



# UNDERSTANDING AND ENHANCING STUDENT MENTAL HEALTH AND WELLBEING ACROSS EDUCATIONAL SYSTEMS: A COMPREHENSIVE REVIEW

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**Abstract:** This thorough review delves into the complex aspects of student mental health and well-being within educational systems, focusing on the ecological interactions of personal, family, school, and community influences. This underscores the heightened vulnerability during educational transitions and the profound effect of mental health on both academic and social outcomes. The review assesses systemic frameworks, including policy changes such as India's National Education Policy 2020, and evaluates multi-tiered strategies for promoting mental health, including individual interventions, comprehensive school approaches, community collaborations, digital resources, and policy measures. It discusses the challenges encountered by students and educators, the role of physical and social environments, and innovative and inclusive practices. Additionally, the review considers global and cultural viewpoints, the significance of early intervention, healthy lifestyle habits, and emerging normative rights-based considerations. The findings highlight the necessity of integrated, culturally aware, and ongoing interventions to create supportive educational settings, diminish stigma, and improve student well-being across various contexts (Johnson, 2025).

**Key Words:** Student mental health, Well-being, Educational systems.

## 1.INTRODUCTION

As educational institutions worldwide increasingly acknowledge mental health as a crucial component of student growth, they are beginning to prioritize well-being over academic success. Challenges related to mental health, such as anxiety, depression, and stress, adversely affect students' learning, social connections, and overall quality of life. Mental health is defined as a state of emotional, psychological, and social well-being that affects how people think, feel, and act. It involves more than just the absence of mental disorders, including positive functioning, resilience, and the ability to handle life's challenges effectively. For students, mental health influences cognition, behavior, and social interactions, playing a vital role in their development and in educational outcomes. The ecological model situates student mental health within a network of

interconnected systems, such as the individual, family, school, and community, emphasizing the dynamic interaction between personal factors and environmental influences (Rose et al., 2025). Key factors affecting students' mental health include academic stress, social isolation, bullying, socioeconomic challenges, and family issues. Transition periods in education, such as moving from primary to secondary school or starting higher education, are particularly vulnerable for adolescents. Moreover, cultural and contextual factors shape both exposure to risk and the expression of mental health symptoms. These elements function within an ecological framework, where personal experiences interact dynamically with family, school, and community settings, collectively influencing students' emotional, psychological, and social well-being (Opotamutale & Albanus, 2023).

Numerous risk factors, such as academic pressure, social isolation, bullying, financial difficulties, and family problems, affect students' mental health. Transition phases, such as moving from primary to secondary education or beginning higher studies, heighten the risk of mental health issues. Additionally, cultural and contextual factors influence both the extent of exposure to these risks and the manifestation of mental health symptoms in children. These risk factors operate within an ecological framework, where individual experiences are shaped by dynamic interactions with families, schools, and community environments. Well-being is more than just the absence of mental illness; it includes positive functioning, resilience, and the capacity to manage life's challenges effectively. It encompasses emotional, psychological, and social dimensions that improve an individual's overall quality of life and ability to flourish. In educational settings, well-being enhances motivation, cognitive engagement, and adaptive social skills, playing a crucial role in holistic development. This concept is embedded within an ecological framework where individual well-being is influenced by interactions across various systems, including family, school, and community (Nevell & Monowara, 2025). Factors affecting students' well-being include academic stress, social isolation, bullying, economic hardship, and family issues. Key educational transition periods, such as the shift from primary to secondary school or the commencement of higher education, increase vulnerability to well-being challenges. Furthermore, cultural and contextual factors affect both the level of exposure to these risks and how well-being is experienced and expressed by individuals. These factors operate within an ecological framework where students' individual experiences are dynamically influenced by interactions with family, school, and community environments, collectively impacting their emotional, psychological, and social well-being (Jiang et al., 2025). The current educational system in India, as outlined by the National Education Policy (NEP) 2020, emphasizes a holistic, multidisciplinary, and flexible approach to learning. It aims to move away from rote memorization and exam-centric education towards competency-based learning that fosters critical thinking, creativity, and problem-solving skills. The NEP 2020 introduced a 5+3+3+4 curricular and pedagogical structure corresponding to ages 3-8 (Foundational), 8-11 (Preparatory), 11-14 (Middle), and 14-18 (Secondary), replacing the traditional 10+2 system (Singh & Tiwari, 2020). The NEP 2020 seeks to transform India's education system into one that develops well-rounded individuals capable of thriving in a rapidly changing world, aligning with global standards while honoring the country's cultural and linguistic diversity.

