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**A Review Study on Mental Health of Secondary School Students**

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**ABSTRACT**

When it comes to the general growth and academic achievement of secondary school children, there is a considerable impact that mental health plays. This is especially true throughout the adolescent years, which are characterized by significant emotional and psychological modifications. The purpose of this review study is to investigate the mental health status of secondary school pupils. The study identifies prevalent mental health difficulties among adolescents, such as stress, anxiety, depression, low self-esteem, and behavioural problems. These issues are identified based on an analysis of previous research studies, educational data, and psychological literature. It has been discovered that the mental well-being of students is strongly impacted by a variety of factors, including but not limited to the following: academic pressure, stress connected to examinations, family environment, socio-economic conditions, peer interactions, and increasing exposure to digital media. Additionally, the analysis finds that there is a lack of adequate understanding regarding mental health, that there are inadequate counselling services in schools, and that there is insufficient teacher training to meet the psychological needs of pupils in the region. Secondary school students are the focus of this study, which highlights the significance of early identification, school-based mental health programs, and collaborative efforts among teachers, parents, and mental health professionals in order to foster emotional resilience and positive mental health.

**Keywords:** *Mental Health, School Students, Adolescents, Stress, Anxiety.*

**INTRODUCTION**

When people talk about an individual's "mental health," they are referring to that person's ability to cope with and adjust to both their inner and outer worlds, including the health of their body and their relationships with other people. This is not simply a matter of their characteristics. Emotional and behavioural stability, which is the product of a properly constructed and functioning mind, is what constitutes a person's mental health.

The phrase "mental health" is comprised of the words "mental" and "health" when broken down into its component parts. They are used in everyday language to indicate the presence of mental wellness, the absence of mental illness, or situations that are healthy. More often than not, when we refer to anything as "mental," we are referring to more than just the way in which an individual's brain functions. It also serves as a representation of his successful emotional states. the connection that he forms within the confines of his own social and cultural environment. There is a greater emphasis on health than simply the condition of one's body. A student's mental health is a crucial component of their academic experience. Before formal education of any kind to take place, students must be in a decent state of mental health.



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If their mental health is not in a decent state, students will struggle to focus during class and retain what they have learned. Having a healthy mindset is necessary for the process of learning new information. There is a close relationship between education and mental health. The mental health of an individual is inversely linked to his or her intellectual achievement. The same is true for students: with additional education, they have the ability to cultivate a greater degree of mental strength. A student's mental health could be influenced by a wide variety of factors, including their circumstances at home. School climate and physical condition.

The phrase "No health without mental health" was a statement of agreement that was put up during the World Health Organization's (WHO) European Ministerial Conference on Mental Health in 2005. The acceptance of this phrase signifies that mental health occupies a fundamental and intrinsic position. A person who is in good mental health is able to handle the stresses of daily life, remain productive, and make meaningful contributions to their community.

#### **REVIEW OF LITERATURE**

**Obeng-Okon NAS, Opoku DA, Ayisi-Boateng NK, et al (2024)** Worldwide, adolescent depression ranks high among the most often reported mental health concerns. While prior research has concentrated on adult populations, there is a lack of information regarding its frequency and related variables among Ghanaian senior high school students. To promote mental health and access to mental health care in senior high schools, this may be a barrier to necessary policymaking. High school seniors in Ghana were the target population for this study, which aimed to determine the frequency of depression and its contributing factors. December 2022–February 2023 saw 289 Manya Krobo Senior High School pupils take part in an analytical cross-sectional study. Utilizing a two-stage random sampling procedure, the pupils were chosen. Information about people's demographics and personal traits was gathered through the use of a questionnaire. Depression was the main outcome, and the Patient Health Questionnaire-9 was used for this purpose. Results were shown as percentages, frequencies, and averages for the summary statistics. We utilized multivariate logistic regression to find the variables linked to depression, and we offered odds ratios with 95% CIs. It was determined that a p-value of less than 0.05 was statistically significant. There was a range of 14–20 years in the students' ages, with a mean of 16.6 ( $\pm 1.2$ ). Practical issues were mentioned by more than a quarter of the pupils (26.3%). Of the pupils surveyed, 68.9% reported suffering from depression. Researchers found that being female (adjusted odds ratio:1.74, 95% confidence interval:1.01-2.97), being older (adjusted odds ratio:1.41, 95% confidence interval:1.10-1.81), having a history of a chronic health condition (adjusted odds ratio:3.74, 95% confidence interval:1.36-10.25), and having financial difficulties (adjusted odds ratio:2.31, 95% confidence interval: 1.15-4.63) were all factors associated with depression in this study. Teens in Ghana's Manya Krobo District suffer from an epidemic of despair, according to a recent research. These results highlight the need for practical solutions to help students cope with depression, such as enhancing counseling services and mental health professionals.



