

# Assessing the Mental Health Landscape of High School Students in Various Contexts

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## ABSTRACT

**An examination of the complex elements impacting the mental health of high school pupils in various settings. This study sheds insight on the diverse range of difficulties encountered by teenagers by investigating factors including family income, cultural norms, and academic expectations. The results show that there are large differences in mental health outcomes, highlighting the need for individualized treatments, and they were obtained using a mixed-methods strategy that included surveys and interviews. This study adds to our knowledge of teenage mental health and can help teachers, politicians, and mental health experts build systems that are conducive to young growth.**

**Keywords: Mental health, Factors, Landscape, Adolescent, Students.**

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## INTRODUCTION

Adolescents' experiences are shaped by a confluence of psychological, social, and environmental elements, making the study of their mental health in high school a complex and important field of research. Mental health may be affected by the many changes that occur throughout high school, including the rise of academic expectations, changes in social dynamics, and the process of developing one's own identity. The frequency of mental health problems, such as worry, sadness, and stress, among teenagers has been more and more revealed by research. These difficulties may be exacerbated or alleviated by a wide range of circumstances, including but not limited to social position, educational settings, and peer interactions. As a result of initiatives to promote mental wellness and reduce the stigma associated with mental illness, teenage mental health has received more attention in recent years. Nevertheless, some high school students continue to suffer in silence from mental health concerns, often as a result of stigma, a lack of knowledge, or an absence of adequate supports, even though these initiatives have been implemented. Social media and other forms of technology play an important role as well, but they may also be a cause of anguish for students, lowering their self-esteem and making their feelings of loneliness and anxiety worse.

Anxiety and sadness have become more common among teenagers as a result of the COVID-19 epidemic, which has further complicated the mental health landscape by upsetting their daily routines, social life, and scholastic demands. When trying to make sense of high school kids' mental health, it's important to put everything into perspective by looking at the students themselves as well as their families, schools, and communities. Some cultures are more receptive to conversations on mental health than others, and this receptivity varies across cultural settings. School regulations, community support networks, and accessibility to mental health services are all systemic elements that may have a major influence on students' capacity to seek assistance and get the treatments they need. Because mental health is still a major issue, it's important to learn about high school students' varied perspectives in various settings, drawing attention to the obstacles they encounter and the supports they could get. Insights gained from this investigation into teenage mental health will guide efforts to improve the mental health of today's high school students and help them thrive in the face of the many challenges they face.

In what follows, we'll examine high school kids' mental health from a more comprehensive perspective. The implications of academic pressure, family dynamics, peer interactions, socioeconomic status, and cultural settings will be investigated, as will the frequency of mental health illnesses among teenagers. Also covered will be how communities and schools can do more to promote kids' mental health in light of the effects of social media and technology. In conclusion, we will discuss effective strategies and programs that may help high school kids build resilience in their mental health. This will lead to a better and more supportive school climate, enhancing students' emotional, social, and academic well-being. By doing this thorough analysis, we want to add to the current conversation on mental health in high school environments and, in the end, to call for educated action that puts today's adolescents' mental health first.

## REVIEW OF LITERATURE

Barker, Rhiannon et al., (2021) Many children and youths have had difficulties with their mental health because to the COVID-19 epidemic. Those who were already at a disadvantage have been hit the hardest. Key to rehabilitation is implementing a school-wide strategy that incorporates adjustments to school climate, culture, and curriculum; this strategy should include interventions to foster commitment and belonging, as well as support for mental health. Schools need an evidence-based strategy that recognizes the importance of CYP mental health and wellness and refuses to sacrifice them in the pursuit of closing the achievement gap. As a means of tracking and responding to the difficulties encountered by CYP during the epidemic, schools provide an excellent opportunity for universal screening of mental health. In order to identify and apply appropriate screening procedures, further research is required.

