et al., 2003) show a rise in the quantity and seriousness of mental health issues among students. Education establishments are placing more emphasis on psychological education and counseling services as a result of understanding the particular stresses that students encounter. It is critical to foster an environment that reduces stigma, promotes candid conversations about mental health, and gives people access to services like counseling and mental health programs. Encouraging students' mental health promotes a more positive and productive academic community in addition to helping them succeeds individually.

Students' mental health and their capacity to adapt to and succeed in an educational environment are closely related. Transferring in senior year to college or continuing their schooling in a different place can both include changes in the academic environment that can be stressful for students' mental health. Stress and anxiety might result from adjusting to new social dynamics,

duties, and academic expectations. Mental health issues can be exacerbated by elements like the pressure to achieve well academically, the desire for social acceptance, and the dread of failing. Educational establishments are essential in identifying and resolving these issues by offering sufficient support networks. Individuals with strong emotion management skills are more likely to ask for help because they have a greater anticipation of positive outcomes in the future due to their positive prior experiences with asking for help. People with deficient emotion regulation skills are less likely to ask friends, family, and medical professionals for assistance, making it more unlikely that those in most need would receive it. Moreover, those who experience extreme psychological anguish may not even be aware that their condition is abnormal. They might not know how to get assistance or that there are useful coping mechanisms for the discomfort (Ciarrochi and Deane, 2001). A student's ability to successfully adjust and maintain their general mental health can be greatly enhanced by initiatives to create a pleasant school climate, provide mental health services, and encourage open communication. Institutions prioritizing mental health within the framework of educational adaptations foster an atmosphere in which students may achieve both academic and emotional success.

MENTAL HEALTH

Sound health involves both physical and mental well-being, encompassing disease-free, healthy, and free from illness. Mental health is dynamic and constantly changing, requiring a strong sense of security, self-awareness, acceptance of reality, desire for life, cognition, positive connections, emotional security, responsibility, growth, and competitiveness. It involves accepting oneself and others as fully who they are spontaneity, creativity, humor, decision-making, proactive thinking, and courage to face obstacles and difficulties head-on. Prince et. al (2007) found that All facets of medical and social policy, such as the design of the health system, the provision of basic and secondary medical services, and the educational system, must incorporate mental health awareness.

ADOLESCENCE PERIOD AND MENTAL HEALTH

Adolescence is a challenging period of life, characterized by significant changes in physical appearance, cognitive abilities, and sexuality. Between 12 years to 18 years, physical changes, secondary sexual traits, hormonal and biochemical shifts, and adult sexual functioning occur. Adolescents reassess their perceptions of themselves and seek their own identities. This chaotic stage is characterized by emotional distress, sadness, dramatization, and hypersensitivity. Mental

health is a growing concern, as youths face negative consequences of poor mental health. Adolescents assume new responsibilities, mediate relationships, experiment with adulthood symbols, and learn about their families, societies, and customs.

Untreated mental health issues can hinder a teenager's physical, psychological, and social potential. These issues can cause routines to worsen, sleep disturbances, and changes in eating habits. Hormonal changes can cause strong emotions, and untreated mental illness can hinder decision-making abilities. Teenagers may resort to violence, inactivity, withdrawal, drinking, or illegal substances to cope with intense emotions.

Causes of disruption of Mental Health and maladjustment among students

The adjustment of children depends upon two chief factors – A) different aspects of infrastructure related to school, B) Student's personal background.

• Different aspects of infrastructure related to school

- i. Educational institutions teaching learning process and infrastructure related to it.
- ii. Lack of resources, medium of instruction, boring, monotonous and excess curricular pressure.
- iii. Disturbed and disrupted teaching learning process provides disturbance in mental satisfaction; which results lack of empathy in their behavior.
- iv. As many students accounts from different cultural backgrounds, they do have different cultural believes in their mind, they share a single classroom and spent most of the times with different persons even they have a teacher who has also come from different cultural background. So, students of multicultural background have some problem in adjustment.
- v. Overall maintenance and management of school affects positively
- vi. Ragging, bullying, harassment, gender biasness by other students etc.

• Student's personal background

- i. Proper nutrition,
- ii. Lack of proper education of parents,
- iii. Occupation of parents
- iv. Medical and health services
- v. Economic and housing,
- vi. Drinking water, etc.