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**Hazra, Bratati. (2024).** This study examines the mental health status of higher secondary school students in Hooghly district, focusing on depression, anxiety, and stress, and the influence of demographic factors such as gender, family structure, and grade on these results. This research constitutes a cross-sectional survey. Data were collected using the DASS-21 scale, comprising 200 students from grades XI and XII. Research reveals that most students demonstrate normal mental health levels; nonetheless, substantial percentages exhibit mild to moderate symptoms, particularly related to worry and melancholy. Statistical analysis revealed no significant differences in mental health based on gender, family structure, grade, or age, indicating that these demographic factors may not independently influence mental well-being in this group. The study underscores the imperative for accessible mental health facilities in educational institutions, encompassing counseling and peer support, to address mild symptoms and prevent escalation. Tailored mental health therapies are essential for aiding adolescents in stress management and resilience development, hence promoting academic success and personal growth.

**Ramesh, S.H. et al. (2024)** Depression contributes to the major burden of mental illness in India. Assessment of burden is essential to develop interventions to address the problem at the primary care level. We carried out a systematic review and meta-analysis of studies documenting the prevalence of depression in primary care in India. A wide literature search strategy was developed using keywords and Medical Subject Headings. Significant heterogeneity was reported among the studies attributed majorly to a variety of study tools for assessing depression. Sub-group analysis revealed the higher aggregated prevalence of depression among females as compared to males at the primary care level. The study provided updated evidence of higher and gender differential burden of depression at the primary care level in India.

**Jason Lee. (2024)** In this study, Korean high school students who attend public schools and private schools are compared with regard to their social ties, levels of depression, and the type of education they receive. Despite the fact that past study has established a connection between high levels of academic pressure and depression, there was no statistically significant relationship between the amount of time children spend attending private schools and their levels of depression. Nevertheless, there was a significant inverse association between the students' social interactions and depression, particularly among female students and those attending public colleges. This was more common among students who attended public institutions. These findings highlight the significance of social support in lowering the percentage of individuals who suffer from depression. They also suggest that educational systems ought to place a higher priority on the establishment of social bonds as a means of improving the mental health of students.

**Thomas Steare (2023)** Academic pressure may contribute to mental health issues in adolescents; however, there has been no synthesis of worldwide evidence regarding this relationship. We performed the inaugural systematic review examining the correlation between academic pressure and adolescent depression, anxiety, self-harm, suicidality, suicide attempts, and suicide. We conducted a search of MEDLINE, PsycINFO, ERIC, and Web of Science (core collection) until November 24,



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2022, for studies involving school-aged children or adolescents that assessed academic pressure or timing within the academic year as the exposure and depression, anxiety, self-harm, suicidal ideation, attempts, or suicide as outcomes. The Mixed Methods Appraisal Tool was utilized to evaluate the risk of bias. We employed narrative synthesis to encapsulate the evidence. We incorporated 52 studies. The majority of studies evaluated either combined anxiety and depressed symptoms ( $n = 20$ ) or only depressive symptoms ( $n = 19$ ). Forty-eight studies identified a positive correlation between academic pressure or scheduling within the academic year and at least one mental health result. The majority of studies were cross-sectional ( $n = 39$ ), accounted for a restricted array of confounders, or exhibited other limitations that weakened the robustness of causal findings. We discovered that academic pressure may serve as a viable target for public health interventions aimed at preventing mental health issues in adolescents. Extensive population-based cohort studies are essential to determine if academic pressure is a causal risk factor warranting action in educational and governmental frameworks.

**Ameerah Shaikh (2023)** We conducted an evaluation of the Association of Mental Health as well as the many educational methods that are utilized by high school pupils. This cross-sectional study was conducted in Karachi, Pakistan, and it included a total of 174 students, 107 of whom were female and 67 of whom were male. The students were between the ages of 16 and 19, and they were enrolled in the 11th and 12th grades or comparable to A levels. The data collection process included the utilization of a specially constructed structured questionnaire, which was obtained from a review of the relevant literature, in addition to the Patient Health Questionnaire, which is a validated instrument for evaluating depression. Twenty-nine-point three percent of pupils, according to the findings of our study, suffered from mild depression. Immediately after this, 27.5% of students were diagnosed with severe depression, 23.0% were diagnosed with moderate depression, and 20.1% were found to be devoid of any form of depression. Another finding was that a greater proportion of females than males experienced symptoms of depression. The link between the various educational systems and the mental health of teenagers was not shown to have a significant correlation, however.

**Patel, Umed et al. (2023)** stated that depression is the third most common cause of death for teenage school-age children because of its terrible effects. For successful management, a study of the factors that contribute to depression in students is necessary. This study assessed the several factors linked to depression in science students attending a private school in Rajkot, India. We conducted a cross-sectional study of 1219 students from a private scientific stream school in Rajkot city, using multistage sampling techniques. We evaluated students for depression using a modified version of the Patient Health Questionnaire-9. We assessed the factors associated with depression using a pre-tested semi-structured questionnaire. We performed a binary logistic regression analysis to identify depression predictors. 31.9% of pupils were identified as depressed. Physical illness, academic performance, substance abuse, feeling like a tough student, transportation, food, money, and housing challenges at a dorm or home, parental pressure to study, physical activity, sleep disturbance, and negative relationships with instructors and classmates were significantly correlated with depression.



