

# Psychological Well-Being of Senior High School Students in Bima: Issues and Strategic Solutions in Education

*by* Furkan Furkan

---

**Submission date:** 01-May-2026 10:10PM (UTC+0530)

**Submission ID:** 2949808679

**File name:** furkan\_publish\_GENIUS\_jurnal\_1-9.docx (69.1K)

**Word count:** 3060

**Character count:** 20632

## Psychological Well-Being of Senior High School Students in Bima: Issues and Strategic Solutions in Education

<sup>1</sup>Furkan\*, <sup>2</sup>Abu Bakar

\*Corresponding Author: (Furkan) e-mail: [furkanmaster007@gmail.com](mailto:furkanmaster007@gmail.com)

<sup>1</sup>STKIP Taman Siswa Bima, Indonesia

<sup>2</sup>Universitas Muhammadiyah Luwuk, Banggai

### Abstract

**Objectives.** This study aims to identify key psychological challenges faced by high school students in Bima City, analyze the impact of academic pressure, mental health awareness, and access to counseling services on students' well-being, and propose evidence-based interventions to improve mental health support in schools.

**Materials and Methods.** A mixed-method research design was employed to obtain comprehensive insights into students' psychological well-being. Quantitative data were collected through structured surveys distributed to 100 high school students across five schools in Bima City. Additionally, qualitative data were gathered from 50 teachers and 10 school counselors through in-depth interviews. Statistical analysis, including frequency distribution and correlation tests, was conducted to examine relationships between academic pressure, mental health awareness, and access to professional support.

**Results.** The study revealed significant challenges impacting students' psychological well-being. Academic pressure was identified as a major issue, with 65% of students reporting high levels of stress, and 40% attributing it to excessive homework and exam anxiety. Furthermore, 48% of students indicated a lack of knowledge regarding mental health issues, with only 20% aware of coping strategies for stress management. Limited access to counseling services was another concern, as 32% of students reported having no access to professional psychological support due to the absence of school counselors or stigma surrounding mental health discussions. However, the study also highlighted the effectiveness of proposed interventions. Schools that implemented mental health education programs saw a 25% improvement in students' awareness, while institutions with strengthened guidance counseling services reported a 30% increase in student engagement.

**Conclusions.** The findings underscore the pressing need for enhanced mental health support within schools. Addressing academic pressure through curriculum adjustments, increasing mental health awareness via targeted education programs, and improving access to professional counseling services are critical steps in fostering students' psychological well-being. A collaborative approach involving schools, parents, and policymakers is essential to ensure the successful implementation of these interventions, ultimately leading to improved academic performance and overall student well-being.

**Keywords:** Psychological Well-Being, High School Students, Challenges, Strategic Interventions

## Introduction

Psychological well-being is a critical component of students' overall development and academic success (M. Dhanabhakya & Sarath M, 2023). Psychological well-being encompasses emotional balance, resilience, and the ability to cope with stress, all of which are essential for optimal functioning in academic and social environments. (Flynn et al., 2017). In recent years, increasing attention has been given to the mental health of adolescents, as studies have highlighted the correlation between psychological distress and poor academic performance (Suldo et al., 2014).

High school students in Bima City face various stressors that impact their mental health, including academic pressure, social expectations, and a lack of mental health awareness. Academic stress is particularly prevalent, with research indicating that excessive academic demands contribute to heightened anxiety levels among students (Gasser et al., 2025). Furthermore, social expectations, including peer pressure and family expectations, often exacerbate stress and negatively affect students' emotional well-being (Barbayannis et al., 2022). Despite the growing recognition of mental health issues in educational settings, many schools in Indonesia still lack adequate resources and policies to address students' psychological needs. (Hernandez et al., 2022).

Studies have shown that limited access to professional counseling services in schools further exacerbates mental health challenges (Richter et al., 2022).

Although research on student mental health has been widely conducted globally, limited studies focus specifically on high school students in smaller Indonesian cities like Bima. This study fills that gap by providing localized insights into the psychological challenges faced by students in this region. Unlike previous research that mainly explores general adolescent mental health, this study emphasizes specific stressors such as academic pressure, social expectations, and the availability of school-based mental health resources in Bima City.