### **Need of the study**

Despite growing awareness, many educational institutions face challenges in effectively addressing the diverse mental health needs of students, which can impact academic performance, social integration, and long-term outcomes. A comprehensive review is essential to synthesize existing knowledge, identify gaps in current practices, and highlight evidence-based strategies that can be integrated across various educational settings. This study aims to provide a holistic understanding of the factors influencing student mental health, the effectiveness of current interventions, and the systemic changes required to promote a supportive and inclusive environment that fosters wellbeing. By doing so, it seeks to inform policymakers,

educators, and mental health professionals in developing cohesive, sustainable approaches that prioritize student mental health as a fundamental aspect of education.

### Statement of the problem

Globally, the mental health and well-being of students have emerged as pressing issues within educational systems, as challenges like anxiety, depression, and stress negatively impact students' academic achievements, social relationships, and overall growth. Despite increased awareness, numerous educational institutions encounter substantial obstacles, such as stigma, resource limitations, inadequate training, and systemic inequalities, which impede the delivery of effective mental health support. Although current educational frameworks, including reforms like India's NEP 2020, focus on holistic development, they often lack integrated and scalable approaches to thoroughly address mental health. This study explores the complex factors affecting student mental health in various educational settings and highlights the necessity for evidence-based, multi-tiered interventions that improve well-being, foster inclusive and supportive environments, and guide policies to better support student mental health outcomes worldwide.

## 2. LITERATURE REVIEW

Nestor et al. (2024) College students' mental health: Psychiatric risk and psychological well-being. Objective: This research seeks to explore the psychiatric risks and psychological well-being of college students attending a university with a predominantly minority population. Participants: The study included 100 participants (42% White; 70 females) with an average age of 21.22 years. Conclusion: Improving strategies that foster well-being, stress resilience, and cognitive abilities could have a beneficial effect on the mental health of college students.

Gindidis and Larsen (2021) the introduction of the Internet, smartphones, and other technological advancements has significantly transformed education, communication, and work practices. Teenagers, in particular, seem to prefer using smartphones; for instance, in 2015, it was reported that 80% of Australian teens owned and utilized smartphones (The Australian Communications and Media Authority, 2016). Consequently, smartphone applications offer school wellbeing teams a unique opportunity to provide extensive access to mental health resources, evaluations, and interventions. However, young individuals are at a heightened risk of independently finding and using substandard apps that offer incorrect counseling advice (Furlonger & Budisa, 2016). Schools have a responsibility to ensure that students have access to digital support tools that meet the growing technological demands of youth. This policy aims to guide school leadership teams in evaluating, adopting, and promoting high-quality apps to enhance student mental health and well-being.

Worsley et al. (2021) examined the impact of living environments on students' mental health and well-being is significant. Background With growing concerns about students' mental health and well-being, there is a focus on developing environments, communities, and institutions that support students' growth. The transition disrupts students' attachment to familiar places and relationships, making them vulnerable as they form new connections and adapt to a new setting. During this time, feelings of loneliness and social isolation are particularly intense. Physical characteristics of environments that hinder social interaction can worsen these feelings. When students fail to establish friendships within their living spaces, they often withdraw both physically and mentally, highlighting the crucial role of accommodation-based pastoral staff.

Mistry (2018) overview of student mental health and well-being: Insights from recent sectoral reports. Since 2016, the Sector Round-up section of Innovations in Practice has been compiling summaries of sectoral reports, also known as 'grey literature'

(including reports, technical notes, guidance materials, and surveys) from major higher-education policy organizations and think tanks. In anticipation of a new mental health charter for UK universities, set to be introduced in 2019/20, this paper highlights some of the findings and discussions regarding student mental health and well-being that have emerged in recent months.

