



Schools And Teachers Role In Mental Health Promotion Among Adolescents

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Abstract-

The urgent requirement is to enhance adolescents' mental health and wellbeing. Due to the challenges, they experience and the changes they go through, a larger percentage of teenagers are more likely to experience mental health issues. This research is a systematic evaluation that examined the various methods that schools and instructors can support and help students who might have mental health issues. The researcher identified during this procedure by doing a systematic literature search using particular internet databases, such as Jstor, PubMed, Springer, and Google Scholar. The articles reviewed were those that were released between the years of 2003 and 2023. According to the data, teachers should actively assist in spotting pupils who are exhibiting warning indications of mental health issues. Since recognising students with problems can be difficult for teachers, giving them enough mental health training would help them recognise the needs of their students' mental health and send them appropriately to healthcare providers when necessary. Schools should prioritise utilising the current infrastructure, providing teachers and other staff with adequate resources, fostering a welcoming environment, and raising student awareness through financially supported teacher-led mental health training programmes. Numerous guides and frameworks for school mental health have been established by researchers. However, schools and teachers alter these frameworks in accordance with their particular school's culture while also taking into account the unique mental health requirements of their students.

Keywords: Adolescents, Schools, Teachers, Mental Health Promotion

Adolescence (10–19 years) is a distinct developmental stage, according to WHO (2018). Teenage years are a crucial time for developing and maintaining social and emotional behaviours that are necessary for mental health. The prevalence of mental health issues among teenagers is thought to be between 10 and 20 percent worldwide, yet many conditions are nonetheless underdiagnosed and undertreated. The stigma associated with mental health issues and a lack of education about mental health, which discourages people from getting assistance. In such a situation, it is essential to enhance teenagers' wellbeing and safeguard them from harmful events and potential risk factors to prevent a detrimental influence on their physical and mental health as adults. By creating a welcoming environment with the active participation of the family, school administration, teachers, and the larger community, we can improve the wellbeing of teenagers.

Aim

To evaluate published research papers and dissertations that have addressed the numerous ways that educators can serve as a successful support system for students with mental health issues.

METHODOLOGY

Search Technique

The researcher gathered knowledge on the background of teenage mental illness prevalence, common adolescent mental health disorders, and school mental health programme guidelines. After that, the researcher did a systematic literature search using the terms "teachers' role in recognising mental health problems" and "teachers' role in identifying mental health problems in students." He also educated teachers on mental health. 'The role of schools in mental health education, mental health manuals, the role of schools in screening, and early recognition of the problems' were some additional significant phrases. The search was conducted using four important databases, including Springer, Jstor, PubMed, & Google Scholar.

The Roles of Teachers in Promoting Adolescent Mental Health

Due to their frequent interactions with pupils, teachers have a significant impact on their knowledge, attitude, and perspective. They can inspire children to make positive changes and drive them to succeed in all that they do. But in order to achieve this, we must work to improve the wellbeing and mental health of teenagers. Teachers can assist in this area by seeing early indications of mental health issues, making the required recommendations to healthcare providers, and also by raising awareness of mental health issues affecting adolescents. The different ways that instructors might help improve the mental health of adolescents have been addressed in this article.

Liao, Y., et al (2023) Research on the Effect of Evidence-Based Intervention on Improving Students' Mental Health Literacy Led by Ordinary Teachers: A Meta-Analysis, In conclusion, the results of this systematic review and meta-analysis suggest that general classroom teachers can effectively improve students' mental health literacy, especially their mental health knowledge and stigma. In future, interventions should be expanded to cover the entire student life, with specific interventions selected based on the age and grade of the student. For example, randomized controlled studies should be used wherever possible to prevent selection bias and the influence of external circumstances on experimental results. Different intervention methods are adopted for different dimensions of mental health literacy, such as improving students' mental health knowledge through lectures and guiding students to resonate with people with mental disorders through contact (on-site contact and video contact), thereby reducing their stigmatization of mental disorders. Finally, the aim should be to strengthen mental health education and training for all teachers, including normal university students and in-service teachers. Mental health education courses will be included in the compulsory courses for normal university students. In-service teachers should receive regular mental health education training, which should be included in their daily training plans.

