

A Case Study: Exploring Students' Mental Health

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Abstract: This case study explores the mental health challenges faced by students at Joypurhat Girls' Cadet College (JGCC) in Bangladesh, where 326 cadet students live without family support, leading to issues like homesickness, study stress, and exam phobia, which sometimes result in severe outcomes such as suicide attempts. Despite the critical need for mental health support, the college lacks dedicated professionals, reflecting the broader national issue of inadequate mental healthcare in rural areas. The study proposes an intervention model centered on Mental Health Literacy (MHL), aimed at raising awareness among teachers, students, and parents. By establishing a supportive school culture through professional learning communities (PLCs) and providing training for stakeholders, the initiative seeks to reduce stigma and improve access to mental health support. Regular monitoring and collaborative efforts are emphasized to ensure continuous improvement in mental health awareness, helping students improve their well-being, motivation, and academic performance. The study underscores the importance of MHL programs and participatory action research in creating a sustainable and positive school environment that supports students' mental health.

Background to the Problem

Joypurhat Girl's Cadet College (JGCC) is a secondary level educational institution in Bangladesh run under the Bangladesh Army administration. It provides education to girl cadet students from grade 7 to grade 12. Here cadets are given general education and elementary military training. The JGCC community consists of girl cadet students, faculties and their families, support employees and their families. Currently there are 326 girl cadet students who are living in the college community without their family members. (Joypurhat Girls' Cadet College, 2022)

As the girl cadet students live without their family members, they require intensive mental health support. Junior cadets require more mental support as they feel homesick. Most of the cadets have first experience in their life to live without their parents. Cadets also have to maintain strict rules and regulations in the college which is also first time in their life. Most of the cadets initially cannot bear it. They need intensive support during this time. Besides that, these cadets are going through their adolescence age which is very critical considering psychological effect. Cadets face study stress, exam phobia, anxiety, etc. during their life in the college. All these issues create huge mental stress on the cadets. Sometimes, cadets attempt suicide for these reasons. Therefore, keeping girl cadet students' mental health well is the top concerning issue of the community. UNICEF (2021) reported that more than 13% of adolescents aged between 10 and 19 live with a diagnosed mental disorder as defined by the World Health Organization. Among them, 77 million adolescents are girls aged 10–19 those who live with a mental disorder. So, it is worldwide proven that a significant portion of adolescent girls have mental health issues, and JGCC is not exception as all students are adolescent girls. Though this mental health issue is concerning, college has no mental health specialist or counselor as the situation is also worst in national level. Hasan et al. (2021) explored that lack of public mental health facilities, scarcity of skilled mental health professionals,

insufficient financial resource distribution, inadequately stewarded mental health policies and stigma contribute to making current mental healthcare significantly inadequate in Bangladesh. Most mental health professionals are located in urban areas so people in rural areas like Joypurhat have limited access to mental health services. Considering this context, mental health issue is one of the main concerns of JGCC students and supports need to initiate to address this concern.

Besides, students' mental health issues have an impact on their learning. It is observed that lower mental health of students is lowering their motivation towards learning and engagement in college activities. It is also evident in many research studies that students having lower mental health scored lower in academic achievement. Duncan et al. (2021) experimented with lower depression and higher psychosocial well-being score have better grades in both math and language courses, as well as better education behaviors. That is why an intervention is needed to ensure holistic mental health support for JGCC students so that they can better learn and do academic performance. The problem of practice (PoP) being explored is on how to improve students' mental health and motivation towards learning.

Learning Community

The learning community that the PoP falls within is Professional Learning Community (PLC). A well-developed PLC has positive impact on both teaching practice and student achievement (Vescio et al., 2008). This PoP is closely depended on teachers and their teaching learning process; therefore, it will be a good platform for them to share and discuss their learning and experiences each other and help themselves to bring better solution for supporting students' mental health. Not all teachers have the same level of knowledge, skills, and attitude. PLC can bring them all to the same page as PLC is result oriented, acknowledge individual differences, and make its members responsible towards achieving target (DuFour et al., 2016).