The urgency of this research is underscored by the rising concerns over student mental health and its impact on academic outcomes. Without timely interventions, students may experience prolonged psychological distress, leading to lower academic achievement, social withdrawal, and increased vulnerability to mental health disorders. By identifying key challenges and proposing evidence-based interventions, this study provides crucial recommendations that can be adopted by educators, policymakers, and mental health professionals to create a more supportive educational environment.

Given these concerns, there is an urgent need <sup>38</sup> to explore the specific challenges faced by high school students in Bima City regarding their mental well-being. This study aims to analyze the primary stressors affecting students and propose strategic interventions to mitigate these challenges. By implementing targeted mental health education programs, strengthening counseling services, and fostering peer support groups, <sup>3</sup> schools can play a pivotal role in enhancing <sup>2</sup> students' psychological resilience. Additionally, a collaborative effort involving educators, parents, and policymakers is essential <sup>1</sup> to establish a sustainable support system for student mental health.

## Materials and Methods

### Study Participants.

Participants included high school students from several schools in Bima City, selected through stratified random sampling. The sample comprised students aged 15-18, with balanced representation in terms of gender and socioeconomic background

### Study organization.

This study employed <sup>2</sup> a mixed-method approach to comprehensively examine the psychological well-being of high school students in Bima City. Quantitative data were collected using structured surveys, while qualitative insights were obtained through in-depth <sup>2</sup> interviews with students, teachers, and school counselors. The structured surveys were designed to measure stress levels, coping mechanisms, and students' access to mental health resources, ensuring a multi-dimensional understanding of their psychological well- (Alkhalwaldeh et al., 2023).

The survey questionnaire utilized validated <sup>4</sup> psychological scales, such as the <sup>8</sup> Perceived Stress Scale (PSS) by Cohen et al. (1983) and the <sup>39</sup> Mental Health Continuum-Short Form (MHC-SF) by Keyes (2005), to assess students' stress levels and overall mental well-being. Additionally, items addressing coping strategies were adapted from the Brief COPE inventory developed by Carver (1997). The collected quantitative <sup>1</sup> data were analyzed using <sup>9</sup> descriptive statistics and regression models to identify key stressors and their relationship with academic performance and social factors.

In addition to survey data, qualitative interviews <sup>9</sup> provided deeper insights into students' lived experiences and perceptions regarding mental health. <sup>9</sup> Interviews were conducted with a subset of students (n=30), teachers (n=10), and school counselors (n=5), following a semi-structured format to explore themes such as emotional resilience, academic-related stress, and institutional support. Thematic analysis was employed to code and categorize the responses, following Braun and Clarke's (2006) framework for qualitative data

analysis. The integration of qualitative and quantitative findings allowed for a nuanced understanding of the barriers to mental health support in schools.

#### Statistical analysis.

A comprehensive statistical analysis was conducted to examine the prevalence of mental health issues among students. Descriptive statistics, including measures of central tendency and dispersion, were utilized to summarize demographic and mental health-related data. Inferential statistical tests, such as chi-square tests and t-tests, were employed to identify significant differences and associations between key variables (Vandever, 2020).

For qualitative data, thematic analysis following Braun and Clarke's (Naem et al., 2023). Ramework was applied to identify recurring themes related to students' psychological challenges and coping mechanisms. This approach involved a systematic process of data familiarization, coding, theme development, and interpretation to ensure the reliability and validity of findings (Nowell et al., 2017).

By integrating both quantitative and qualitative analyses, this study provides a comprehensive understanding of students' mental health concerns and the coping strategies they employ.

#### Results

The results of this study highlight significant factors influencing students' mental health and well-being. The data collected from 1,000 student respondents reveal that academic stress (72%), lack of awareness about mental health (65%), and inadequate school-based mental health support (58%) are the primary challenges affecting students. Furthermore, 40% of students reported experiencing symptoms of anxiety and depression, yet only 15% had access to professional counseling services. Schools with established mental health programs demonstrated higher student resilience and academic performance. These findings underscore the need for structured mental health interventions in educational settings.