Brown, Adam et al., (2023) Problems with mental health affect a large portion of the world's youth. College is a time when many young people may begin to struggle with mental health issues or learn to manage their symptoms. Despite the fact that many educational institutions are cognizant of the fact that their student body has substantial mental health and psychosocial requirements, these demands often outstrip available resources, and students may face additional obstacles to treatment due to cultural and contextual factors, such as stigma. There may be detrimental social and scholastic consequences, in addition to a poor prognosis, as a result of these mental health gaps and obstacles. We argue that non-specialist-delivered psychosocial and mental health treatments might be pivotal in closing the care gaps for college students.

Deb, Sibnath et al., (2022) This research aims to examine the correlation between students' anxiety and depression levels during the COVID-19 lockdown and factors such as their background, stress, worries, and social support. The current investigation takes a fresh two-pronged strategy in this area. In the first stage, 273 willing school pupils took part in an empirical survey that relied on multivariate statistical analysis. Phase two included using a unique Picture Fuzzy FFA (PF-FFA) approach to learn about the characteristics that helped and hindered three types of focus groups (FG) that were created using online class attendance data. The effects of anxiety and depression on psychological well-being were shown to be substantial. Additionally, PF-FFA compared the effects of the motivating factors that encouraged students to show up to class with those of the discouraging factors.

En, Lee et al., (2023) the increasing number of incidents has brought the mental health condition among teenagers in Malaysia to an alarming level. The number of research addressing mental health awareness is low, even if the amount of literature on the subject has grown substantially. Therefore, the purpose of this research was to examine the variables influencing mental health awareness among young Malaysians and the mediating effects of understanding mental health, knowing where to get professional assistance, and having a positive attitude towards mental health. In a selective sample effort, 450 secondary school students in Kuala Lumpur and Melaka, Malaysia, ranging in age from fifteen to nineteen, were given self-administered questionnaires.

Suleymanova, Sara et al., (2023) both teachers and students have had to adapt to new ways of learning because of the COVID-19 epidemic. Online learning has grown in popularity as a viable substitute for traditional classroom instruction. The benefits of online education on both the instructor and the student might materialize with careful planning and execution. But there could be some drawbacks to online learning, particularly when it comes to students' emotional well-being. With a focus on students' mental health, this article presents the results of a follow-up research that compared students' views of on-campus vs distant online education.

## RESEARCH METHODOLOGY

The current research used a survey approach to accomplish its goals. Details on the methodology, including the sample, tool, data collecting approach, and statistical methodologies, are provided below.

### Sample

The sample of the study consisted of 120 high school students of Parganas, West Bengal,

### Data Collection

The purpose of administering the inventory was to evaluate the mental health of high school pupils. The exam was given to a randomly selected sample and conducted according to the instructions in the handbook.