School needs to find evidence-based solutions to develop the mental health support system. PLC provides opportunity to share evidence and experience-based solutions among the teachers and school authority. PLC acknowledges both the knowledge and experience of teachers and knowledge and theory generated by other researchers (Vescio et al., 2008). Therefore, PLC will be a good learning platform for teachers and school authority to discuss about research-based solutions, share own experiences and find better ways of supporting students' mental health that ultimately improve students' academic achievement.

Focus on Learning/Domain

The PoP focuses on learning because it aims to explore evidence-based ways to help improve mental health of the students so that they can be motivated to participate in learning and school activities more actively. The PoP has two basic parts- one is what school staffs including faculties should be doing and other one is what students should be doing. Here the main focus is on students' achievement through improving their mental health which is connected with teachers' success as well.

To develop a school culture, staff development and training is an important initiative. Teachers and staffs can share their learning and experience with each other to explore best ways of supporting students' mental health and wider wellbeing. For example, they can share their learning and experience on how to develop school culture to support students' mental wellbeing through safeguarding, mental health promotion and prevention, inclusion, support for students with special educational needs and disabilities, behavior management policies, etc. (Jessiman et al., 2022).

Collaborative Culture/Community

Mental Health Literacy (MHL) program is an effective intervention in school setting to support students' mental health (Zare et al., 2021). This MHL program includes teachers, parents, and students to increase their knowledge on mental health issues. This program works in a systematic process that helps school stakeholders to achieve the goal of the program and build an effective PLC.

This MHL program has some steps. First, the program requires an effective curriculum where both teachers and parents can discuss and share their expectations with mental health professionals at school. During that time PLC is started to grow. Then, ToT needs to be conducted for teachers those who will cascade the training and scale up to other teachers and parents. This ToT will be delivered by mental health professionals. The mental health professional will develop a platform of all teachers not only to build up their capacity to deliver MHL training but also to discuss about how a positive learning culture can be developed in a school and how both students and parents can get access to mental health support. After that MHL training will be delivered to students and parents. Students will learn about different areas of mental health. They will also learn when and how to take mental health support. Parents will also learn different mental health issues and how to support their children. This will help teachers and parents to create a positive support culture for students' mental health. Finally, PLC needs to be vibrant and therefore regular discussions will be arranged through engaging teachers and parents. Teachers and parents will discuss, explore, and analyze different mental health issues of the students and take appropriate initiative to build support culture in school. Throughout these steps, PLC will help build a learning community in school which will normalize access to mental health support and reduce the stigma associated with mental health.

Collective Inquiry/Practice

School culture has positive correlation with students' mental health. Positive school culture has been associated with positive child and youth development, effective risk prevention and health promotion efforts, with extensive evidence for the impact on students' mental health (Jessiman et al., 2022).

To establish a positive school culture, participatory action research is a good strategy where every stakeholder of the school needs to take collective effort. Without collective effort, one aspect of school culture on student mental health may be addressed but may miss the wider effects of school culture. That is why collective inquiry and all stakeholders' aspects should be discussed through participatory action research (Kaluzeviciute et al., 2021).

Besides, discussions among the teachers, parents and students help to develop ownership of the initiative. Through facilitating discussions among teachers, parents and students, different issues, examples, aspects may come out which need to be addressed. Besides, expectations from students and parents also be explored which help school authority to design appropriate initiative to build a positive school culture.

On the other hand, collective inquiry develops knowledge, skills and experience of each other through asking questions, sharing resources and experiences which are important to develop a positive school culture to support students' mental health.

Action Orientation/Activities

Mental health has positive relationship with education behaviors and academic achievement (Duncan et al., 2021). Therefore, educators and school stakeholders should give importance of designing intervention that supports students' mental health. All stakeholders should be engaged in the intervention to make it successful. Particularly, teachers and parents should be aware of different mental health issues and support students so that students get access to mental health support system (Zare et al., 2021).

