



Research Article

Exploring the Mental Health Challenges of Secondary School Students in District Faisalabad: A Psychosocial Analysis

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Abstract

Health and well being of the students is deemed important especially in achieving the growth, development and desired goals. This study was focused on assessment of the psychological problems faced by the secondary school students in district Faisalabad. Total 150 randomly chosen teachers were interviewed on a structured questionnaire. The results of the study indicated that family issues, self-consciousness, teachers' behavior, poor sleep patterns, and peer behavior were the major reasons as perceived by the respondents promoting psychological problems among students. Fear of insult, economic burden and fear of punishment were the least ranked factors. Teachers, behavior, cultural differences, limited exposure followed by the fear of failure could have adverse impacts on students. Therefore, students need counselling and teachers should play their role in developing the psychological problems of the students.

Keywords: Income diversification, Credit constraints, Rural Nigeria, Beneficiaries.

Introduction

Mental irregularities that manifest in enduring patterns of behaviour are known as psychological illnesses, or mental disorders, and they can significantly interfere with your day-to-day work and life. When an individual faces prolonged mental, cognitive, or behavioral problems, they may suffer from multiple psychological issues. In such cases, a psychological assessment can be useful, followed by an analytical psychological process. (Hunt and Eisenberg, 2010).

Psychological problems can obstruct schooling in a variety of ways. For starters, the stigma attached to psychological illnesses prevents many kids from self-identifying and, as a result, obtaining the assistance they require. Additionally, people with psychological illnesses frequently take medications that might cause adverse symptoms including restlessness, exhaustion, or excessive thirst (Flett and Hewitt, 2013).

Psychological issues are an unavoidable part of every person's life. Individuals typically experience psychological issues at work, in maintaining relationships, in health issues, and when they feel overwhelmed due to various factors such as workload, inability to obtain adequate sleep, nutrition, and so on. When individuals' psychological problems have a significant impact on them, it is critical that they seek help. Individuals may experience depression, stress, or anxiety as a result of psychological issues. Students face psychological issues in educational institutions of all levels (Debbarma and Umadevi, 2019).



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Psychological difficulties and depression have a negative impact on academic and social engagement in ordinary student life. Depressive illnesses cause poor mood, impaired cognitive function, a lack of coping and interest in others, and a loss of vitality (Andrews and Wilding, 2004). In turn, stress and anxiety frequently weaken memory and focus, making it more difficult to learn new information and manage with different tests. This frequently reinforces feelings of hopelessness and inadequacy, and for many individuals, it perpetuates a vicious spiral of worry and depression (Nedregard and Olsen, 2014). In the scientific literature of sociology, epidemiology, and social psychology, an inverse association between psychological health and educational achievement is a well-known phenomenon (Agnafors et al., 2016). Despite over a century of research, no agreement has been achieved on how the relationship forms and persists. Several studies have shown that educational achievement has an effect on mental health, and there is also evidence that mental health issues have an impact on educational attainment (Esch et al., 2014).

Methodology

District Faisalabad have 6 tehsils in total i.e., Chak Jhumra, Faisalabad Sadar, Faisalabad City, Samundri, Tandlianwala and Jaranwala. Taking time and resources into account this study was confined to one tehsil. Thus, tehsil Faisalabad Sadar was selected purposively. All the teachers teaching in secondary schools were considered as the population of study. Selected tehsils have 49 male secondary schools with total number 245 teachers. Thus, 245 teachers were the population. Sample size of 150 teachers was drawn using online sample size calculator www.surveysystem.com keeping confidence interval 5 and confidence level 95%. Respondents were selected at random. Data were collected using questionnaire, which was reliable and valid. Collected data were analysed using Statistical Package for Social Sciences (SPSS).

Result and Discussions

Table 1. Perceived reasons of psychological problems among students.

