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The Mental Health of Adolescents

الصحة النفسية للمراهقين

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الملخص:

تعددت الموضوعات التي تناولت الصحة النفسية للمراهق لما لها من أهمية بالغة وخطورة عالية على حياة المراهق، لأنه بغياب السلام النفسي للمراهق تكون الأزمات بكل الأشكال والأنواع. ويحاول هذا البحث تسليط الضوء على واقع الصحة النفسية للمراهق خاصة فئة المتمدرسين وتوضيح أهمية الصحة النفسية له وكيفية تحقيقها في المدرسة بتوضيح دور هذا الأخير في إعداد تلميذ سليم نفسيا ذو شخصية متكاملة. وقد تم الاعتماد على المنهج الوصفي التحليلي لتقديم فهم أعمق حول كيفية تحقيق الصحة النفسية للمراهقين داخل المؤسسات التعليمية.

الكلمات المفتاحية:

الصحة النفسية، المراهق، السلام النفسي، الشخصية.

Abstract:

The topics addressing the mental health of adolescents are numerous due to its significant importance and high impact on their lives. Without psychological well-being, adolescents are prone to various crises in different forms and types. This research aims to shed light on the current state of adolescents ' mental health, particularly among students, and to clarify the importance of mental health and how it can be achieved in schools. It highlights the role of schools in preparing psychologically healthy students with well-rounded personalities. . The descriptive-analytical approach was adopted to provide a deeper understanding of how to achieve mental health for adolescents within educational institutions.

Keywords:

mental health; adolescents; well-being; personalities.

1. Introduction:

The Holy Quran informs us that Adam (peace be upon him) was created with sound physical and mental health. God created him in the best form and provided him with conditions of safety and tranquility. God honored and blessed him, commanded the angels to prostrate before him, taught him what he did not know, and appointed him as His vicegerent on earth.

The science of mental health emerged as a field that bases its various studies on following the scientific method. Over time, the perspective on this science has shifted from merely treating those with mental and psychological disorders to focusing on general health, preventing deviations, and fostering the development of a balanced personality. It also aims to alleviate psychological and social pressures and crises, and to provide conducive conditions for work, productivity, and creativity. In this stage, the goals of preventive and developmental mental health science have been fully realized in addition to its therapeutic objectives. As a result, there has been an increased interest in this field.

Psychological disorders are considered one of the discouraging factors that prevent students from engaging in and developing their personal projects. On the contrary, psychological stability serves as a motivating factor that drives effort, productivity, and a positive outlook for the future. It instills self-confidence, reinforces determination and willpower, and helps students overcome difficulties and obstacles. This enables them to achieve the goals they set for themselves through their personal efforts.

Good health is achieved when a person is able to build effective social relationships, harmonize and integrate with members of their community, adapt their private life to the complex circumstances of their environment, and determine their own destiny. Hence, we can consider health as the result of successful social upbringing.

Health deteriorates when an individual faces demands in various areas that cannot be overcome or fulfilled within the social framework they live in and during the life period they are going through. This harm manifests in symptoms of psychological, physical, and social abnormalities, leading to what are known as psychological, physical, and social diseases.

Mental health is the absence of psychological illness and the tendency towards normal behavior. This means that mental health is being natural, and it is assumed that a person is usually well-adjusted. Here, mental health refers to the normal practice of life.

Mental health is the integration of psychological functions to a level of efficiency. It reflects the average behavior of a community or group. In this context, the predominant behavior or the average behavior of the group is considered normal behavior, and those who fall within this range exhibit an acceptable degree of mental health. It represents the flexible and integrated interaction between the components of a person.

Problem statement:

It is well-known that as humans progress through each stage of their lives, there are tasks specific to each stage that they must fulfill. Sociology and psychology have greatly contributed to understanding the human psyche and the experiences it goes through at every stage of life and within every society. When discussing adolescence and its mental health, we are talking about a stage of life that is difficult to define with specific ages because it encompasses several phases, each with its own characteristics.

