



## Effectiveness of Mental Health Literacy Training Programs for Teachers: An Understanding

Dr. Debasish Das

Assistant Professor, Surendra Lal Das Teachers' Training College, Baba Saheb Ambedkar Education University (Erstwhile The West Bengal University of Teachers' Training, Education Planning and Administration), Howrah, West Bengal, India, Email: [debasishdascal@gmail.com](mailto:debasishdascal@gmail.com)

**Abstract:** *Mental health challenges among school-aged children and adolescents are increasingly recognized as significant barriers to learning and overall development, placing teachers at the forefront of early identification and support. Mental health literacy training programs for teachers have emerged as a critical strategy to enhance educators' knowledge, attitudes, and skills related to student mental health. This study examines the effectiveness of mental health literacy training programs in improving teachers' understanding of common mental health conditions, reducing stigma, and strengthening their confidence in recognizing and responding to students' mental health needs. Drawing on existing empirical studies and program evaluations, the paper explores key components of effective training, including content relevance, duration, delivery methods, and ongoing professional support. Findings suggest that well-structured mental health literacy programs significantly improve teachers' knowledge and attitudes, promote early intervention practices, and foster supportive classroom environments. However, challenges such as limited training time, lack of institutional support, and variability in program implementation continue to affect outcomes. The study underscores the need to integrate mental health literacy training into pre-service education and in-service professional development to equip teachers with essential competencies. Strengthening teachers' mental health literacy is presented as an educational imperative for promoting student well-being, inclusive learning environments, and sustainable school mental health systems.*

**Keywords:** *Mental Health Literacy, Teacher Training Programs, Student Well-Being, School Mental Health, Professional Development.*

**Introduction:** Mental health concerns among children and adolescents have become increasingly prominent within educational settings, directly influencing students' academic performance, behavior, and overall well-being. Teachers are often the first adults to observe changes in students' emotions, learning patterns, and social interactions, placing them in a critical position to identify early signs of mental health difficulties and respond appropriately. However, many teachers report limited knowledge, confidence, and training in addressing mental health issues, which can hinder timely support and referral.

Mental health literacy training programs for teachers have emerged as a strategic approach to bridging this gap. These programs aim to enhance teachers' understanding of mental health concepts, reduce stigma, improve recognition of common mental health challenges, and strengthen skills for providing initial support and guidance within the school environment. By equipping teachers with accurate knowledge and practical strategies, mental health literacy training has the potential to foster supportive classroom climates and promote early intervention.

This study focuses on understanding the effectiveness of mental health literacy training programs for teachers. It examines how such programs influence teachers' knowledge, attitudes, and confidence in managing student mental health concerns, as well as their broader impact on school communities. Understanding the effectiveness of these programs is essential for informing educational policy, teacher professional development, and the creation of mentally healthy schools.

## 2. Review of Literature

**Yamaguchi and their team (2020)** did a detailed look at all the studies on mental health literacy programs for school teachers. They wanted to see how well these programs work in helping teachers understand and deal with student mental health issues. They looked at different studies to find out what these programs do to teachers' knowledge, their opinions, and their skills in handling mental health problems in students.

They found that most of these programs really helped teachers learn more about mental health conditions.

**Liao et al. (2023)** did a detailed review and analysis of studies to see how evidence-based programs affect teachers' mental health literacy (MHL). They looked at results from many studies to find out how well structured MHL programs work in improving teachers' mental health-related outcomes.

The analysis showed that these programs had a strong positive effect on teachers' knowledge about mental health, especially in identifying mental health problems and knowing the right ways to support people.

**Bichoualne, Oubibi, and Rong (2023)** looked at how a mental health literacy (MHL) program affected current teachers. They focused on how the program changed teachers' knowledge, attitudes, and confidence when it comes to mental health. The study used a planned training program to check how teachers did before and after taking part in the mental health literacy training.

**Ueda and their team did a study in 2021** where they tested a short educational program using videos to help schoolteachers learn more about mental health. The videos gave teachers useful information on understanding mental health, spotting early signs of problems, and knowing how to respond in school environments.

**3. Research Gaps:** Existing studies show that mental health literacy (MHL) training helps teachers learn more about mental health, change their views, and feel more confident. However, there are still important things we don't know. Most research looks at what happens right after the training, but not much is known about how long these changes last or if teachers keep using the skills they learned in their daily work. Another thing we don't know enough about is whether teachers actually change their behavior.

They often say they feel more ready to help, but we don't have proof that they are doing it in real classrooms or when they refer students for help. So, it's unclear how much of the training really helps in real school situations. Also, even though teachers usually gain more knowledge about mental health, there is less agreement on how their attitudes and beliefs about mental health change. This means more research is needed to figure out which parts of the training are most effective at changing teachers' attitudes in a lasting way.

## 4. Objectives:

- To assess the effectiveness of mental health literacy training programs in improving teachers' knowledge of mental health issues.
- To examine the impact of mental health literacy training on teachers' attitudes toward mental health and mental illness, including stigma reduction.