OBJECTIVES OF THE STUDY

Objectives of the present study are as follows:

- i) To analyze the effect of mental health among students regarding educational adjustment.
- ii) To find out the need of promoting positive mental health among students regarding educational adjustment.

METHODOLOGY

This is a review-based paper including studies from 1994 to recent period. All papers were selected for reviewed are chosen as per their relevance of title, theme and critical review of the paper.

REVIEW OF LITERATURE

Yang and Clum (1994) conducted the study with variables like depressive symptoms, hopelessness and also the suicidal tendency among the group of students of USA. All of the students had an Asian background. They have taken stress problem solving model and social support model in their study. Problem solving skill and social support were hypothesized as co-coordinators between depressive symptoms and life stress, hopelessness and suicidal tendency. Got results through stepwise regression analysis and a path analysis support of hypothesis and found that hopelessness may act as cognitive factor which can directly affect depressive symptoms and indirectly affect suicidal tendency.

A longitudinal study among the University students, Chemes (2001) examines the amount of stress, their health, pledge to remain in the school and the effect of academic self-efficacy and level of optimism of student's academic performance. The study was framed on the first-year university students only. Researcher taken average of high School grade points, optimism and self-efficacy as predictor variables: and self-perceived copying ability and academic expectations as moderator variables. The performances were measured at the end of their first quarter of academic year and found self-efficacy and optimism were related with performance and adjustment of students. These two variables are directly depending on academic performance and indirectly with copying perceptions and expectations on classroom performance, health stress commitment to remain in the school and overall satisfaction.

Wang (2003) worked on university students. His motto was to explore, evaluate, identify and determine relationship between resilience characteristics and adjustment problems and different background criteria among international graduate students of American University. He used the Personal Resilience Questionnaire and the Michigan International Student Problem Inventory to draw result from study. Total 289 responses were collected from students of two universities. Inference drawn by statistical methods like correlation, ANOVA (one way), t- test AMS multiple regression analysis and found that resilience characteristics moderately correlates with background factors but the result was highly negatively correlated wheat adjustment problems. They also found that resilience characteristics where the term related with adjustment problems of students then were background factors. Moreover, the found that resilient characteristics are the chief factors affecting the adjustment of international students they have suggested that student should try to increase their resilience and University should provide the facilities related to it to do the same thing.

Lee (2004) worked among Korean international students with a sample size of 74. They have taken variables like acculturative stress and different mental health symptoms and the role of society over it. The motto of the study is to find correlation between acculturative stress and mental health symptoms also effect of social support on those symptoms. Their study was based on American language and interpersonal associations. Researchers have found that the students having high level of social support affected by lesser level of accumulative stress in comparison to those students who have a lower social support. Though they have used lesser number of samples for their study, it can be inferred that the need for more felicitation among international students.

Andrew (2004) investigated the connection between students' mental health and their performance in school and their financial struggles and other stressors. At enrolment and midway through the academic year, they assessed the students' levels of anxiety and sadness. British students participated in the study. They employed a modified list of frightening situations (Brugha, Bebbington, Tennant and Hurry, 1985) at the end of the mid-course as well as The Hospital Anxiety and Depression Scale (Snaith, 1983) at the time of entrance and after mid-course to complete their study. They identified a strong association between mental health and financial situation, as well as a decline in exam performance at the end of the year. By the halfway point, they noticed that 9% of students who had previously not experienced depression did so, and 20% of the 36% of students who had previously experienced anxiety had lessened their anxiety. The study came to the conclusion that university life has some favourable effects

with three conditions already present that improve the quality of higher education, demonstrating a positive influence on health and educational policies as well.

Stress, social support, self-esteem, and adaptation among university students were included as factors by Friedlander et al. (2007). He administered the effect during the first and second years of their studies using 115 samples selected from first-year undergraduate students. In the study, the student's friends and family are considered social support, while stress and socio-academic and larger contexts are considered self-esteem. Students were shown to have higher levels of social support from friends, indicating beta adjustment, based on multiple regression analysis. Depressive disorder and social adjustment levels had declined in correlation with social self-esteem.