The World Health Organization considers mental health as a state indicating the completeness of physical, mental, and social aspects, rather than just the absence of illness and weakness. Mental health is a psychological state in which individuals feel harmony within themselves and with the society they live in (World Health Organization, 2001).

The stage of adolescence has garnered significant attention from psychological and social studies. This phase of development has received ample research and study unlike any other age group. Adolescence is a crucial stage in a person's life, marked by numerous problems, pressures, and challenges. During this period, adolescents discover their identity and define their place in the society they live in. Adolescents undergo many changes during this time, affecting various aspects of their personality.

Looking at the importance of adolescence from the perspective of the individual, we find that it represents a critical stage in a person's life because it is the age at which their future is largely determined. From the perspective of society, adolescence is the period during which individuals prepare themselves to contribute to society. From the perspective of the educational system, through which individuals pursue their studies, it may foster a sense of belonging in the personalities of adolescents due to the conflicts and changes they go through.

Adolescence is considered one of the most important stages in an individual's life, and when we say "individual," this includes students, especially during high school, where this stage is critical for them. It marks a significant phase in their lives, transitioning from childhood to adulthood. It serves as a pivotal period characterized by behavioral and psychological changes, often hindering their studies. Adolescence represents a transitional phase between childhood and maturity, marked by

behavioral and psychological changes that may leave individuals feeling unsettled and unsure of their desires and responsibilities. It lays the foundation for building their identity, values, and personality traits, as they begin to experience feelings of freedom, independence, and self-reliance. Adolescents strive to develop their own personal identity and self-awareness, seeking to differentiate themselves from their childhood identity.

The educational system has witnessed several transformations that have impacted all aspects to enhance and develop the process of education, aiming to prepare well-balanced individuals. There has been a growing interest in addressing the psychological and emotional aspects of students, and institutions have sought to meet the needs of students and help them overcome the obstacles and challenges they face. This is especially true for students in secondary school, as it is a distinctive stage coinciding with the sensitive and difficult period of adolescence.

Adolescence is known to be a risky stage, particularly in terms of behavior. During this phase, adolescents seek more independence and autonomy. They may encounter numerous difficulties, challenges, and disturbances. Since the academic stages are fraught with many problems that students face in various educational phases, these problems vary in severity and type.

The study aims to understand the nature of mental health during adolescence by addressing the following questions:

1. What is the nature of mental health and what is its role in educational institutions?

2. What are the main manifestations of mental health and psychological adjustment in adolescents?

3. What are the common mental illnesses and psychological problems among adolescents?

4. What is the role of the school in promoting mental health among adolescent students?

Importance of the study:

The importance of this study is to help guide interested parties in developing preventive and therapeutic approaches to provide better services and to plan a realistic scientific program for adolescent mental health. Sufficient scientific information about the types, nature, and characteristics of mental illnesses must be available.

Literature review:

The Importance of Mental Health for University Students (A Field Study on the Reality of Mental Health Among University Students – University of Tlemcen, Algeria) by Nafqih El Eid (2007):

This research aims to shed light on the mental health status of university students and clarify the importance of mental health for them. It emphasizes the preparation of students to be mentally healthy individuals with integrated personalities. The study's questions were as follows:

- ✓ What is the reality of mental health among university students, and how prevalent are mental disorders among them?
- ✓ Are there differences in mental health between male and female students?
- ✓ Are there differences in mental health between students of humanities and students of psychological sciences?

The results showed the following:

- Regarding the gender variable, there were statistically significant differences in the clinical dimensions related to depression, anger, and tension in favor of male students. In contrast, the clinical dimension related to anxiety was in favor of female students in the humanities.
- Concerning the field of study variable, there were statistically significant differences between humanities students and psychological sciences students in the clinical dimensions related to inadequacy and depression, favoring humanities students. On the other hand, the clinical dimension related to sensitivity was in favor of psychological sciences students.