Franklin, C. G., et al (2012). Teacher involvement in school mental health interventions: A systematic review. This paper conducts a systematic review to investigate the extent to which teachers a) are the primary school-based service providers, b) collaboratively work with other professionals to provide services, and c) what levels of interventions within the Response to Intervention (RTI) framework apply to these interventions. This paper further evaluates how efficacious teachers and school mental health professionals are in impacting outcomes in previous studies. Results indicated that out of the 49 school mental health studies analysed, teachers were actively involved in 40.8% of mental health interventions evaluated, and were the sole providers of interventions in 18.4% of the studies. It was also found that many of these school mental health interventions were universal (Tier 1) and took place in the classrooms. Further examination of findings suggested that different personnel, such as school mental health professionals and teachers, achieved similar outcomes across the studies.

Lynn, C. J., et al (2003) School social work: Meeting the mental health needs of students through collaboration with teachers. This article draws on an ecological-mediational model for school-based mental health services that links factors in the school environment to children's mental health and academic achievement. School influences are mediated by the teachers' role in promoting mental wellness among students. Collaboration with teachers is the centerpiece for change at the school, classroom, and individual teacher levels. A mental health services delivery model that incorporates school social workers as resources to teachers, families, and children is discussed as an approach to promote and expand prevention, identification, and treatment of child emotional and behavioral difficulties in school settings.

Reinke, W. M., et al (2011) Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers, the purpose of this study was to examine teachers' perceptions of current mental health needs in their schools; their knowledge, skills, training experiences and training needs; their roles for supporting children's mental health; and barriers to supporting mental health needs in their school settings. Participants included 292 teachers from 5 school districts. Teachers reported viewing school psychologists as having a primary role in most aspects of mental health service delivery in the school including conducting screening and behavioral assessments, monitoring student progress, and referring children to school-based or community services. Teachers perceived themselves as having primary responsibility for implementing classroom-based behavioral interventions but believed school psychologists had a greater role in teaching social emotional lessons. Teachers also reported a global lack of experience and training for supporting children's mental health needs. Implications of the findings are discussed.

The Role of Schools in Enhancing Adolescent Mental Health

Sapthiang, S., et al (2019) Mindfulness in schools: A health promotion approach to improving adolescent mental health, Adolescents with mental health issues experience a number of challenges including stigma, isolation and discrimination. These issues often impact on educational attainment and the potential to live a fulfilling and productive life (WHO n.d.). In line with the prevention paradox principal, there is growing interest into the roles of broad-based school-integrated health promotion interventions that seek to target a range of resiliency and protective factors in adolescents. Mindfulness reflects one such resiliency-building approach that has been shown to be efficacious in adolescent research studies for cultivating a range of psychological adjustment and coping strategies, as well as directly treating adolescent psychopathology (Agarwal and Dixit 2017; Shonin et al. 2012). Emerging evidence indicates that school-based mindfulness resiliency approaches may be a cost-effective means of not only meeting government objectives relating to adolescent mental health, but also for improving the wellbeing of teachers and parents. Furthermore, there is growing evidence indicating that mindfulness can elicit improvements in student learning performance and general classroom behaviour (Shonin et al. 2012). The fact that it appears mindfulness can also be delivered in an efficacious manner as an internet-mediated intervention further increases its appeal given the cost-effectiveness of this delivery mode. However, notwithstanding these beneficial facets, there remains a need to conduct large-scale empirical investigations that seek to evaluate the effectiveness of school-integrated MBIs at a regional or national level. Furthermore, based on issues arising during the implementation of mindfulness in other applied settings, a further challenge that will likely arise relates to the difficulty in training or identifying a sufficient number of skilled

mindfulness teachers. Indeed, according to Van Gordon et al. (2017), one of the most important factors relating to the effectiveness of mindfulness approaches is not the design, scale or delivery method of a given intervention, but the extent to which the mindfulness instructor is 'soaked in meditation' and can thus transmit an experiential understanding of this ancient contemplative technique.