Mental health literacy training will be arranged for teachers and parents to make them understand and aware of different areas of mental health (Mori et al., 2022). Besides, a professional learning community will be formed where teachers will be engaged in regular discussion and talk about different mental health issues, share experience, and explore way out in consultation with mental health experts. They will share their knowledge and experience each other (Jessiman et al., 2022). Moreover, monitoring mechanism will be established where teachers will monitor and observe students' actions, their help-seeking behavior. After that they will discuss their observation in PLC and teachers and parents meeting. All the discussions regarding students' mental health will be anonymous. Regular awareness sessions for teachers, parents and staffs will be arranged to make

them aware and bring in a consensus that they will actively engage in the interventions for supporting students' mental health.

Commitment to Continuous Improvement/Organizational Design

Zare et al. (2021) explored that Mental Health Literacy (MHL) program is an effective intervention in school setting to support students' mental health. This MHL program includes teachers, parents, and students to increase their knowledge on mental health issues which help them to develop a holistic mental health support system through developing students' help-seeking behavior and making teachers and parents provide better mental health support. MHL was also proven as an effective school level intervention in another study conducted by Mori et al. (2022) where the researchers explored it improves junior high school students' knowledge of mental illness, attitudes towards people with mental health problems, and help-seeking behavior. MHL should be provided to all young people as mental illness prevention strategies through National Curriculum.

Acceptance and Commitment Therapy (ACT) has been found effective school level intervention to prevent or reduce mental health difficulties or promote mental wellbeing of the students. ACT is a therapeutic approach that uses acceptance and mindfulness strategies together with identification of values and commitment. The primary goal of ACT is not to reduce mental health symptoms but to increase psychological flexibility which is defined as the ability to be in the present moment with full awareness and openness guided by values. ACT can be used as a treatment for a range of both mental health and physical health conditions. However, it is suggested for teachers to take support from mental health professional before facilitating ACT to get best outcomes (Knight & Samuel, 2022).

Developing supportive school culture is another effective strategy to keep students' mental health good by creating experiences of safety. Jessiman et al. (2022) particularly mentioned four dimensions in school culture that need to be considered – structure and context, organizational and academic, community, and safety and support. The research suggested to consider interdependence of all these dimensions during developing any interventions to improve these dimensions for better mental health of students.

On the other hand, participatory action research has been found an effective school level strategy to advance knowledge of the school stakeholders to develop a positive school culture that contributes to the improvement of students' mental health (Kaluzeviciute et al., 2021).

Results Orientation/Benefits

DiLeo et al. (2022) found that students' academic results have direct relationship with their mental health status. Therefore, mental health interventions should be monitored regularly to ensure students better mental health and subsequently their academic performance. The results of the intervention plan to improve the PoP can be monitored to ensure continued improvement and success by teachers, mental health professional, parents, students, and school authority. This can be done in different frequencies by different stakeholders.

Both teachers and parents should participate in the mental health literacy training not only to increase their knowledge on mental health issues but also to keep mental health support system functional (Zare et al., 2021). It will help them to make PLC functional and monitor mental health intervention regularly.

PLC will be an active platform to monitor intervention activities regularly. Mental health support activities can be monitored by PLC members, mainly by teachers and parents. They can monitor the activities regularly and share findings in monthly PLC meetings. They will also talk about different mental health issues, share experience, and explore way out in consultation with mental health experts. They will share their knowledge and experience each other. (Jessiman et al., 2022)

Teachers and students' activities and behavior will be monitored by school's mental health professional. S/he can prepare report based on the monitoring and present the implementation status like what is working, what is not working, etc. in weekly teachers meeting.