Study by Souli Iman (2014) on the School Climate and Its Relationship with Mental Health Among a Sample of Middle and High School Students: The study aimed to uncover the relationship between the school climate and mental health among middle and high school students in the Wilaya of Ouargla. It sought to determine the differences in the level of mental health attributed to variables such as gender (male-female), geographic area (urban-rural), and educational stage (fourth year middle school - third year high school).

The study was conducted on a sample of 978 students, utilizing two questionnaires: one on the school climate prepared by the researcher and another on mental health prepared by Marwan Abdullah Diab (2006). The study concluded that the prevailing school climate in both middle and high schools is open, that the level of mental health in middle and high school education is high, and that there is a positive correlation between the school climate and mental health.

2. Concepts:

2.1 - The definition of mental health:

A constant relative state, in which the individual is psychologically aligned (personally, emotionally, and socially), feeling happiness within themselves and with others, capable of realizing their potential and maximizing their abilities. They are able to confront life's demands with integrity, maintaining a cohesive personality. They exhibit good character, living in peace and tranquility (Zahran, 2005, p.9).

Bakal suggests that "mental health is the balance between all aspects of life (social, material, spiritual, and emotional). It serves as an indicator of how we interact with our surroundings and our ability to find suitable alternatives or choices in our lives" (Bakal, 1979, p.121).

Mental health is defined as: "the ability of mental functions to perform their tasks successfully (effectively), which can lead to positive productive activities such as establishing healthy relationships with others, and the ability to adapt to life's conditions and changes "(Guttentag, 1980, p. 187).

2.2- Definition of adolescent:

It is the person who has completed fifteen years of age and has not yet reached eighteen years of age, usually corresponding to the age of intermediate and secondary education stages (Al-Fawzan, 2008, p. 26).

2.3- The nature of mental health and its implications:

The definition of mental health is described as an individual's ability to harmonize with themselves and with the society they live in, leading to a life free from turmoil and disturbance. Mental health is perceived as "not merely the absence of disease but the highest attainable standard of physical, mental, and social well-being of the human being" (Abu Al-Nil, 1994, p.31).

It is also defined as the individual's perception of being aware of the details of their behavior, and dealing with situations in a manner that satisfies them, achieving harmony with themselves and others. The individual should be free from anxiety, depression, hysteria, and psychosomatic illnesses, and this state should be relatively constant.

Health is considered one of the important components of feeling happiness, and it is truly one of its objective elements, closely linked to happiness. Some studies have addressed the relationship between health and happiness, and quantitative analyses of these studies' results have indicated a moderate correlation between the two. This correlation was stronger among women, particularly when using self-rated health measures. There is a clear association between negative emotions, feelings of distress, the quantity of anxiety, and poor health (Argyle, 1993, p. 227).

Mental health is linked to happiness and peace of mind, whether individually or in relationships with peers or within one's community, and the same applies to adolescents.

If we were to review some concepts of mental health, we would find that it is a state of psychological well-being. Like physical health, mental health should be viewed as the ultimate goal that an individual strives for through their behavior and interactions with life around them. Thus, it is the end of a continuum, with the other end being mental illness (Al-Sharqawi, 1983, p.27).

Al-Sharqawi adds that physical health is determined by the positive performance of the body and its organs and the ability to utilize this body to serve the individual and achieve their goals, with the enjoyment derived from controlling the capabilities of this body and using them positively in daily life.

Multiple psychological perspectives view mental health as having various meanings and concepts, with multiple and diverse definitions. In this context, we will attempt to address what is relevant to our research by understanding the relationship between the repercussions of violence and its diverse manifestations on mental health. This is particularly important as mental health is a state of both mind and body, as expressed by Al-Sharqawi.