Berger et al. (2020) a study focused on prevention and early intervention for students' mental health and well-being was conducted within schools. In recent times, major international organizations have highlighted the importance of schools in fostering well-being and positive mental health among youth. This review sought to pinpoint the most effective school-based mental health prevention and early intervention programs, along with the features that contribute to their success and longevity. Out of the 74 programs reviewed, 26 were selected for implementation in Australian schools due to their availability, sustainability, and effectiveness in enhancing students' mental health and well-being. This selection allows for the strategic allocation of resources and the choice of programs with robust evidence of both immediate and long-term benefits. Additionally, the reviewers identified evidence gaps that could inform future research and program development priorities.

Jamiyandagva (2025) Policy brief: Student mental health and well-being in Poland: Are the current policies and measures sufficient? This policy brief examines the urgent situation regarding the mental health and well-being of students in Poland. Research by non-governmental and international organizations indicates a significant decline in students' mental health and well-being, calling for immediate, comprehensive, and nationwide action from all relevant authorities and stakeholders. Key issues persist, such as a shortage of school psychologists, limited funding for educational institutions, and the absence of thorough national policies or programs. This policy brief advocates for the creation of a national education policy and programs focused on student mental health and well-being, offering guidelines and frameworks for schools, educators, and other pertinent stakeholders.

Lister, Mcfarlane, and McMahon (2021) designing for well-being: An Inclusive Learning Design Approach with Student Mental Health Vignettes. Universities are increasingly concerned about student mental health, as more students face well-being challenges, with distance learners being particularly vulnerable. This paper examines how learning design can foster environments that enhance students' mental well-being. It presents vignettes developed during the study, analyzes a case study of their application, and offers examples of obstacles students encounter along with learning design strategies that could address these issues. This approach proved to be engaging and effective in highlighting barriers and aiding practitioners in recognizing learning design strategies to overcome these challenges.

Pointon-Haas et al. (2023) Staff perspectives: Identifying the Types, Challenges, and Insights Gained from University Peer Support for Student Mental Health and Wellbeing. This research aimed to explore the existing practices, experiences, and obstacles in implementing peer support initiatives for the mental health and well-being of both undergraduate and postgraduate students, from the viewpoint of the staff who facilitate and manage these programs. Five distinct types of peer support were recognized and described. Additionally, issues related to engagement, resources, capacity, and evaluation were emphasized. Ultimately, the insights gained offered potential solutions to the challenges identified and provided guidance for the sector to further develop peer support as part of a comprehensive university strategy for student mental health and well-being.

Darling et al. (2021) this study outlines a quasi-experimental cluster trial aimed at assessing the role of Mental Health and Wellbeing Coordinators in primary schools to bolster student mental health. With half of all mental health disorders manifesting before the age of 14, the need for early prevention and intervention during childhood is crucial. The study will evaluate outcomes such as feasibility, acceptability, fidelity, and cost. It investigates the implementation and impact of appointing trained coordinators in primary schools. Should the intervention enhance teachers' confidence in addressing students' mental health and well-being and strengthen the schools' capacity, it could lead to improved mental health services for students and guide broader mental health service reforms. This trial was retrospectively registered with the Australian New Zealand Clinical Trials Registry (ANZCTR) on July 6, 2021, under the registration number ACTRN12621000873820.

Boyle (2025) innovative strategies for enhancing student mental health and well-being in higher education: An arts therapies viewpoint. This paper offers a critical examination of the existing mental health support systems in UK higher education institutions (HEIs) and suggests improvements through the use of art therapy methods. The study highlights the increasing mental health challenges faced by students, which are putting additional strain on well-being teams within HEIs, local authorities, and the NHS. It investigates the fundamental principles of art therapy and their relevance across various fields, leading to specific recommendations for their implementation in HEI environments. By promoting creative interventions, this study seeks to enhance students' mental health and reduce the burden on current support systems.