Besides, mental health activities will be observed and monitored by teachers. Monitoring findings will be shared in weekly teachers' meeting and concerning issues will be discussed so that effective solution can be made. Mental health intervention will be a fixed agenda in weekly teachers meeting. Moreover, FGD with the students will be conducted by teachers on a quarterly basis where students can share their experience about getting mental health support. Students will be instructed to note down their experience with school stakeholders as well as during getting mental health support. School authority will also monitor the intervention and provide suggestions to the teachers where improvement needed. Parents will also monitor activities, i.e., students help-seeking behavior, access to mental health service, etc. and raise concerns in monthly parents' meeting. Besides, mental health issues will be a fixed agenda in monthly parents' meeting.

Backwards Planning

Backwards planning is a framework that uses research-based ways to solve PoP. It is an easy and systematic approach to design education interventions considering the ultimate outcome of the initiatives (Jensen et al., 2017). There are three steps and five phases in backward design. The steps involve defining a research question, design assessment instruments and develop experimental protocol (Jensen et al., 2017). With backward design, the PLC will be created for improving school stakeholders' knowledge, skills and attitude regarding mental health and support students mental wellbeing. This helps ensure that time and effort is being given to solving the PoP.

Phase 1

To provide holistic support to students' mental health, teachers, parents and school staffs need to know about mental health issues, and be positive towards supporting students those who feel mentally depressed through implementing positive teaching-learning and ensuring access to mental health support. Moreover, students need to know about mental wellbeing and importance of it, and seek support when necessary without any hesitation.

Standard practice of building mental health support system is implementation of mental health literacy (MHL) program in schools for teachers, staffs, parents, and students particularly for reducing misconception and mental health stigma. It was mentioned in Zare et al. (2021) that developing awareness and knowledge of teachers and parents on different mental health issues support students to get access to mental health support system more easily. Therefore, knowing concepts, issues, and importance of mental wellbeing through structured mental health literacy program is a recognized standard that needs to be implemented in school.

The above standard fits very well within the scope and sequence of the PoP. The PoP focuses on developing a holistic mental health support system in the school for students where all school stakeholders such as teachers, parents, staffs and students need to know different concepts of mental health and importance of mental wellbeing for better academic performance. Therefore, having knowledge on mental health of school stakeholders is an important standard to ensure mental health support. The PoP has plan to develop knowledge on mental health among the teachers, parents, staffs, and students as one of the key interventions.

Mental health related concepts and support skills are needed for individuals such as teachers, parents, staffs, and students. Moreover, teachers need to achieve knowledge and skills related to positive teaching learning to meet the standard (Mori et al., 2022). Currently, there are gaps in learning of the school stakeholders. There are some misconceptions and stigma among the stakeholders about mental health. These misconceptions, stigma and learning gaps are barriers to improve mental health support system. That is why developing knowledge on mental health for school stakeholders is key to improve the situation. (National Center for School Mental Health, 2020)

School teachers, staffs and students are most affected by the PoP as they will directly work with each other. Teachers need knowledge and skills for establishing positive teaching learning environment, staffs need knowledge to behave positively with students, and students need knowledge to get access to mental health support. Besides, parents are affected by the PoP as they

are one of the key stakeholders of the school community. They will know about the importance of mental health and behave with children positively.

Phase 2

First of all, teachers need to know about different concepts of mental health and how to teach and interact positively with the students (Mori et al., 2022). Teachers will be trained on educational psychology and counselling psychology to understand students' psychology, how to behave with students during teaching-learning, assessment, collaborative projects, hostels, co-curricular activities, etc. After knowing these concepts and getting positive teaching learning skills, teachers' traditional attitude and stigma towards mental health will be changed (Jorm et al., 2010). They will behave with students positively, welcome their concerns to support and get access to mental health support, and apply positive teaching learning approach in their classrooms.

Parents also need to know about mental health issues so that they can be aware about their behaviors and actions during interaction with children. Most of the parents also have misconceptions and stigma about mental health issues (Uddin et al., 2019). Their misperceptions create barriers for students to get mental health support. It is really important to make the environment supportive for students at home also for their mental wellbeing.