Various theories present different perspectives on mental health, one of which is Erikson's theory. This theory derives its roots from psychoanalysis but includes new additions. Erikson's theory outlines eight stages of an individual's life, proposing that at each stage, a person encounters fundamental problems that must be successfully addressed to facilitate coping with challenges in subsequent stages. Erikson identified eight aspects of mental health across these eight stages of development as follows:

- **Sense of Trust**: The corresponding stage for this characteristic is the first year of a child's life.
- **Sense of Autonomy**: This means the child's recognition that they have their own will.
- **Sense of Initiative**: This characteristic of mental health distinguishes children around the ages of four and five, referring to their ability to perform actions that help them discover the people they meet.
- **Sense of Accomplishment**: Mental health in children aged six to eleven or twelve is characterized by this sense of achievement.
- **Sense of Identity**: This characteristic of mental health begins with the onset of adolescence, with successful identity formation marking mental health in this stage.

- **Sense of Intimacy and Affection**: Mental health at this stage, typically around ages sixteen or seventeen, or the beginning of late adolescence, is characterized by these feelings.
- **Sense of Parenthood**: This involves the characteristics of previous mental health stages, with a growing sense of parenthood.
- **Sense of Integrity**: This characteristic, which defines mental health starting from late adulthood at around age forty-five, involves the realization that one's life is solely their responsibility and the readiness to defend one's dignity, values, and goals against threats (Al-Sharqawi, 1983, p.43).

The World Health Organization (WHO) defines mental health as: "The ability of individuals to harmonize with themselves and the world, achieving maximum success, satisfaction, and happiness, along with appropriate social behavior and the ability to face and accept the realities of life."

The researcher's definition of mental health is: "The harmony between all of an individual's psychological functions, their sense of satisfaction and happiness with others, self-awareness, interactions with their community, and the ability to meet their needs without falling into conflict with themselves or others."

From the various definitions of mental health, we can conclude the following:

a) **Mental Health as the Absence of Mental Illness**: Mental health means the absence of psychological disorders and a tendency towards adaptive behavior. This implies that being mentally healthy means functioning well, and mental health here is the natural practice of life.

b) **Mental Health as Integration of Psychological Functions**: Mental health is the integration of psychological functions to a level of efficiency.

c) **Mental Health as the Average Behavior of a Group**: Mental health is considered the average behavior of a group or community. Here, the predominant behavior or the average behavior of the group is seen as the normal behavior, and those who fit within this category exhibit an acceptable degree of mental health.

2.4- Mental Health as Flexible and Integrated Interaction:

Mental health is the flexible and integrated interaction between the various components of an individual.

Mental health has always been and continues to be a significant and influential factor throughout all stages of human life, from childhood to adolescence, adulthood, and then old age. In the language of scientific research methodology, it sometimes acts as an independent variable and other times as a dependent variable. However, it is always a powerful force impacting the individual, regardless of changing or

varying circumstances. It is associated with mental illness when one's mental state deteriorates and with healthy adjustment when an individual's circumstances improve and they harmonize with their environment (Bogren, 2002, pp. 13-17).

Clinical research has shown that an individual's pre-existing psychological predisposition to aggression forms the basis for their violent behavior towards others. This person typically has past painful experiences of aggression directed at them. They are usually aware or conscious of these past painful experiences but are not aware of the effects these experiences have had on them. They are only conscious of what happened to them in the past (Kessler et al., 2005).

2.5- Mental Health and Adjustment:

Adjustment, as defined by Rush, is when an individual behaves according to the prevailing cultural norms of their society. Meanwhile, Woodworth and Donald believe that an individual adjusts in their relationships with the environment by making positive changes.

Smith defines healthy adjustment as a balanced satisfaction, where there is a general fulfillment for the person as a whole, rather than an intense gratification of one drive at the expense of others. A poorly adjusted person is unrealistic, unsatisfied, and often frustrated, tending to sacrifice the interests of others as well as their own. On the other hand, a well-adjusted person can confront obstacles and conflicts constructively, meeting their needs without resorting to uncivilized methods such as violence. According to Smith, an individual's adjustment implies a certain level of realistic satisfaction, which, in the long run, reduces frustration, anxiety, and tension that might arise from differing viewpoints with others or close ones, thus avoiding uncivilized methods.