Lamonica et al. (2025) Digital resources to aid the mental health and well-being of college students. College students face numerous challenges that can affect their mental health, such as increased academic pressures, financial stress, new living environments, social isolation, and a greater need for independence. Although mental health is a priority for colleges and universities, there is a significant lack of evidence on which supports and interventions are most effective, for whom, and in what situations. Digital technologies have the potential to enhance the accessibility of mental health services and enable thorough data collection. However, we contend that it is crucial for these tools to be co-created with students to ensure they are relevant, user-friendly, and responsive to real-life experiences, implemented with human support to maximize effectiveness, and endorsed by institutional leadership to encourage adoption. Additionally, it is vital to monitor clinical and service usage data alongside academic performance to prioritize both student mental health and academic achievement, in line with institutional goals.

Dabrowski et al. (2024) Enhancing educators' preparedness to address students' mental health needs. This project employed a mixed-methods approach to assess how ready educators are to support student mental health across early childhood, school-based, and higher education environments. The research findings indicate that educators' levels of concern and anxiety, along with inconsistent support systems and the increasing complexity of student needs, affect their capacity to assist with student mental health in various educational contexts.

Sally Mcmanus and Nicola Byrom (2019) general Population Surveys: A Comparison of Mental Health in Students and Non-Students. This document serves as a guide for quantitative analysts and research commissioners who are interested in employing secondary analysis to examine the mental health and well-being of students versus non-students in the UK. Numerous surveys are available to explore the unique aspects of student mental health, offering a brief summary of each survey along with links to additional information. This is intended as a starting point rather than an exhaustive list.

Khusainova (2022) This chapter delves into the global conversation surrounding mental health and well-being within the framework of sustainability in higher education. It starts by examining essential definitions before delving into three practical strategies related to curriculum and teaching methods. These strategies include (1) integrating mental health topics into the curriculum, (2) encouraging informal conversations, and (3) reducing stress associated with student evaluations. The chapter features real-world case studies contributed by colleagues from Aston Business School, Aston Law School, and the broader College of Business and Social Sciences at Aston University.

Lawrence (2021) *Compassion and Kindness: Reevaluating Discussions on Student Mental Health and Wellbeing*. This article offers a critical analysis of neoliberal narratives surrounding student mental health, such as resilience, fast-paced environments, and hyper-productivity, and suggests alternative institutional strategies that focus on compassion, care, and kindness. Slow scholarship is presented as a counter to neoliberal ideologies, along with curriculum changes like incorporating mental health and well-being topics and adopting inclusive and compassionate teaching and assessment practices.

Shochet et al. (2021) Enhancing school connectedness is crucial for supporting students' mental health and overall well-being. The likelihood of experiencing depression tends to rise during early adolescence. Feeling a sense of belonging at school, known as school connectedness, serves as a vital protective factor for adolescents' mental health. School connectedness is defined by the degree to which students perceive themselves as accepted, valued, and supported within the school setting. Studies have identified school connectedness as one of the most significant indicators of both current and future mental well-being in adolescents. Young adolescents on the autism spectrum often find the developmental challenges of transitioning to adolescence more difficult than their peers, and the traits associated with autism, such as challenges with social skills, communication, emotion regulation, optimism, self-esteem, and transitions, can reduce their sense of school connectedness. Schools are ideally positioned to adopt a comprehensive strategy to foster school connectedness as a fundamental part of the curriculum. This strategy has the potential to positively impact the academic, social, emotional, and behavioral growth of young adolescents on the spectrum. This chapter outlines the essential components of a strategy to enhance school connectedness, known as the WISE model. In this chapter, we explain how warm relationships, inclusiveness, a focus on strengths, equity, and fairness can be integrated into the entire school environment.

Edwards (2023) examined the mental health and well-being of students in relation to campus environments. Although the built environment can affect mental health and well-being, there is a scarcity of peer-reviewed studies exploring this connection, especially within higher education settings. The results highlight the significance of student centers and libraries in students' decisions about where to spend their time. Furthermore, it is observed that students tend to use avoidance and emotion-focused coping mechanisms when choosing spaces. Elements such as layout, cleanliness, natural lighting, and noise management may also play a role in influencing students' space preferences.

Chen et al. (2024) *Global Comparison of Student Mental Health*. The mental well-being of students is crucial for their development, and ongoing efforts have been made to enhance student mental health in China. Findings indicate that the mental health status and support for Chinese students are comparable to those in other nations. Alongside the quantitative data, three notable national practices and three motivational stories highlight how Chinese educators and mental health professionals advance student mental health through diverse strategies. Additionally, the most recent research featured in

prominent Chinese academic journals and the latest key national policies were examined to provide a comprehensive overview of student mental health in China.