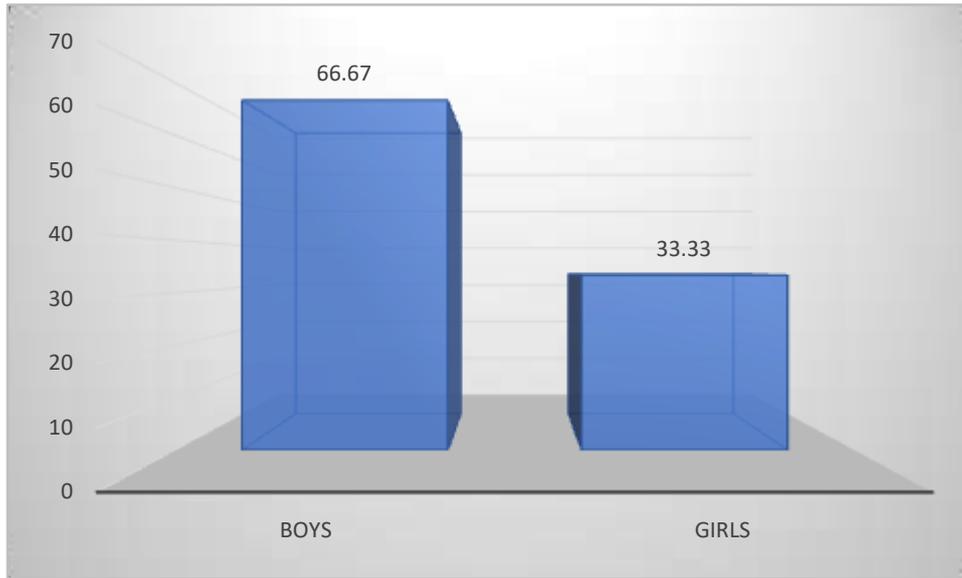
### Statistical Techniques Used

We utilized statistical tools like the mean, standard deviation, and t-test to examine and understand the data.

**DATA ANALYSIS AND INTERPRETATION**

**Table 1 Gender of the respondents**

Gender	Number of Respondents	Percentage (%)
Boys	80	66.67
Girls	40	33.33
Total	120	100

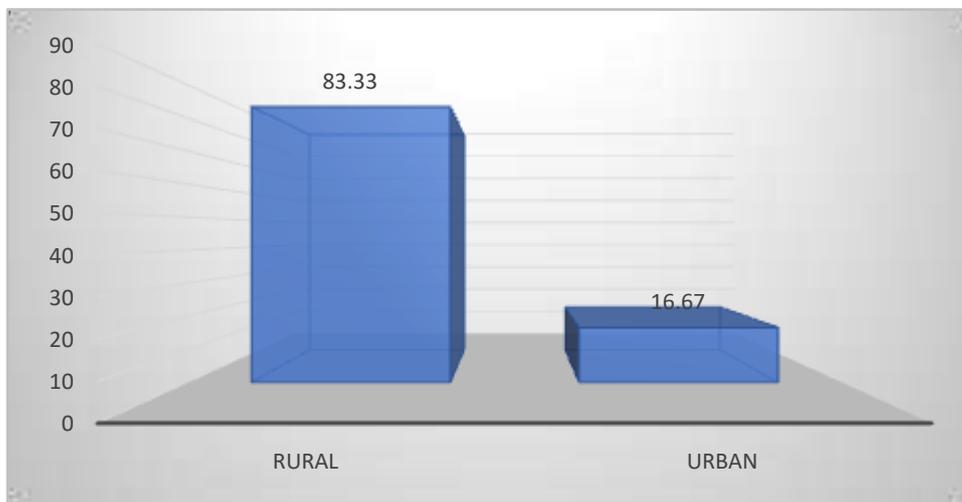


**Figure 1 Gender of the respondents**

Among the 120 responders, males made up 66.67% (80 total) and girls 33.33% (40 total), according to the demographic table. That there is a large gender gap in the sample between the sexes is evident here. The fact that males make up the majority could be an indication of deeper issues with participation rates in society, culture, or education. Since this disparity could affect the study's results and conclusions—especially if gender-related variables are considered—it is essential to comprehend it in order to evaluate the data.

**Table 2 Locality of the respondents**

Locality	Number of Respondents	Percentage (%)
Rural	100	83.33
Urban	20	16.67
Total	120	100