Shoben introduces the concept of adjustment through integrated behavior, which allows individuals to maximize the use of symbolic and social capabilities unique to humans. Shoben emphasizes that humans differ from animals due to their remarkable ability to use symbols for communication and relationship-building. Additionally, during childhood, humans rely on others for survival and fulfillment of needs, while in adulthood, they accept responsibility and fulfill the needs of others. This adjustment is characterized by self-regulation and appreciation for personal and social responsibility (as cited in Ahmed, 1999, p. 40).

The well-adjusted individual is "psychologically healthy, aware of the motives behind their behavior, effectively influences their environment, directs various stimuli toward others, and provides opportunities for adaptive responses. These individual experiences happiness and satisfaction as a result, making this approach a way of life. Such a person can respond adaptively when faced with challenging life situations" (Al-Sharqawi, 1983, p. 28).

A well-adjusted person is someone who feels happiness and satisfaction. According to Argyle (1993), there is a general feeling of contentment with life, work, leisure activities, marriage, and other areas. He observed that most people claim to be satisfied with life in general or with marriage. Argyle questions, "Do people really feel as satisfied as they claim? This is the traditional problem of validity in psychological studies". Thus, adjustment is the result of overall satisfaction with life, compatibility, interaction, and the effectiveness of the individual in marital, familial, and social relationships, which collectively contribute to mental health and well-being (Argyle, 1993, p. 187).

2.6- The aspects of mental health in adolescents:

We will discuss the mental health of adolescents, focusing on specific aspects such as self-acceptance, independence, personality integration, ability to cope with frustration, tolerance of anxiety, self-reliance, self-confidence, proficiency in personal relationships, and so forth.

We will attempt to review some of the fundamental behavioral aspects mentioned by experts.

Emotional Balance: It is a state of stability, referred to by psychoanalytic theorists as the principle of emotional stability. When exposed to stimuli, individuals experience anxiety and tension, striving to achieve emotional equilibrium. Thus, individuals are in a constant state of activity to eliminate sources of stimulation. Deviation is not fixed; rather, an individual's activity determines their equilibrium. Increased activity leads to greater balance, while decreased activity results in decreased equilibrium and lower levels of mental health. From the perspective of humanistic theory, adolescents are in a continuous state of activity and growth, always striving for self-improvement to fulfill their potential. Therefore, an individual's mental health includes their ability to harmonize with themselves and others, aiming to enjoy a life free from psychological disturbances, thereby achieving balance.

Bendall (2006) identified a set of psychological foundations that explain the relationship between emotional balance, social harmony, and mental health. These foundations are as follows:

- ✓ Individual's interaction with the environment to achieve goals.
- ✓ Individual's response to social life demands without losing spontaneity.
- ✓ Individual's adaptation to reality and acceptance of it to achieve goals.
- ✓ Maintenance of the individual's emotional equilibrium, particularly in emotionally charged situations.
- ✓ Contribution of the individual to collective activities to enhance individual efficiency (Bendall, 2006).

Motivation: Motivation is what drives an individual to engage in a certain activity; it is what moves them to do that activity. Psychological motivation stimulates a person's activity and directs them. The goals that individuals set in their lives are closely related to motivations, and to understand human goals, it is necessary to understand their motivations. Motivations are divided into:

- ✓ Innate (primary) motivations: These are motivations acquired by individuals from the environment, such as the motivation for food, the motivation for sex, and these motivations work to preserve human existence and well-being.
- ✓ Psychological (secondary) motivations: Such as the motivation for psychological security, appreciation, success, independence, cooperation, competition, etc.