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Researchers have identified parental education, physical disease, substance addiction, and academic achievement as the only other factors predictive of depression. The current study identified depression predictors among the students and demonstrated a noteworthy percentage of students experiencing depressive symptoms. To reduce the kids' risk of depression, they necessitated coordinated actions.

**Bharti Kumari and Parmod Kumar (2022)** found that researchers found that secondary school students face crucial challenges related to their health, relationships, families, education, and personal lives. Mental health plays a crucial role in successfully handling these kinds of issues. Consequently, the paper takes on importance as a sincere attempt to investigate the problems and obstacles related to secondary school students' mental health. This paper is a review that draws from several research studies that either directly or indirectly address mental health. The study's findings showed that a number of problems, including misconceptions about mental health, a lack of knowledge and resources, and social, personal, financial, ecological, and technology-related issues, are contributing to India's poor mental health status. Furthermore, the study revealed a lack of treatment-related facilities and resources, as well as a treatment gap. The two most important things for mental health are prevention and treatment. Secondary school kids need proper orientation and awareness of mental health difficulties and obstacles to handle stressful situations and become well-adjusted members of their families and communities. In order to promote the mental health of secondary school kids, the results of this study will be very helpful to educators, parents, guidance counsellors, and administrators in making the necessary arrangements to create a supportive atmosphere at home and at school.

**P. Jayanthi et al. (2015)** investigated that to look at the connection between teenage depression and academic stress. Researchers conducted a cross-sectional study at Tamil Nadu's upper secondary schools. After screening with the MINI-kid tool, the study included 1120 teenagers. We administered the Modified Educational Stress Scale for Adolescents to every youngster. Therapies aimed at easing academic stress are likely to impact the incidence and intensity of depression, making early identification of adolescents experiencing extreme academic stress necessary. Adolescence is a period of significant changes in all facets of functioning that marks the transition from childhood to adulthood. Adolescents and children may face a variety of life challenges, such as severe or catastrophic experiences, ongoing stress, and everyday inconveniences. For young people in both Western and Asian nations, academic issues are the primary causes of both ongoing and intermittent stress. These issues have strong correlations with mental health issues like despair, anxiety, and suicide thoughts. Study pressure and its connections to mental health issues among Indian schoolchildren and teenagers are a growing source of worry. Teenage suicide is the third most common cause of mortality, with undiagnosed depression playing a significant role. Academic stress can worsen depression. The purpose of this study was to investigate the connection between academic stress and depression.



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**Hoerman and Emily Dawn (2014)** stated that depression among kids and teens is a big problem for schools. Effective school-based programmes are needed to address mental health issues in schools, as research indicates that the majority of kids who see mental health experts do so inside the school context. Researchers conducted a review of the short- and long-term impacts of depression. Researchers examine the necessity and essential elements of an all-encompassing mental health system in the educational context.

**Suzaily Wahab et al. (2013)** explored that untreated chronic stress in teenagers can result in problems with their physical, mental, and emotional health, as well as bad results. The purpose of the current study was to ascertain the prevalence of stress, anxiety, and depression, as well as how these conditions relate to stressors. In a chosen boarding school, 350 students participated in a cross-sectional study. We used the 21-item Depression, Anxiety, and Stress Scale to measure depression, anxiety, and stress levels, and the Soalselidik Stressor Sekolah Menengah to measure stressors. We utilised both validated Malay versions of the questionnaires as tools. It is necessary to think about and look into the idea of implementing screening for mental health issues among children attending boarding schools. Reducing negative emotional outcomes in these students may be possible by addressing potential stressors and utilising appropriate coping strategies.

## **CONCLUSION**

The review study comes to the conclusion that concerns regarding mental health among secondary school children are becoming more prevalent and require prompt care. The literature that was reviewed indicates that adolescents face a variety of psychological challenges, such as stress, anxiety, depression, emotional instability, and behavioural issues. These challenges are largely influenced by factors such as academic pressure, examination stress, family circumstances, socio-economic factors, peer relationships, and increasing exposure to digital technology. The academic achievement of pupils, their ability to adjust socially, and their overall well-being are all severely impacted by these issues.

There is a significant lack of awareness regarding mental health, there is a restricted provision of counselling services in schools, and there is insufficient training for instructors to recognize and address psychological difficulties that are present among pupils. The situation is made worse by the lack of structured mental health programs that are offered in schools, which results in a delay in both identification and intervention activities.

In conclusion, in order to promote healthy mental health among secondary school kids, it is necessary to take a coordinated approach that involves schools, parents, mental health specialists, and policymakers. The incorporation of mental health education, the enhancement of counselling facilities, the reduction of academic stress, and the creation of a friendly school environment are all vital actions that must be taken in order to guarantee the healthy psychological development of adolescents in the district.



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