Besides, school staffs also need to know about importance of mental wellbeing and its relationship with academic performance. They need to know how to behave with students and how to ensure support for students to get access to mental health support. (Jones, 2012)

Lastly, students also need to know about different concepts of mental wellbeing and be aware of mental health. It is needed for developing their self-awareness to access mental health support. After getting this knowledge, students will be aware about mental health and able to access mental health support systems. (Zare et al., 2021)

Aligning with the PoP, improvement goal for school is to establish a holistic mental health support for students. As part of the above organizational goal, improvement goals for teachers, students, parents, and staffs are to develop their knowledge and awareness on mental health so that they can support and make mental health support system sustainable in school through overcoming mental health related stigma.

Phase 3

All the stakeholders (teachers, staffs, parents and students) need to understand basic concepts of mental health, warning signs of mental health conditions, mental health first aid, confidentiality considerations, referral process, community resources, etc. so that their misconceptions and stigma related to mental health are removed (National Center on Safe Supportive Learning Environments, 2021). Along with these concepts, teachers need to know about positive teaching learning methodologies and how to behave with students during collaborative projects, co-curricular activities, etc. Staffs need to know about how to behave with students, how to support students for accessing mental health support, etc. And, students need to know how to deal with stressful situation, how to manage depression, what to do during mental illness, etc. so that they can keep their mental health well and access to mental health support easily. (Zare et al., 2021)

Moreover, all the stakeholders (except students) need to change their mindset regarding mental health from negative attitude to positive. They need to take mental health issues positively and willingly help students so that students can get appropriate mental health support. Students also need to change their mindset regarding mental illness from negative to positive. They should think it is normal. They should change their attitude positively to willingly take mental health support from respective authorities. (Lorona & Perrin, 2016)

In addition, teachers need to achieve and apply positive teaching learning methodologies in their classrooms (Catalina, 2019). Students need to achieve skills to communicate their problems with relevant persons they trust. Besides, all the stakeholders should develop aspiration to establish a holistic mental health support system in school. To reach the aspiration, they should own the PoP

and interventions, and participate actively. School stakeholders should know the impact of mental illness on students' academic performance (Department for Education, 2018) and ensure that their behavior is supportive and student friendly. (Jessiman et al., 2022)

However, the unique characteristics of the learning community are wide range in age, wide range of educational backgrounds, wide range of experience in education, wide range of technology expertise, supportive leadership, shared values and vision, structural conditions, etc. External perspectives that can be sought are the perspectives of parents of the students, community members, local and state non-profit organizations that are working in education and mental health area, mental health service providers, mental health professionals, university professors, education experts, and curriculum experts.

Phase 4

Characteristics of interventions that will have successfully achieved learning goals are orientation and training on mental health (Jones, 2012), implementation of positive teaching learning process, discussion on mental health issues in different meetings such as teachers meeting, parents meeting, staff meeting, establishment of professional learning community (PLC), etc.

Besides, many research are being used to represent a breadth of perspectives. Research are focused on social determinants of mental health, behavior in school (Department for Education, 2018), school culture, perceptions, attitudes, and knowledge of teachers (Ford & Nikapota, 2000), importance of teacher's role and training, effects of mental health on student learning, mental health first aid training for high school teachers, mental health promotion in schools, acceptance and commitment therapy interventions in secondary schools, effectiveness of a comprehensive mental health literacy educational program, parent and child knowledge and attitudes toward mental illness, etc.

However, interventions have specifically been successful in schools that have Mental Health Specialists and/or Counselling Psychologists or School Psychologists or Educational Psychologists, Partnership with various mental health service providers, On-going professional development on different topics, Weekly teachers meeting, Monthly parents meeting where mental health is discussed regularly.