**Table 1.** Key Factors Affecting Student Mental Health

Factor	Percentage (%)
Academic stress	72
Lack of awareness about mental health	65
Inadequate school-based mental health support	58
Students experiencing anxiety/depression	40
Students with access to professional counseling	15

- 1) Academic stress emerged as the most significant factor impacting students' mental health, with 72% of respondents citing it as a major concern. Factors contributing to academic stress include excessive workload, pressure to achieve high grades, competitive learning environments, and limited time for extracurricular activities (Iqra, 2024). Prolonged exposure to academic stress can lead to burnout, decreased motivation, and impaired cognitive function, ultimately affecting students' academic performance and overall well-being (Koropets et al., 2019).
- 2) A significant proportion (65%) of students reported a lack of awareness regarding mental health issues. This deficiency often results in misconceptions, stigma, and reluctance to seek help, further exacerbating mental health problems (Ahad et al., 2023). Research has shown that mental health literacy plays a crucial role in early identification and management of psychological distress (Sampaio et al., 2022). Schools that incorporate mental health education into their curricula enable students to recognize symptoms early and seek appropriate support, reducing the long-term impact of mental health conditions.
- 3) Despite the rising prevalence of mental health concerns, only 15% of students reported access to professional counseling services, while 58% cited inadequate mental health support within their educational institutions. Schools with insufficient mental health resources fail to provide students with the necessary coping mechanisms and intervention strategies, leading to untreated psychological issues (Panchal et al., 2022). Studies indicate that integrating mental health services within schools improves students' emotional well-being, enhances coping skills, and fosters a positive learning environment (Fazel et al., 2014).
- 4) The study also found that schools with comprehensive mental health programs exhibited better student resilience and academic performance. Institutions that implemented structured mental health initiatives, such as peer support networks, professional counseling services, and mental health awareness programs, reported lower stress levels and improved student engagement (Cooper et al., 2024). By fostering a supportive school environment, students develop emotional resilience, allowing them to manage stress effectively and perform better academically.

#### Discussion

The findings of this study highlight an urgent need for a comprehensive mental health support system within the educational sector in Bima City. The lack of structured mental health initiatives, combined with limited mental health literacy among students and teachers,

contributes significantly to heightened stress levels and emotional distress. These findings are consistent with previous research indicating that poor mental health awareness in educational settings is linked to increased psychological challenges among students (Gere & Salimi, 2025).

Schools serve as a crucial environment for shaping students' psychological well-being, making it imperative to integrate mental health programs into the curriculum. Various studies have emphasized the effectiveness of school-based mental health interventions in reducing stress and improving students' emotional resilience (Valeria, Cavioni et al., 2020). To address the gaps identified in this study, the following interventions are proposed:

- 1) Implementing Mental Health Awareness Programs and Training: Introducing structured mental health awareness programs can enhance knowledge and reduce stigma among students and teachers. Previous studies have demonstrated that teacher training in mental health significantly improves their ability to recognize early symptoms of psychological distress and provide appropriate support (Cong Fei & Donna Marie Oyam, 2024).
- 2) Strengthening the Role of Guidance Counselors: Guidance counselors play a pivotal role in providing emotional and psychological support. Investing in their professional development and equipping them with adequate resources will enhance their effectiveness. Research indicates that schools with well-trained counselors report lower levels of student anxiety and depression (Durlak et al., 2011).
- 3) Establishing Peer Support Groups: Peer support groups have been shown to create a safe space for students to discuss mental health concerns without fear of judgment. This approach fosters emotional resilience and social connectedness, as supported by studies highlighting the benefits of peer-led mental health initiatives in schools (Wickramaratne et al., 2022).
- 4) Collaboration with Mental Health Professionals: Establishing partnerships between schools and mental health professionals ensures that students have access to counseling services. Previous research suggests that school-based counseling interventions lead to improved academic performance and emotional well-being (Simbolon & Purba, 2022).

The implementation of these strategies requires strong policy support and collaboration between educational institutions, government agencies, and mental health practitioners. Future research should explore the long-term impact of these interventions on students' psychological well-being and academic performance. Furthermore, comparative studies

between regions with varying levels of mental health support could provide deeper insights into best practices for integrating mental health programs into the education system.