	Mean	S.D	WS	Rank order
Family issues	3.33	0.75	500	1
Self-Consciousness	3.2	0.86	480	2
Teachers' rude behavior	3.19	0.79	478	3
Poor sleep patterns	3.16	1.07	474	4
Peers' behavior	3.13	1.05	469	5
Cultural differences	3.11	1.18	467	6
Clashes of parents	3.11	0.96	466	7
Limited Exposure	3.08	1	462	8
Lack of parents' attention	3.00	0.91	450	9
Fear of failure	2.99	1.26	448	10
Fear of insult	2.98	1.31	447	11
Economic Burden	2.86	0.82	429	12
Fear of punishment	2.79	1.03	418	13
Any kind of superiority complex	2.73	0.94	409	14

In the above table the distribution and the descriptive statistic about What kind social and behavioral problem effects the learning ability where mean, standard deviation and weighted score are discussed in the above table. "Depress behavior" is rank ordered on 1st position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean value 3.31. At the 2nd ranked number respondents said about "Mood swings" and it is tending to agree with mean value 3.19. "Attention Seeking behavior " is rank ordered on 3rd position and it shows that the responses fall between

Neutral to agree, but it is tending towards to agree with mean value 3.19. At the 2nd ranked number respondents said about "Forget the actual concept of lesson" and it is tending to agree with mean value 3.1. According to the ranking, on the fifth position the respondents said about that Refuse to cooperate A" and it is tending towards to agree with mean value 3.08. At the 6th ranked number, the respondents said about "Bad behavior toward peers/teachers" and it is tending to agree with mean value 2.93. "Poor attitude toward work" is in rank ordered 7th Position and indicates that the replies range from Neutral to Agree, with a tendency to agree with mean value 2.87. "Aggressiveness " is rank ordered on 8th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean value 2.85. "Remain confused in class" is rank ordered on 9th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean value 2.77. "Shying behavior " is rank ordered on 10th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean value 2.72. Anti-social behavior is rank ordered on 11th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean values 2.67. Obsessives is rank ordered on 12th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean values 2.62. Impaired Social Interaction is Rank ordered on 13th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean values 2.61. Peer concentrations is Rank ordered on 14th position and it shows that the responses fall between Neutral to agree, but it is tending towards to agree with mean values 2.58.

Discussion

Major findings of this study indicate that family issues, teachers' rude behavior, cultural differences, limited exposure followed by the fear of failure were other problems having adverse impacts on students were prominent factor affecting the psychology of students. were the prominent factors behind the psychological problems as perceived by the students. The negative effects of family problems can harm the growth and academic performance of students. As a result, the study recommends that students receive counselling, and teachers should assist in addressing their psychological concerns. According to Cleary and colleagues (2011), there has been a consistent increase in the number of students with psychological disabilities enrolling in postsecondary institutions over the last decade. Although the exact percentage of such students is unknown, there is an emerging body of evidence indicating a rising trend. Furthermore, the incidence rate of students having psychological disorders entering higher education institutions is likely to exceed that of children with learning disabilities and attention deficit disorder coupled. O'Neill et al. (2018) reported that exceptionally high frequency of mental health disorders among university students demonstrates that this is an at-risk demographic. The findings emphasize the need of widespread early intervention in preventing the development of serious mental disease in university students. While student mental health is recognized globally as a significant public health issue, additional epidemiological data that allows for comparison with general population statistics are required.

Mundia (2011) discussed that mental health problems were predicted to affect 19.2% of the population, with 67.4% experiencing subsyndromal symptoms. These rates were much greater than those observed in the overall population. Disability and worse academic attainment were linked to psychological discomfort. Full-time status, financial hardship, being between the ages of 18 and 34, being female, and being in a later undergraduate year of their degree were all predictors of distress. Salzer (2012) summarized that there is a link between psychological problems and academic self-efficacy, but they make no conclusions

concerning causality. In investigating the link between psychosocial characteristics, study skills, and educational performances, they highlight the scarcity of empirical studies in higher education that combine sociology education research with psychological theory. Scherer (2009) proposed a model that builds on Lazarus' transactional model of psychological evaluation. While Lazarus' model proposes two levels of evaluation (primary and secondary), Scherer's model suggests that four specific evaluations occur in response to a situation. These four categorical appraisals include the direct impact or importance of a situation to a person, the short-term and long-term outcomes of a situation on a person's goals, the perceived ability to cope with the outcomes of a situation, and how the situation is perceived to affect a person's standards and self-concept.

Conclusion and Policy Recommendations

This study found that family issues were the prominent factors behind the psychological problems as perceived by the students. The family issues had adverse impacts on the development and even on the academic performance of the students. Teachers, rude behavior, cultural differences, limited exposure followed by the fear of failure were other problems having adverse impacts on students. This study concludes that students need counselling and teachers should play their role in developing the psychological problems of the students.

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