One of the most prominent motivations that align with mental health is internal achievement motivation. Achievement motivation is considered one of the important motivations in human behavior and a fundamental aspect of mental health.

Intellectual Excellence: The mental energy of an individual is considered one aspect of their mental health, and it is the energy that helps them achieve their goals and satisfy their needs. It culminates in their ability to think systematically so that they respond to events and crises they encounter in a comprehensive manner.

Intellectual excellence is considered an exceptional phenomenon linked to mental health. Intellectual excellence is the intellectual formation of the individual and is a manifestation of their mental and cognitive intellectual activity. This activity helps achieve an appropriate level of mental health, associated with various emotional aspects.

Feeling Happy: Feeling happy means experiencing mood balance and expressing satisfaction with life. An individual may describe their happiness based on feelings of joy and enjoyment.

Happiness is not the opposite of sadness, as some might assume. Rather, they are independent terms because an individual cannot feel both happiness and sadness simultaneously. Factors associated with happiness include optimism, learning, employment, social participation, and recreational activities.

On the other hand, factors associated with sadness or unhappiness include nervousness, low social status, gender (women tend to experience more sadness), low self-esteem, and negative life events (such as hardships).

Feeling Contentment: It is a general state experienced by individuals and differs from feeling happiness as a positive emotional state. It is a cognitive assessment of the quality of life an individual lives as a whole, or a judgment of satisfaction with life. Feeling content with life involves satisfaction with work, marriage, health, and so on.

There are several aspects to overall contentment, such as self-satisfaction, which includes two elements: evaluations and the feeling of internal pressure, which is the individual's control over their emotions and behavioral reinforcements.

Preserving Personality Integration: This entails evidence of integrated and cohesive functioning of the personality as a whole, encompassing physical, mental, emotional, and social aspects. Therefore, this aspect includes harmony and coherence between personal needs.

Positivity: A mentally healthy individual typically has the ability to exert effort towards constructive endeavors in various aspects of life. They do not feel helpless or powerless in the face of obstacles, but rather, they confront challenges with resilience and resourcefulness.

Optimism: A mentally healthy individual is characterized by optimism, but without exaggeration or excess, as excessive optimism may lead a person to take risks and disregard caution in life situations.

Self-satisfaction and self-potential: A mentally healthy individual is one who fully acknowledges their abilities and potentials realistically, while also recognizing the differences between themselves and others.

Satisfying individual motives and needs: The satisfaction of an individual's basic physiological needs, such as the need for food, drink, rest, and reproduction—which are survival needs—and their way of satisfying those needs, determines the extent of their mental well-being.

The individual's ability to confront situations and crises: The capacity of an individual to remain steadfast and resilient in the face of various setbacks, challenges, and inevitable frustrations without disrupting their balance or distorting their thinking, and without resorting to inappropriate methods to alleviate a crisis or problem.

The individual's capacity to achieve relative independence: The individual is a significant element within the community, influencing and being influenced by it. They cannot fully detach from it, despite the necessity of possessing their unique personality, values, and principles. Their distinct personality should be evident within the environment they inhabit.

3. The common problems and manifestations of mental health disorders in adolescents:

Personality is the dynamic organization within the teenager that regulates all the psychological and physical systems that dictate their behavior and thinking.

The term "lack of organization" is one of the manifestations of mental health disorders in adolescents, which directly impacts behavior and thinking. These disorders can be classified into three categories of organizational disturbances:

- ✓ Sleep disorders.
- ✓ Eating disorders.
- ✓ Speech disorders (American Psychiatric Association, 2013).

Sleep Disorders: Sleep is a state of altered consciousness in which an adolescent can be awakened by stimuli. Sleep progresses through several stages, starting with the onset of sleep, during which the individual's response to external stimuli weakens, muscles relax, and alpha waves, indicating brain electrical activity, increase.