Srividhya (2007) in "Mental health and adjustment problems of students of Navodhaya, Central and State schools" found that only 52 per cent of the 10th and PUC II students of Navodhaya, Central and State schools had a well mental condition i.e. 'Sound mental health'. In students where better in self-evaluation peer learning attitude but not well enough in the perception of reality personality integration and mastery of environment. Researcher found that mental health is not gender specific. The studies concluded that the result that the girls of Central School and boys of Navodhaya had significantly higher percentage positive mental health.

Kaur and Kaur's (2010) "Study of academic achievement of adolescents in relation to their educational aspirations" was aimed at studying the educational longing of adolescence with relation to the academic achievement among the students. The sample for the study consisted of 200 students of 9th grade of Ludhiana district. Level of Educational Aspiration Test was used to measure the educational aspiration. The data was analyzed in term of Pearson's Coefficient of Correlation. The t-test was used to find out the significance of difference between two means. The study concluded in highly positive also significant relationship among academic achievement of the students and educational longing of adolescent pupils. The result was drawn between boys and girls both. The higher and lower level of educational desire of students differs significantly in their academic achievement.

Devi (2011) conducted experimentation on the emotional, social, educational, and general/total adjustment issues that teenagers experience. Education staff members can assess and prepare for changes to school curricula in a way that will support the learning youth's development of social and emotional maturity. A total 699 high school students in the state of Haryana made up the sample. Three tests were employed to examine how students adjusted to their educational, social, and emotional environments in relation to their personalities and motivations for achievement:

“The Achievement Motivation Test (P. Mehta, Delhi); Eysenck's Personality Questionnaire (Junior) and Hindi adaptation by Dagar; and the Adjustment Inventory for School Students, A.K.P. Sinha and R.P. Singh, Agra”. It was shown that whereas neuroticism has a detrimental impact on emotional, social, educational, and general adjustments, extraversion has a good impact on these areas. Achievement motivation, on the other hand, was found to have no influence on adjustment. Analysis of the impact of other secondary factors on adjustment, such as sex and school location, revealed that rural students outperformed urban children in terms of social, educational, and total adjustment.

Raju and Rahamtulla (2011) examined the adjustment issues faced by pupils in the Visakhapatnam district's urban as well as rural educational institutions as the goal of the current study. A living thing uses adjustment to keep a balance between its requirements and its environment. Aside from adjustment (family, social, academic, financial, and emotional), the study's factors include age, gender, class, and kind of school, among others. A sample of 461 kids (197 boys and 264 girls) from various private and government educational institutions in the Visakhapatnam district of Andhra Pradesh's urban and rural areas were chosen at random to participate in the research. For this investigation, a standardized questionnaire created by Jain (1972) was used. To investigate the impact of distinct factors on adjustment variables, the data was evaluated. The study's main conclusions indicate that a child's ability to adjust to school is mostly influenced by factors related to the school, such as the class they are in, the language of teaching used there, and the style of administration. The schoolchildren's work and the educational background of their parents also had a big impact on adjustment.

Shastri (2012) in “A study of mental health of the students of standard ninth of Modasa taluka” To determine whether or not the variables impact the students' mental health, researchers looked at the mental health of secondary school students in the "Modasa taluka". With a sample size of 244 pupils, 187 males and 57 girls, the researcher randomly chose three semi-urban and rural schools. Gender, geography, and academic achievement were the three factors that the researcher used. Each variable included a sub-level, including suburban and rural locations, boys and girls, and educational attainment levels that were greater and lower.

Srinivasan and Senkolemari (2016) conducted an experimental study, the goal of this study is to investigate the psychological health and adjustment levels of aspiring secondary school teachers. The scientists used a survey approach in addition to the descriptive method for this inquiry. 300 B.Ed. graduates from both urban and rural institutions in Tamil Nadu's Thanjavur District make up the sample. The technique of random sampling was used. Data were gathered using the

Mental Health Battery, which was created and standardized by Singh and Sengupta, and the Adjustment Inventory, which was created and standardized by Sinha and Singh. Data analysis methods included descriptive, differential, and correlation analysis. Samples of aspiring secondary school teachers had good to average mental health. Both male and female potential secondary school teachers' adjustments are incredibly inadequate and inadequate, respectively. There is a very weak and negative association between adjustment factors and mental health. The findings also showed that aspiring secondary school teachers have better mental well-being and less adjustment.