- To evaluate the extent to which mental health literacy programs enhance teachers' self-efficacy and confidence in addressing students' mental health concerns.
- To analyze whether mental health literacy training influences teachers' ability to identify early signs of mental health problems among students.
- To investigate the application of mental health literacy knowledge and skills by teachers in real classroom and school settings.

**5. Research methodology:** This study uses a qualitative approach based on analyzing existing data to look into how well mental health training programs work for teachers. We chose to use existing data instead of collecting new information because we want to carefully examine what other studies, policies, and program reviews have found. By looking at past research and evaluations, we aim to gather a wide range of information about how these training programs affect teachers and their work in schools. To start, we set clear rules for choosing which studies to include.

We looked through several databases like JSTOR, PubMed, ERIC, and Google Scholar using keywords like mental health education, teacher training, program success, and school results. We included peer-reviewed articles, reports from government and non-government groups, systematic reviews, and other reliable sources, as long as they focused on mental health training for teachers and provided insights into how well these programs worked.

**6. Analysis and Discussion:** The review of existing studies shows that teaching staff who take part in mental health training gain better knowledge, more positive views, and improved actions when it comes to helping students with mental health issues. Many studies show that teachers who go through organized training learn more about common mental health problems like anxiety, depression, and behavior issues. They also become more aware of early signs and ways to help. This means that even short, focused training sessions can improve teachers' understanding and give them practical tools to spot and address student needs.

Besides gaining knowledge, these training programs often make teachers more confident in supporting students' mental health.

Teachers feel more ready to talk about mental health, offer basic help, and refer students to the right resources. This increased confidence can make a big difference in how well teachers manage their classrooms and how safe and supportive the school environment feels. Programs that use hands-on activities, like acting out scenarios or discussing real cases, are especially good at building this confidence and practical know-how.

The studies also show that how a program is delivered and the school environment play a big role in how well it works.

Research shows that programs with more than one session and ongoing support are more likely to lead to lasting changes in teachers' attitudes and actions than single-day workshops. Factors like school size, access to mental health resources, and support from school leaders often affect how effective a program is. Programs that happen in supportive schools with follow-up help or teamwork with other teachers have a stronger and longer-lasting impact.

**8. Conclusion and Recommendations:** The review of existing studies shows that training teachers in mental health literacy is usually helpful in improving their knowledge, changing their attitudes, and boosting their confidence in dealing with students' mental health issues. Teachers who take part in these trainings learn more about common mental health problems, become better at spotting early signs, and are more open and supportive when students are facing emotional difficulties. Training that uses hands-on methods like

case studies, role-playing, and group discussions is especially effective, showing how important it is to involve teachers in active learning during their professional growth.

From the findings, a few suggestions come up.

First, mental health training should be a regular part of teacher development, not just a single event, to keep knowledge fresh and behavior change lasting. Second, the training should include practical parts that let teachers use what they learn in real situations, which helps build their skills and confidence. Third, schools and leaders should provide support by offering tools, clear steps for helping students, and ongoing guidance to help teachers use what they've learned. Lastly, more research should look at long-term results and use standard methods to check if these programs really make a difference in students' well-being and academic performance.

In short, training teachers in mental health is a useful way to help them recognize and address students' mental health needs. When these programs are well-planned and supported by the school, they can create a more caring and supportive place for learning, benefiting both teachers and students.

## References

- Yamaguchi, S., Foo, J. C., Nishida, A., Ogawa, S., Togo, F., & Sasaki, T. (2020). Mental health literacy programs for school teachers: A systematic review and narrative synthesis. *Early intervention in psychiatry*, 14(1), 14-25.
- Liao, Y., Ameyaw, M. A., Liang, C., Li, W., Ji, Y., & An, Z. (2023). Effects of evidence-based intervention on teachers' mental health literacy: Systematic review and a meta-analysis. *Sustainability*, 15(11), 8981.
- Bichoualne, A., Oubibi, M., & Rong, Y. (2023). The impact of mental health literacy intervention on in-service teachers' knowledge attitude and self-efficacy. *Cambridge Prisms: Global Mental Health*, 10, e88.
- Bunna, P., Amanda, J. N., Minh, H. D., Nam, T. T., & Bahr, W. (2019). Assessing the effectiveness of teachers' mental health literacy training in Cambodia: A randomized controlled trial. *VNU Journal of Science: Education Research*, 35(3).
- Ueda, J., Yamaguchi, S., Matsuda, Y., Okazaki, K., Morimoto, T., Matsukuma, S., ... & Kishimoto, T. (2021). A randomized controlled trial evaluating the effectiveness of a short video-based educational program for improving mental

**Citation:** Das. Dr. D., (2026) "Effectiveness of Mental Health Literacy Training Programs for Teachers: An Understanding", *Bharati International Journal of Multidisciplinary Research & Development (BIJMRD)*, Vol-4, Issue-06(1), June-2026.