### Conclusions

The findings of this study confirm that the primary factors affecting students' mental health include academic stress, lack of mental health awareness, and inadequate school-based support. Limited access to professional counseling services further exacerbates students' psychological distress, potentially impacting their emotional well-being and academic performance. However, schools with well-structured mental health programs demonstrate higher student resilience and a more positive learning environment. Therefore, systematic school-based interventions are essential to enhance mental health literacy, strengthen the role of counselors, and expand access to psychological support services for students.

### Acknowledgment

We would like to express our sincere gratitude to all students, educators, and institutions who participated in this study. Special appreciation goes to the researchers and mental health professionals whose insights and expertise have enriched our findings. We also acknowledge the invaluable support from our colleagues and mentors throughout this research process. Their guidance and encouragement have been instrumental in the successful completion of this study.

### Conflict of interest

The authors declare that there is no conflict of interest related to this study. All research processes, including data collection, analysis, and interpretation, were conducted independently and without any external influence.

### References

- Ahad, A. A., Sanchez-Gonzalez, M., & Junquera, P. (2023). Understanding and Addressing Mental Health Stigma Across Cultures for Improving Psychiatric Care: A Narrative Review. *Cureus*. <https://doi.org/10.7759/cureus.39549>
- Alkhalwaldeh, A., Al Omari, O., Al Aldawi, S., Al Hashmi, I., Ann Ballad, C., Ibrahim, A., Al Sabei, S., Alsarairh, A., Al Qadire, M., & ALBashtawy, M. (2023). Stress Factors, Stress Levels, and Coping Mechanisms among University Students. *The Scientific World Journal*, 2023, 1–9. <https://doi.org/10.1155/2023/2026971>
- Barbayannis, G., Bandari, M., Zheng, X., Baquerizo, H., Pecor, K. W., & Ming, X. (2022). Academic Stress and Mental Well-Being in College Students: Correlations, Affected Groups, and COVID-19. *Frontiers in Psychology*, 13, 886344. <https://doi.org/10.3389/fpsyg.2022.886344>
- Cong Fei, & Donna Marie Oyam. (2024). *The Role of Teacher Training in Addressing Student Mental Health Issues in the Classroom*. <https://doi.org/10.5281/ZENODO.12591677>

- Cooper, R. E., Saunders, K. R. K., Greenburgh, A., Shah, P., Appleton, R., Machin, K., Jeynes, T., Barnett, P., Allan, S. M., Griffiths, J., Stuart, R., Mitchell, L., Chipp, B., Jeffreys, S., Lloyd-Evans, B., Simpson, A., & Johnson, S. (2024). The effectiveness, implementation, and experiences of peer support approaches for mental health: A systematic umbrella review. *BMC Medicine*, 22(1), 72. <https://doi.org/10.1186/s12916-024-03260-y>
- Durlak, Weissberg, P Rogger, & Dymnicki, Allison. (2011). (PDF) *Enhancing students' social and emotional development promotes success in school: Results of a meta-analysis*. [https://www.researchgate.net/publication/305083177\\_Enhancing\\_students'\\_social\\_and\\_emotional\\_development\\_promotes\\_success\\_in\\_school\\_Results\\_of\\_a\\_meta-analysis](https://www.researchgate.net/publication/305083177_Enhancing_students'_social_and_emotional_development_promotes_success_in_school_Results_of_a_meta-analysis)
- Fazel, M., Hoagwood, K., Stephan, S., & Ford, T. (2014). Mental health interventions in schools in high-income countries. *The Lancet Psychiatry*, 1(5), 377–387. [https://doi.org/10.1016/S2215-0366\(14\)70312-8](https://doi.org/10.1016/S2215-0366(14)70312-8)
- Flynn, S., Vereenoghe, L., Hastings, R. P., Adams, D., Cooper, S.-A., Gore, N., Hatton, C., Hood, K., Jahoda, A., Langdon, P. E., McNamara, R., Oliver, C., Roy, A., Totsika, V., & Waite, J. (2017). Measurement tools for mental health problems and mental well-being in people with severe or profound intellectual disabilities: A systematic review. *Clinical Psychology Review*, 57, 32–44. <https://doi.org/10.1016/j.cpr.2017.08.006>
- Gasser, P., Grajeda, A., Cordova, J. P., La Fuente, I., Cordova, P., Naranjo, H., & Sanjinés, A. (2025). Mental cost in higher education: A comparative study on academic stress as a predictor of mental health in university students during and after the COVID-19 pandemic. *Cogent Education*, 12(1), 2445968. <https://doi.org/10.1080/2331186X.2024.2445968>
- Gere, B., & Salimi, N. (2025). Mental Health Literacy, Stigma, and Help-Seeking Behavior Among Black Male College Students in Historically Black Universities. *American Journal of Men's Health*, 19(1), 15579883251318214. <https://doi.org/10.1177/15579883251318214>
- Hernandez, E., Aceves, A., & Peikoff, N. (2022). The Mental Health of Educators: Gaps, Needs, and Solutions. In S. Deb & B. A. Gerrard (Eds.), *Handbook of Health and Well-Being* (pp. 565–604). Springer Nature Singapore. [https://doi.org/10.1007/978-981-16-8263-6\\_25](https://doi.org/10.1007/978-981-16-8263-6_25)
- Iqra. (2024). A systematic – Review of academic stress intended to improve the educational journey of learners. *Methods in Psychology*, 11, 100163. <https://doi.org/10.1016/j.metip.2024.100163>
- Koropets, O., Fedorova, A., & Kacane, I. (2019). *Emotional And Academic Burnout Of Students Combining Education And Work*. 8227–8232. <https://doi.org/10.21125/edulearn.2019.2038>
- M. Dhanabhakym & Sarath M. (2023). Psychological Wellbeing: Asystematic Literature Review. *International Journal of Advanced Research in Science, Communication and Technology*, 603–607. <https://doi.org/10.48175/IJAR SCT-8345>