Mclafferty et al. (2023) *College Student Mental Health and Well-Being Before and During the COVID-19 Pandemic*. Even before the COVID-19 pandemic began, student mental health was an increasing global issue. This research underscores the significance of early intervention and offers suggestions for meeting students' needs during stressful periods. Additional assistance might be necessary to tackle the enduring impacts of the pandemic.

Thanon (2023) "Healthy habits: a foundation for strong mental health." Achieving success in various areas of life hinges on having good mental health. Healthy habits form the foundation of robust mental health by enhancing both physical and emotional well-being. One key habit that supports mental health is engaging in regular physical exercise. Exercise has been proven to offer numerous mental health benefits, such as alleviating symptoms of depression and anxiety, enhancing sleep quality, and boosting self-esteem. Another crucial habit for maintaining good mental health is following a nutritious diet. To ensure proper sleep hygiene, it's vital to establish a regular sleep routine, reduce caffeine and alcohol consumption, and develop a calming bedtime ritual. Beyond these fundamental habits, several other practices can bolster mental health. Lastly, dedicating time to hobbies or activities that bring joy and satisfaction can foster positive emotions and lower the risk of depression or other mental health issues.

Bielby (2024) *Is it possible to justify the human right to good mental health?* This question has not been extensively explored: until now, discussions about rights related to mental health have mainly focused on their connection to psychosocial disabilities and mental illness or distress. The researcher outlines how the right to good mental health can be justified by drawing on concepts such as compassion, 'vulnerable agency,' and Wilson's notion of 'a right to public health.' Following this, I address concerns about the feasibility and demanding nature of such a right, which together form the foundation of the qualified public health right to good mental health that I propose.

Ahuja (2023) This chapter delves into the mental health challenges encountered by students in higher education, particularly focusing on their adjustment, stress, and overall mental well-being. It examines how stress affects various facets of students' lives, including their academic performance, physical health, social interactions, and psychological state during their university experience. The transition from secondary school to higher education is scrutinized, highlighting the distinct difficulties faced during this period. Furthermore, a conceptual framework is introduced to provide a structured understanding of these challenges within the higher education context. The chapter also discusses the implications for educational institutions, administrators, students, and parents. Its goal is to thoroughly analyze the stress and mental health issues among higher education students, increase awareness, and promote strategies for creating a supportive environment, guided by the presented conceptual framework.

Gupta et al. (2017) the discussion highlighted the role of primary care in promoting mental well-being among adults. In today's context, the demand for mental health support is both vast and pressing. Every individual, from infancy to old age, requires general mental health support. Additionally, targeted assistance is essential for the 17.6% of adults experiencing mental disorders at any given time, including those within the 30% who have a long-term condition and also face mental health challenges. It is imperative that all societal sectors and every part of the NHS contribute to this effort. Primary care cannot achieve this alone. This paper outlines how primary care professionals can foster a comprehensive health alliance by

engaging at four distinct levels: individual practitioners, organizations, geographic clusters of organizations, and policymakers.

OECD (2025) Fostering positive mental health in children and adolescents is a vital public health issue, with depression and anxiety being prevalent conditions in EU/EEA nations. Often, mental health symptoms go unnoticed, and without prompt intervention, mild to moderate symptoms can develop into more serious disorders. Supported by the European Commission, the researcher identified and assessed 11 exemplary practices for preventing mental illness and promoting mental well-being. This report provides policymakers with effective strategies to protect the mental health of future generations, thereby enhancing their well-being, productivity, and long-term prosperity.

Newton et al. (2021) the study examined the difficulties and possibilities for enhancing the health and well-being of international students from their own viewpoints. The challenges identified were mental health issues, insufficient social support, academic pressures, financial burdens, and housing problems. Obstacles to utilizing university support services included cultural stigma, language difficulties, delays in accessing services, and a lack of knowledge about how or where to find support within the university. The implications of these findings and proposed strategies for improving the health and well-being of international students are discussed.