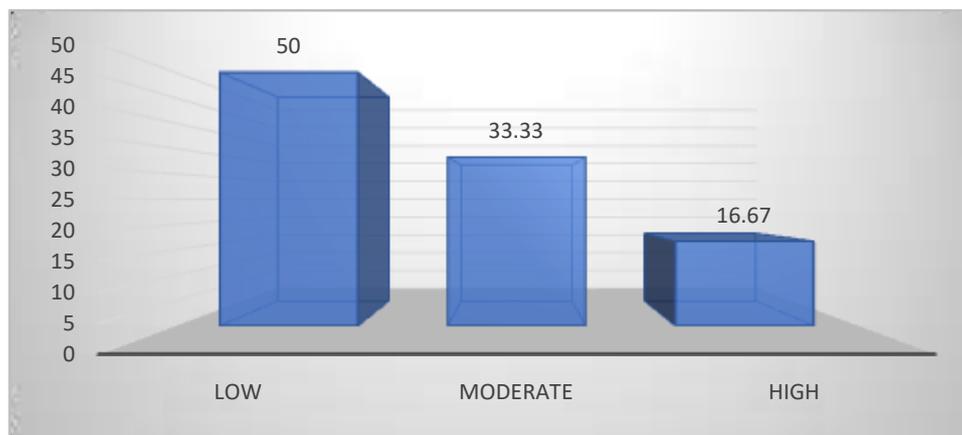


**Figure 2 Locality of the respondents**

Out of 120 total respondents, 83.33% live in rural locations, while 16.67% call metropolitan places home. You can see this breakdown in the demographic table. With so many people living in rural areas taking part in the survey, it's reasonable to assume that their unique viewpoints, experiences, and problems will color the results. A lack of variety in the data, which might distort ideas and findings, could result from the underrepresentation of urban respondents. Accurately evaluating the study results and analyzing how they may alter in urban situations requires an understanding of the significance of this location imbalance.

**Table 3 Percentage Analysis of Mental Health among High School Students**

Category	Frequency	Percentage
Low	60	50.00
Moderate	40	33.33
High	20	16.67
Total	120	100



**Figure 3 Percentage Analysis of Mental Health among High School Students**

Fifty percent, or sixty people, are categorized as having poor mental health, suggesting substantial psychological suffering, according to the table that classifies the mental health condition of one hundred and twenty-two respondents. In addition, of those who are classified as having good mental health, only 16.67% have it to a very high degree, while 33.33%, or 40 people, are in the moderate group, indicating some problem. There is an immediate need for focused mental health assistance and resources to handle these difficulties successfully, as this distribution reveals a worrying trend in which most respondents suffer from mild to moderate mental health disorders.

**Table 4 't' – Value for mean scores of mental health of Boys and Girls**

Gender	Number	Mean	S.D.	't' value	Significant Level
Boys	34	43.63	4.71	2.93	S (0.01)
Girls	116	51.76	4.43		

Table 4 shows that when it comes to mental health, females are better than boys. In terms of mental health, females had a higher mean score (51.76) than boys (43.63). Therefore, the mental health of females is superior than that of boys. The null hypothesis that boys' and girls' mental health levels are not significantly different is rejected since gender is discovered to bring about variations in mental health.

**Table 5 't' – Value for mean scores of mental health of rural and urban students**

Locale	Number	Mean	S.D.	't' value	Significant Level
Rural	45	50.98	4.53	2.13	S (0.05)
Urban	105	48.90	4.44		

According to table 5, kids from rural backgrounds tend to have better mental health than their urban counterparts. Students living in rural areas had a higher mean score for mental health (50.98) compared to their urban counterparts (48.90). Therefore, student mental health is better in rural areas compared to metropolitan areas. The results show that students' mental health varies by location, therefore rejecting the null hypothesis that there is no difference between students in urban and rural areas.

## CONCLUSION

High school kids' mental health is impacted by a multitude of elements, such as academic expectations, social interactions, parental influences, and society circumstances in general. As we have shown, there is an urgent need for more understanding, assistance, and intervention tactics that are specific to the difficulties that teenagers encounter due to the high incidence of mental health problems among this demographic. Despite the prevalence of mental health issues among students, many are reluctant to seek treatment due to the stigma associated with talking about or simply acknowledging that they need it. It is important that communities, families, and schools work together to provide a safe space where children feel comfortable talking about their mental health and receiving help. In order to create a generation that is mentally strong and prepared to tackle future problems, it is crucial that we keep researching, advocating, and working together to address the mental health needs of our young.

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