Can, Poyrazli and Pillay (2020) performed a research experiment to investigate the impact of adjustment issues on international college students' psychological well-being in the United States. For the study, a sample of 145 foreign college students between the ages of 18 and 41 was chosen. The Scale of Psychological Well-Being and the Michigan International Students Problem Inventory were used to gather the data. In addition, the demographics questionnaire was given to each participant. Regression analysis, descriptive statistics, and Pearson product-moment correlational analysis were employed to examine the data. Regression analysis results showed that adjustment issues were a strong predictor of psychological well-being.

Sarkar and Sharma (2020) depicted that each and every teacher is an achiever. Their achievement lies on their classroom. Success and well-being of students thus depends upon it. Their act, psychology and the perspective of their students who are present in his or her class and the students come from different cultural sections of society, so it is very important to meet all these kinds of experiences together to find out the loopholes in teaching learning process. This can be proven as a very effective way to find out and to establish the intercultural perspective and also can promote mental health among students.

Zorach and Lipka (2020) performed another experimental study. The current study looked at how individuals with mental health conditions adjusted to higher education, with particular attention to emotional and metacognitive factors as well as adjustment to post-secondary education. The respondents were 123 pupils who had previously attended a higher education institution for at least a year: 60 students did not identify as having any mental health problems or disabilities, and 63 students self-identified as having mental health disorders. Compared to students without mental health issues, pupils who have psychological disorders reported worse levels of emotional, social, institutional, and academic adjustment to post-secondary education. Furthermore, compared to those without mental health issues, pupils who suffered from disorders of mental health reported greater degrees of test anxiety, poorer levels of life

satisfaction, and academic self-efficacy. Three meta-cognition subscales also revealed significant between-group differences. In summary, seventy-five percent of the variability in the sample's transition to higher education was predicted by five metacognition subscales, academic self-efficacy, disability status, test anxiety, and life satisfaction. These results imply that students with mental health illnesses continue to struggle with social, emotional, institutional in nature, and educational integration after their first year in college.

According to Mettler et al. (2023), educational institutions use mindfulness-based programs more frequently to improve students' resilience and mental health. Reviews of the literature, however, indicate that this use may have overtaken the available data, and further study is required to determine the precise processes influencing the results of these programs and the degree to which they are beneficial. In addition to taking into account the possible influence of study and program characteristics, such as the significance of comparison groups, students' level of education, the type of program being used, and the facilitator's training and prior mindfulness experience, the aim of this meta-analysis was to determine the effectiveness of mindfulness-based programs' implications for educational adjustment and mindfulness outcomes.

CONCLUSION OF THE STUDY

Good opportunities overall, can promote sound mental health among the people of this country especially in students. Previously mentioned two factors i.e. school's Infrastructure and another one is student's personal background, improvement in these can promote mental health. In order to increase the resilience of students and mental health, educational institutions are increasingly using mindfulness-based programs now days (Mettler et al., 2023). It may be deduced that people with mental health disorders adapted to tertiary education, paying special consideration to affective and metacognitive aspects and post-secondary education. Those with psychiatric illnesses reported lower levels of interpersonal, institutional, and educational adjustment to college and university as compared to those without mental health concerns. Additionally, students with mental health illnesses reported higher levels of test anxiety, lower life satisfaction, and lower academic self-efficacy than students without mental health concerns (Zorach and Lipka, 2020). Implementation of mental health counseling and proper measures should be taken and it is been suggested that mental health Care must be incorporated in general health Care services. Necessary awareness also needed regarding mental health by organizing special camps, campaigns, counseling therapy and psychotherapy services in rural India. It was also found from the studies of Srividhya (2007) and Srinivasan and Senkolemari, (2016), mental

health issues are not gender specific. According to Sarkar and Sharma (2020), every teacher is a doer. Their success is a result of their classroom. Thus, it is essential to students' success and well-being. It is critical to meet all of these experiences together in order to identify the gaps in the teaching and learning process. Teachers' acts, psychology, and the perspectives of the pupils they teach originate from a variety of cultural backgrounds. It is necessary to make each people understand that what is counseling and psychotherapy and of course the value of mental health. They should have a clear their idea about the psychotherapy and the counseling procedure and then we have to make an arrangement for all of Indians for promotion of mental health. Another need is more manpower for increase mental health services with proper training by special training course to promote mental health through civil society. When the problems of peoples will be cleared from Grass root level, the decision making and promotion of mental health will be easier for government to make healthy India.

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