Mergler and Boman (2020) This chapter focuses on promoting mental health and enhancing social and emotional well-being. It clarifies the concept of mental health and underscores the significance of recognizing mental illnesses. The chapter delves into the experiences of mental illness that manifest during middle age, such as stress, anxiety, and depression. It also investigates the expanding discipline of positive psychology and highlights its beneficial effects on educational institutions and students. The study outlines methods by which schools can foster the social and emotional growth of students. Additionally, it identifies strategies for individual teachers to aid in the social and emotional development of their students. The developmental transitions that middle-years learners undergo, along with the evolving dynamics of their relationships with parents and peers, contribute to making this phase particularly challenging for them. Stress is characterized as an interaction between an environmental event and an individual, where the event is perceived as harmful, threatening, or demanding, and the individual feels incapable of responding effectively.

### 3. ANALYSIS AND INTERPRETATION

The analysis and interpretation of the comprehensive review of student mental health and well-being across educational systems revealed several key insights:

#### **Multidimensional and Ecological Nature of Student Mental Health**

The ecological model suggests that students' mental health is influenced by a complex interplay of personal, familial, educational, and community factors. Elements like academic pressure, social isolation, bullying, financial difficulties, and family problems interact within these systems, highlighting the need for interventions that address multiple levels at once (Saikia, 2020).

## Critical Vulnerability During Educational Transitions

Periods of transition in education, such as moving from primary to secondary school or starting higher education, are recognized in the literature as times when individuals are more susceptible to mental health issues. These transitions can disrupt existing social and environmental support systems, leading to an increased risk of loneliness, stress, and difficulties in adjusting, which highlights the need for specific support measures (Curtis et al., 2023).

## Impact on Academic and Social Outcomes

There is a strong link between poor mental health and adverse academic results, including lower performance, increased absenteeism, higher dropout rates, and difficulties in social interactions and school involvement. On the other hand, good mental health fosters motivation, cognitive participation, and effective social skills, highlighting the essential role of well-being in comprehensive education (Susmi et al., 2025).

## Educational Policy and Systemic Frameworks

India's NEP 2020 and similar reforms demonstrate a move towards an education system that is comprehensive, adaptable, and focused on skills, incorporating mental health and well-being into the larger educational objectives. These policies highlight the importance of early childhood education, multilingual teaching, vocational training, ongoing assessment, and fairness, thus creating a supportive environment for promoting mental health (Cenedesi et al., 2024).

## Multilevel Strategies for Mental Health Promotion

Providing effective mental health support necessitates coordinated efforts across various levels. On an individual level, approaches such as cognitive-behavioral therapy, mindfulness practices, and social-emotional learning are beneficial for enhancing resilience and coping mechanisms. In schools, comprehensive strategies that incorporate curriculum integration, staff training, peer support systems, counseling services, and the creation of inclusive and psychologically safe environments are essential. At the community level, collaboration with families, healthcare providers, and organizations is crucial to maintain continuity of care beyond the educational setting. Digital tools, including tele-counseling and mental health platforms, improve accessibility, particularly during crises like the COVID-19 pandemic. On a policy and systemic level, prioritizing funding, mandating mental health education, promoting equity, and fostering cross-sector collaboration are key to enabling scalable and sustainable interventions.

## Challenges Faced by Students and Educators

Students face a variety of stressors, such as academic challenges, social expectations, stigma, financial struggles, and uncertainty about their future. Educators frequently feel anxious and unprepared to address student mental health, a situation worsened by the complexity of student needs and the lack of institutional support, highlighting the necessity for improved educator training and systemic backing (Odhiambo & Mukadi, 2023).

## Role of Environment and Design

Students' well-being is greatly affected by their physical and social surroundings, such as living arrangements and campus areas. Environments that promote social connections, community development, and supportive pastoral care help decrease feelings of loneliness and enhance a sense of belonging, which are important for mental health protection.

## Innovative and Inclusive Approaches

Innovative methods like art therapy and inclusive learning design, which incorporate student mental health scenarios, present valuable opportunities to enhance conventional mental health services. These strategies can help eliminate obstacles to participation and encourage empathetic, student-focused assistance.