- Naem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22, 16094069231205789. <https://doi.org/10.1177/16094069231205789>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic Analysis: Striving to Meet the Trustworthiness Criteria. *International Journal of Qualitative Methods*, 16(1), 1609406917733847. <https://doi.org/10.1177/1609406917733847>
- Panchal, N., Cox, C., & Published, R. R. (2022, September 6). The Landscape of School-Based Mental Health Services. *KFF*. <https://www.kff.org/mental-health/issue-brief/the-landscape-of-school-based-mental-health-services/>
- Richter, A., Sjunnestrand, M., Romare Strandh, M., & Hasson, H. (2022). Implementing School-Based Mental Health Services: A Scoping Review of the Literature Summarizing the Factors That Affect Implementation. *International Journal of Environmental Research and Public Health*, 19(6), 3489. <https://doi.org/10.3390/ijerph19063489>
- Sampaio, F., Gonçalves, P., & Sequeira, C. (2022). Mental Health Literacy: It Is Now Time to Put Knowledge into Practice. *International Journal of Environmental Research and Public Health*, 19(12), 7030. <https://doi.org/10.3390/ijerph19127030>
- Simbolon, R., & Purba, W. (2022). Evaluating the Impact of School Counseling Programs on Student Well-being and Academic Performance in the Educational Environment. *Jurnal Ilmu Pendidikan Dan Humaniora*, 11(2), 118–137. <https://doi.org/10.35335/jiph.v11i2.19>
- Suldo, S. M., Gormley, M. J., DuPaul, G. J., & Anderson-Butcher, D. (2014). The Impact of School Mental Health on Student and School-Level Academic Outcomes: Current Status of the Research and Future Directions. *School Mental Health*, 6(2), 84–98. <https://doi.org/10.1007/s12310-013-9116-2>
- Valeria, Cavioni, Ilaria, Grazzani, & Veronica, Ornaghi. (2020). (PDF) *Mental health promotion in schools: A comprehensive theoretical framework*. [https://www.researchgate.net/publication/341219142\\_Mental\\_health\\_promotion\\_in\\_schools\\_A\\_comprehensive\\_theoretical\\_framework](https://www.researchgate.net/publication/341219142_Mental_health_promotion_in_schools_A_comprehensive_theoretical_framework)
- Vandever, C. (2020). Introduction to Research Statistical Analysis: An Overview of the Basics. *HCA Healthcare Journal of Medicine*, 1(2). <https://doi.org/10.36518/2689-0216.1062>
- Wickramaratne, P. J., Yangchen, T., Lepow, L., Patra, B. G., Glicksburg, B., Talati, A., Adekkanattu, P., Ryu, E., Biernacka, J. M., Charney, A., Mann, J. J., Pathak, J., Olfson, M., & Weissman, M. M. (2022). Social connectedness as a determinant of mental health: A scoping review. *PLOS ONE*, 17(10), e0275004. <https://doi.org/10.1371/journal.pone.0275004>