Shelemy, L., et al (2019) Supporting students' mental health in schools: what do teachers want and need? This study aims to identify the training needs of secondary school teachers to enable them to adequately support and educate their students around mental health. Nine focus groups, each with between four to eight participants, were conducted with secondary school teachers in the UK. Discussions were centred on the needs and wants of teachers in terms of mental health training, provision and advice. Participants were also shown three online resources as an example of existing training. Thematic analysis was used to structure the data. Participants wanted training on how to identify and provide early support for students who are struggling, without taking on the perceived role of a therapist. Participants also emphasised the strong need for practical, interactive and expert-led training that provides resources that can be adapted to individual settings. Implications and recommendations are discussed.

Moon, J., et al (2017). Educators' perceptions of youth mental health: Implications for training and the promotion of mental health services in schools, they concluded that a majority of participants take students' mental health issues seriously and many feel that current resources and training opportunities could be expanded. An area of future research could be exploring current mental health trainings provided to educators and examine how their specific training needs are addressed. An important strategy to decrease mental health care disparity by geographic region may be statewide initiatives to increase the number of mental health professionals in rural areas. The discrepancy in the level of mental health concerns expressed by teachers and administrators may suggest a need for school-wide initiatives to foster shared commitments to promoting students' mental health across various staff roles.

Graham, A., et al (2011). Supporting children's mental health in schools: Teacher views, Schools have increasingly been targeted as appropriate sites for mental health promotion and teachers are considered well placed to identify issues concerning students' social and emotional well-being. Whilst teachers are now expected to be responsive to a wide range of student needs and circumstances, they receive little in their pre-service and subsequent teacher education to adequately prepare them for such realities. This paper reports the findings of a study that investigated teacher perspectives on student mental health and mental health education, including their sense of self-efficacy in relation to promoting and supporting children's mental well-being in schools. These findings highlight a complex interplay between teachers' constructions of 'mental health', the importance they place on mental health promotion in schools, issues of teacher confidence, role identity conflict and school culture, as well as teachers' own sense of mental well-being. The discussion signals a need to pay close attention to the assumptions, values, beliefs and attitudes of teachers in relation to children's mental health since these are integral to their confidence and skill in supporting children's social and emotional well-being.

Atkins, M. S., et al (2010) Toward the integration of education and mental health in schools, education and mental health integration will be advanced when the goal of mental health includes effective schooling and the goal of effective schools includes the healthy functioning of students. To build a solid foundation for this reciprocal agenda, especially within the zeitgeist of recent educational reforms, a change in the fundamental framework within which school mental health is conceptualized is needed. This change involves acknowledging a new set of priorities, which include: the use of naturalistic resources within schools to implement and sustain effective supports for students' learning and emotional/behavioral health; inclusion of integrated models to enhance learning and promote health; attention to improving outcomes for all students, including those with serious emotional/behavioral needs; and strengthening the active involvement of parents. A strong research agenda to support these new priorities is essential.

CONCLUSIONS

This paper has covered research on teachers' opinions on students' mental health, assessments of the ways in which instructors can help identify psychological issues, and the effects of mental health training for teachers. Previous studies have attempted to introduce mental health programmes in schools for teenagers in a number of ways, but they have not thoroughly examined teachers' perspectives. Examining teachers' perspectives on the steps required to promote mental health in schools is important. It is necessary to concentrate on the potential difficulties instructors may face when assisting teenagers who are experiencing emotional and behavioural problems, as well as the instructional materials needed by teachers to implement mental health awareness-raising and promotion initiatives in school settings. It is undeniable that schools help improve young people's mental health. There have been studies done on the function of schools in establishing mental health programmes and conducting mental health screenings. However, putting more effort into research that seek to comprehend the function of schools in improving adolescent mental health from the viewpoints of instructors can help the teachers and the schools work together in this area.

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