## Digital and Peer Support Integration

To ensure digital mental health tools are both usable and relevant, they should be developed in collaboration with students and backed by human support and leadership from institutions. Although there are challenges in defining these tools and limitations in resources, peer support models are an important part of a comprehensive university strategy for promoting mental health (Kumar Yadav & Saranya, 2025).

## Global and Cultural Perspectives

Research comparing students' mental health across different nations reveals both commonalities and distinctions in their conditions and support systems, underscoring the need for interventions that are culturally and contextually tailored to address mental health effectively.

## Importance of Early Intervention and Prevention

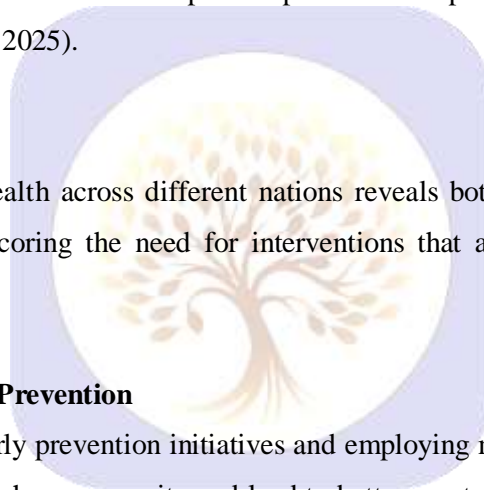
Research indicates that implementing early prevention initiatives and employing mental health coordinators in both primary and secondary educational settings can enhance capacity and lead to better mental health outcomes. Identifying issues early and providing ongoing support are essential to preventing the escalation of mental health challenges.

## Healthy Habits and Holistic Wellbeing

Key lifestyle elements such as consistent physical activity, nutritious eating, adequate rest, mindfulness practices, social connections, and participation in rewarding activities are crucial for sustaining mental well-being. This indicates that promoting mental health should go beyond medical treatments to include everyday habits and routines.

## Normative and Rights-Based Considerations

The growing conversation around the human right to good mental health supports strategies that encompass the entire population, extending beyond merely treating mental disorders. It highlights the importance of compassion, the empowerment of vulnerable individuals, and public health models to justify and implement these rights.



**Interpretation:**

The review highlights that addressing student mental health and well-being involves complex issues that necessitate comprehensive, systemic strategies. These strategies should integrate personal support, changes to the educational environment, policy reforms, and community involvement. Successful interventions need to be culturally and developmentally appropriate, inclusive, and maintained throughout a student's educational journey. Advancements in educational policies, technology, and innovative therapeutic methods present opportunities to improve mental health. Nonetheless, ongoing challenges such as stigma, limited resources, and the preparedness of educators must be tackled to fully harness these opportunities. Promoting holistic well-being, based on ecological and rights-based frameworks, provides a thorough approach to supporting students' mental health across various educational settings.

**4. CONCLUSION**

The conclusion underscores that the mental health and well-being of students are intricate and multifaceted issues requiring comprehensive and coordinated responses at the individual, educational, policy, and community levels. Effective support should be culturally aware, developmentally suitable, and consistently provided throughout students' educational experiences. Progress in educational policies, technology, and innovative therapeutic practices presents promising opportunities for enhancing mental health. Nonetheless, persistent challenges such as stigma, limited resources, and inadequate educator training need to be systematically tackled. A holistic approach to well-being, rooted in ecological and rights-based frameworks, offers a strong foundation for creating supportive and inclusive educational environments that promote mental health among diverse student groups.

The future scope of this study involves advancing the development and implementation of integrated, multi-level mental health interventions tailored to various educational settings. Further research should concentrate on the long-term evaluation of policy reforms, like India's NEP 2020, to determine their lasting impact on student well-being. There is also potential to broaden the co-design and thorough assessment of digital mental health tools to improve accessibility and engagement, particularly among marginalized student populations. Additionally, exploring innovative inclusive practices such as art therapy and peer support models can enhance our understanding of effective support mechanisms. Investigating educator readiness and systemic capacity building is essential for optimizing the delivery of mental health support. Finally, expanding cross-cultural and rights-based frameworks will enrich the development of culturally sensitive, equitable, and sustainable mental health promotion strategies within educational systems.

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