Mental health specialist, teachers, and staffs can specifically work in some conditions such as professional development opportunities for teachers and staffs, positive/constructive feedback from principal, vice principal, adjutant regularly, if professional learning community works very well, if mental health issue is a fixed discussion agenda in teachers and staffs meeting, etc.

There are some professional development opportunities available in both face to face and online to support school stakeholders. Mental health service providers offer these trainings. The contents mostly covered by these trainings are mental health and psychosocial support, difference between health and mental health, psychosocial wellbeing, psychological first aid, PFA procedure, emotional and feeling chart, possible red flags, empathy, my boundary, how to control emotions, warning signs of mental health conditions, confidentiality, referral process, mental health resources, etc. (Ohrt et. al., 2020)

Phase 5

Standard practice of building mental health support system is implementation of mental health literacy (MHL) program for teachers, staffs, parents, and students particularly for reducing misconception and mental health stigma. It was presented in Zare et al. (2021) that developing awareness and knowledge of teachers and parents on different mental health issues support students to get access to mental health support system more easily. Moreover, teachers need to achieve knowledge and skills related to positive teaching learning to meet the mental health support standard (Mori et al., 2022). Therefore, knowing concepts, issues, and importance of mental wellbeing through structured mental health literacy program is a recognized professional development strategy that needs to be implemented in school.

The above professional development strategy will support to solve the PoP. The PoP focuses on developing a holistic mental health support system in the school for students where all school stakeholders such as teachers, parents, staffs, and students need to know different concepts of mental health and importance of mental wellbeing for better academic performance. Therefore, having knowledge on mental health of school stakeholders is an important standard to ensure mental health support. The PoP has plan to develop knowledge on mental health among the teachers, parents, staffs and students as one of the key interventions.

The progress monitoring techniques that will be used to provide evidence of growth are classroom observation of teachers, observation of different mental health sessions with students, parents and staffs, meeting with parents and teachers, knowledge test with teachers, parents, staffs and students, attitude test to explore how teachers, parents and staffs perceive about mental health issues and how supportive they are. Attitude test will also be conducted to know students' perception regarding seeking mental health support. Besides, interview with teachers can be done to know how these capacity development and learning opportunities help them professionally. Moreover, focus group discussions (FGD) will be conducted to know how these learning opportunities help them to support students' mental health.

Vice-principal will be overall responsible to implement the program. However, principal will know the process and approve the activities. Besides, teachers and staffs will be responsible for their individual activities. Vice principal will plan and lead the implementation of this program and engage other like mental health experts, teachers and staffs as needed.

To implement the program successfully, some resources are necessary such as training room, budget for training and session materials and mental health experts, and staff time (including teachers, parents, staffs and students), etc. Along with the resources, some critical benchmark need to be set to check the progress on teachers, parents, staffs and students' knowledge, practice, behavior, attitude, etc. Individuals such as teachers, staffs, parents, and students will receive coaching and feedback through different ways such as mentoring, demonstration, one to one meeting, group discussion, email report, etc. However, confidentiality will be maintained during giving feedback.

Phase 6

Secondary research will be done based on previous years mental health related incidents and country mental health context particularly for adolescents. Moreover, learning from different schools those who are implementing similar initiatives will be gathered. Both the research and learnings from other schools will help to design appropriate professional development interventions. After that a meeting will be arranged with principal, vice-principal, adjutant and medical officer to discuss the necessity of the mental health literacy program and how to implement this in school.

Then, an agreement will be done with "Moner Bondhu" (a mental health expert organization) to receive services in designing and delivering mental health literacy training to teachers, staffs, parents, and students. After making partnership, training needs assessment (TNA) will be conducted with teachers, parents, staffs and students to identify training needs of the stakeholders. Then, mental health sessions curriculum for teachers, parents, staffs and students will be developed. After that, teacher training will be started to train all the teachers on mental health issues, educational psychology, counselling psychology, positive teaching and learning, behavior with students, how to create supportive environment, etc. so that teachers can behave positively with the students during their interactions with them, i.e., teaching-learning, assessment, collaborative projects, hostels, co-curricular activities, etc. (Ohrt et. al., 2020)

After teacher training, mental health sessions for students will be started. The sessions will be focused on mental health issues, how to manage emotions, problems, how to get support, etc. Moreover, mental health sessions will be started for parents. Parents' sessions will be focused on awareness development of parents on mental health, their behaviors and actions during interaction with students. It is really important to make the environment supportive for students at home for

their mental wellbeing. Teachers will also attend the sessions so that they can facilitate and discuss mental health related issues during parents meeting.