Sleep disorders are classified into two main types:

- ✓ **Sleep Onset Disorders:**
  - Insomnia Disorder.
  - Hypersomnia Disorders.
  - Circadian Rhythm Sleep-Wake Disorders.
- ✓ **Sleep-Related Disorders:**
  - Nightmare Disorders.
  - Sleep Terror Disorders.
  - Sleepwalking Disorders. (American Psychiatric Association, 2013)

Eating Disorders: Eating disorders are associated with adolescent behavioral disturbances in food intake and include the following disorders:

Anorexia Nervosa: Characterized by extreme fear of weight gain and body image disturbances. Several factors contribute to anorexia nervosa, including:

- ✓ **Psychological Factors:**
  - Defensive mechanism providing meaning to the eating disorder.
  - Resistance to the growth process.
  - Adolescents' use of an elimination method to express aggression.

✓ **Organic Factors:**

- Constipation.
- Low blood pressure.
- Dehydration.
- Changes in the skin and hair. (American Psychiatric Association, 2013)

Binge Eating Disorder: Binge eating disorder, also known as compulsive overeating, is a condition characterized by a loss of self-control and compulsive consumption of large quantities of food, typically triggered by stress or negative emotions. Individuals with this disorder often experience feelings of guilt, self-blame, dissatisfaction with themselves, and depression. They may establish strict dietary regimes and engage in intense physical exercise to counteract weight gain. These disorders typically begin during adolescence and affect females more than males.

Speech Disorders: Most speech disorders are attributed to organic causes, such as:

- Vocal cord ulcers and inflammation due to colds.
- Acute tonsillitis.
- Dysfunction of the endocrine glands, leading to voice hoarseness, which may manifest in some adolescents.

Speech disorders can be classified as follows:

- Aphasia: characterized by a lack of speech.
- Stuttering: taking two forms, involving either repeated tremor-like movements or speech blockages followed by explosive bursts. (American Psychiatric Association, 2013)

4. The Role of the School in Promoting Students' Mental Health:

After the early childhood years, a child transitions to school, where the institution begins to aid in their psychological development. The significance of school in the child's psychological growth increases as the child becomes more independent from home. While the family provides a strong emotional attachment, the school offers a structured environment conducive to healthy educational and psychological development.

The school's role in achieving students' mental health does not lie merely in its physical aspects, such as the playground and classrooms. Instead, it is the dynamic, interconnected relationships among teachers, administrators, and peer groups that ultimately aim to:

- Foster a generation with sound mental health.

- Teach individuals how to love, work towards success, handle failure, readjust and reconcile their desires, approach life with hope and enthusiasm, and reduce selfishness to live harmoniously with others.

- Achieve emotional maturity among students: Educate students on how to attain emotional maturity, which is the essence of mental health. This is crucial because the factors that lead to success or failure, and their subsequent health impacts, are fundamentally emotional, linked to motivation and performance.

5. The school is essentially a material-emotional entity

The material aspect of the school includes various facilities such as classrooms, activity halls of various kinds, sports fields, and other amenities. These elements are related to the students' mental health, as they are influenced by beautiful architecture, clean and well-lit classrooms and halls with good ventilation, and spacious playgrounds for playing and running. These factors contribute to:

- ✓ Supporting the sense of security in their relationships with the school and with each other.
- ✓ Building feelings of affection among students towards their school.
- ✓ Influencing their emotions towards the external world, promoting openness and cooperation in general.

The emotional aspect of the school is perhaps more significant in achieving mental health than its material aspect. The emotional atmosphere of the school is closely linked to its educational philosophy. Emotional stability includes the following:

The ability of an individual to "control their various emotions and express them appropriately according to the circumstances, in a way that suits the situations requiring these emotions. Consistent emotional responses in similar situations are indicators of mental health and emotional stability, as fluctuations in emotions in such cases suggest emotional disorder" (Abdel Ghani & Ali, 2004, p. 52).

Students with poor psychological adjustment suffer from psychological tension and express it through various responses such as low self-confidence, anxiety, physical and verbal aggression in interactions with others, selfishness, indecision, jealousy, speech and language issues, nail-biting, aggressiveness, daydreaming, self-centeredness, delinquency, lying, withdrawal, theft, isolation, introversion, shyness, academic underperformance, school dropout, hatred for school and teachers, and truancy. All these factors negatively impact their academic performance (Shadli, 2001, pp. 58-59).

6. The Teacher as a Powerful Influence on Young and Adolescent Minds:

This influence primarily stems from the direct relationship between the teacher and their students, which can last for varying lengths of time.

The teacher plays several roles, acting as a father figure, supervisor, leader, scholar, expert, friend, guide, and therapist. The significance of the teacher's role varies depending on the teacher's personality and the students' age group. Regardless of the specific role, the teacher's primary mission is to help students achieve emotional maturity.

This importance is highlighted by several studies on attitudes toward schoolwork and the school environment:

A study by Austin and Northern (2011) indicated that a student's relationship with their teachers and peers, their impressions of school administration, and their responses to school subjects significantly impact their mental health.

Research by Boyle and Bergin (2013) found that students who adapted to a flexible school administration showed greater love for their school, achieved higher academic levels, and had better social adjustment within the school compared to those who did not.

Supporting these findings, Neal, Gill, and Tismer (2016) conducted a study on high school students in Minnesota and found a statistically significant relationship between students' attitudes towards school administration, teachers, and school activities and their academic achievement. This relationship enhances students' mental energy, which, in turn, increases their cognitive engagement, leading to better academic performance. This alignment between cognitive and emotional factors contributes to overall mental health.

7. The Role of the Teacher in Supporting Students' Mental Health:

- ✓ **The Teacher as the Most Important Figure in Students' Lives:** After their parents, the teacher is the most significant person in a student's life due to the lasting impact they can have on the students' minds.
- ✓ **The Teacher as a Powerful Influence on Young and Adolescent Minds:** This influence primarily stems from the direct relationship between the teacher and their students, which can last for varying lengths of time.

8. Conclusion

From the theoretical analysis provided by the study concerning the research question, "What is the nature of mental health, and what is its role in the educational process?" The current study aimed to understand the nature of mental health, particularly during adolescence, a sensitive stage in an individual's development. Mental health is indispensable, especially in our current times where psychological and behavioral disorders are prevalent among adolescent students. The study highlighted the key aspects of mental health for adolescents, the most common issues, and the manifestations of mental health disorders. Based on the brief study conducted, we call upon educational institutions to pay more attention to the mental health of adolescent students. There must be awareness of the importance of adolescents and their mental health, enabling them to control their emotions and reduce psychological disorders. All efforts should be made to help adolescents build their personalities in a healthy and sound manner.

Recommendations:

In light of the study's findings, the researcher offers the following suggestions:

- **Greater attention to the mental health of adolescent students:** Ensuring a high degree of security and peace for them allows better integration into their school environment and achieving their future goals and aspirations.
- **Holistic and integrated teaching approach:** This should cover all aspects of the adolescent student's personality, addressing all their issues within and outside the educational process, thereby fostering mutual trust between the student and the school.
- **Understanding mental health in each educational and age stage:** Schools should develop programs tailored to each educational and age stage to help all students achieve comprehensive mental health.
- **Creating a conducive educational environment:** Ensure the educational climate and conditions necessary for achieving mental health are met by those responsible for the educational process.
- **Providing counselors and psychologists in every educational institution.**
- **Training and qualifying teachers:** Conduct training sessions to raise awareness about the importance of mental health among adolescent students.
- **Offering school mental health programs and services:** These programs should aim to enhance psychological and social well-being in the school environment and provide early and direct intervention before psychological issues escalate, especially during crises in adolescence.
- **Collaboration between parents, school administration, and teachers:** Work together to achieve the mental health of students, improve their academic performance, and ensure their psychological and social well-being within the school.

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