After all the trainings, a professional learning community will be formed for teachers where they can discuss about different mental health issues they face and share their knowledge, experience with each other. Moreover, different days related to mental wellbeing such as world mental health day will be celebrated in school. On the other hand, progress monitoring tools such as classroom observation checklist, activity observation checklist, mental health knowledge test score sheet and report, attitude test score sheet and report, activity log book, etc., will be developed to monitor and track all professional development activities including mental health literacy sessions. Based on this monitoring, progress report will be prepared and shared with teachers and parents during teachers and parents meeting. After one year of implementation, an evaluation will be conducted on mental health sessions, counselling sessions, treatment trends, school environment, teaching learning activities, etc. The evaluation report will be prepared and shared with relevant stakeholders and school authority.

Phase 7

Different strategies will be applied to revisit and familiarize with the expectations or standards of the interventions. Role play and demonstration will be one of them. Teachers will demonstrate their lessons to other teachers. Mental health experts and other teachers will provide feedback to respective teachers on what went well, where can be improved. Through this way, everyone will understand the standards and expectations they need to meet. Moreover, observation technique will be used by teachers where teachers will observe other teachers' classes and fill-up observation checklist. By filling observation checklist teachers will not only provide feedback to others but also understand where s/he herself/himself needs to improve (Baier, 2018).

On the other hand, PLC can be a good platform to familiarize the standard. Teachers will share and discuss about their experiences in professional learning community which help everyone to be in same page of expectations. Besides, different videos on best practices can be shown to parents, staffs, teachers, and students during different meetings which will also help them to be familiarized with standards practices.

Evidence of growth can be recorded through continuous progress monitoring and using several tools, i.e., observation tools, knowledge test, attitude test, participants survey, interview with teachers, focus group discussion with students and parents. It is really important to continue the standard practice even after achieving the targeted growth. To continue the mental health support and make it sustainable, mental health literacy program needs to be included in school's regular activities. Moreover, refresher training for teachers needs to be arranged regularly. In addition, mental health needs to be included as regular agenda in parents and teachers meeting. Besides, mental health related days need to be observed and celebrated every year.

However, strengths, weaknesses and implications of the activities need to be communicated to the stakeholders through one to one meeting, group meeting, email, report, mentoring, etc. Moreover, quiz, observation, perception and satisfaction survey of the students, parents and teachers can be conducted. The outcomes need to be carried out over the period continuously and it is important for all stakeholders for students mental wellbeing and academic performance. It will not be stopped rather updated based on the updated and refresher mental health literacy training and professional development. If the desired outcome is not reached, further professional development plans can be considered such as peer learning, online learning, etc.

Conclusion

After thorough research, it can be said that there is scope for developing knowledge, awareness and skills of the school stakeholders which will be core of the improvement of students' mental health situation. It was found in Mori et. al. (2022) and Zare et. al. (2021), mental health literacy program has positive impact of developing students' mental wellbeing and help seeking behavior towards mental health. This professional development helps teachers to conduct positive teaching learning

activities in the classroom and be supportive towards students' mental wellbeing. Christina et. al. (2020) mentioned that training and supervision increase teachers' motivation for being a lay counselor and help students' mental health by incorporating therapeutic techniques into their student interactions during class time and as part of their typical instruction. Their changes in attitudes and knowledge reflected those expected within an "education as therapy" emerging system of care.

However, there are multiple ways to support students' mental wellbeing. Considering the lack of knowledge and awareness regarding mental health of the school stakeholders, i.e., teachers, students, staffs, and parents, mental health literacy program can be first initiative. But there are more initiatives needed to develop school environment more mental health friendly and making mental health support system sustainable. Therefore, more research and data are needed to develop holistic support. In order to find the best methods teachers, staffs, parents, and school authority have to be open to learning from each other and trying something new as this impact students learning too. It cannot be fixed within a day rather should be continuous effort.

Recommendations

All school stakeholders (i.e., school authority, teachers, staffs, parents, and students) need to participate actively in training sessions on basic concepts of mental health, warning signs of mental health conditions, mental health first aid, confidentiality considerations, referral process, community resources, etc. so that their misconceptions and stigma related to mental health are removed (National Center on Safe Supportive Learning Environments, 2021).

Teachers need to participate in training related to mental health and positive teaching learning methodologies so that they can understand how to behave with students during collaborative projects, co-curricular activities, etc. Teachers need to achieve and apply positive teaching learning methodologies in their classrooms (Catalina, 2019). Moreover, school staffs need to know about how to behave with students, how to support students for accessing mental health support, etc. Besides, students need to know how to deal with stressful situation, how to manage depression, what to do during mental illness, etc. so that they can keep their mental health well and access to mental health support easily. (Zare et al., 2021)

Besides, regular awareness sessions need to arrange in school to change typical mindset of the school stakeholders regarding mental health. Mental health issues need to add as regular meeting agenda in teachers meeting, parents meeting, staff meeting, etc. so that all stakeholders (except students) can change their mindset regarding mental health from negative attitude to positive. They need to take mental health issues positively and willingly help students so that students can get appropriate mental health support. In addition, learning session for students need to arrange regularly to change their mindset regarding mental illness from negative to positive. They should think it as normal and change their attitude positively to willingly take mental health support from respective authorities. Students need to achieve skills to communicate their problems with relevant persons they trust. (Lorona & Perrin, 2016)

School authority (i.e., principal, vice-principal) should arrange learning sharing sessions with teachers regularly. They should be communicated how mental health issues impacted students' learning and academic achievement. This message should be given to staffs and parents too (Department for Education, 2018) so that teachers, parents, and staffs behavior is supportive and student friendly. (Jessiman et al., 2022)

Future Research

There are scopes of conducting future research based on this intervention as it is not the final and only solution of the PoP. This intervention is related to develop knowledge, awareness, and professional skills of the school stakeholders while there are scopes of improving culture of practice, motivation, and treatment support in schools for students' mental health. To make this intervention sustainable and develop a holistic supportive environment in school, research can be done on teachers and staff motivation for providing mental health support, necessity of full-time mental health specialist in school, updating curriculum considering students' stress and exam

phobia, updating overall teaching-learning strategies, etc. Jessiman et. al. (2022) explored that there are four dimensions of school culture- structure and context, organizational and academic, community, and safety and support those who are interdependent to shape the school culture. It is suggested to acknowledge interdependence of these four dimensions and design appropriate interventions to improve these dimensions for better mental health of students. Therefore, research can be done on these dimensions also. Participatory action research advance knowledge of the school stakeholders to develop a positive school culture that contributes to the improvement of students' mental health (Kaluzeviciute et. al., 2021).

Besides, there are many strategies to improve students' mental health in schools. Knight & Samuel (2022) explored that Acceptance and Commitment Therapy (ACT) is effective to prevent or reduce mental health difficulties or promote wellbeing of the students. Research can be done on this strategy too. As knowledge and awareness raising of the stakeholders is the most recommended and first line initiative by many research, school can start mental health support by this. However, more initiatives are needed to develop school environment more mental health friendly and making mental health support system sustainable. Therefore, more research and data are needed to develop holistic support and continuous effort of the school authority, teachers, parents, and staffs are needed.

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