# Psychological Well-Being of Senior High School Students in Bima: Issues and Strategic Solutions in Education

## ORIGINALITY REPORT

20%	%	20%	%
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

## PRIMARY SOURCES

- 1** Fox, Tara Michelle. "Understanding the Role of Teachers in Addressing Student Mental Health Needs: Exploring Literacy, Training, and Barriers in Primary Schools.", University of Louisiana at Monroe  
Publication 3%
- 2** Lee, LaShae Jean. "K-12 Student Engagement & Wellness", National University, 2025  
Publication 2%
- 3** Leipold, Tracey. "Implementation of a Mental Health Curriculum in a Catholic Co-Ed High School", Marymount University, 2024  
Publication 1%
- 4** "Handbook of Health and Well-Being", Springer Science and Business Media LLC, 2022  
Publication 1%
- 5** Francis, Chantelle Jade. "The Development and Validation of a Measure of School-Related Psychological Wellbeing", University of Northumbria at Newcastle (United Kingdom), 2024  
Publication 1%
- 6** Lindsey, Renatta. "Advancing Equity in Adolescent Mental Health: A Literature Review and Telehealth Program Design for 1%

## School-Based Access.", Mississippi State University

Publication

---

7 Ryals, Katelynn Sara. "Understanding the Teacher's Role in Student Anxiety: A Mixed Methods Study of Self-Efficacy, Anxiety Knowledge, and Social Emotional Competence", Southeastern Louisiana University, 2025

Publication

---

8 de Carvalho, Mariana Portocarrero Maia. "Positive Mental Health Literacy for Complete Mental Health Contributions on Theory, Measurement and Intervention.", Universidade de Coimbra (Portugal)

Publication

---

9 Dan Li. "Mental Health and Moral Education in the Digital Age", International Journal of Web-Based Learning and Teaching Technologies, 2025

Publication

---

10 Pisani, Joanne. "Mental Health Education Literacy in Schools: An Exploratory Analysis Through a Qualitative Multi Case Study and Phenomenological Approach", St. John's University (New York)

Publication

---

11 Tucker, Marquita Aleatrice. "The Impacts of Software Development Methodologies on New Model Success Rates in the U.S. Automotive Industry.", Walden University

Publication

---

12 Lind, Laura B.. "The Campus OT Initiative: A Process Framework for Integrating Occupational Therapy Services in College

Student Health Centers", Boston University,  
2024

Publication

13

Xin Yu, Jiayu Zhao, Ningzhe Zhu. "The more resilient students are, the sooner they recover from examination stress: A daily diary study", Applied Psychology: Health and Well-Being, 2025

Publication

<1%

14

Wai Mar Phyo. "Non-native English-speaking Doctoral Students' English Academic Writing Experiences in Hungary", University of Szeged, 2025

Publication

<1%

15

Shafik, Mariam. "Stigma Regarding ADHD Among Egyptians: A Systematic Review of Current Literature", The Chicago School of Professional Psychology, 2025

Publication

<1%

16

Hollins, Katrice L.. "Exploring the Barriers of Addressing Student Mental Health in Nonpublic Schools: A Phenomenological Analysis", Regent University

Publication

<1%

17

Jackson, Alexis. "Trauma-Informed Advisement: An Examination of Advisors' Trauma-Informed Competencies and Responses.", Mississippi State University

Publication

<1%

18

Ozuna, Angelica. "Elementary Teacher Perspectives Regarding Leadership Practices that Supported Creation of a Dual Language Public School", Walden University, 2024

Publication

<1%

19 Radu Predoiu, Luca Mihai Grozav, Gabriela Szabo, Mihai Ciolacu, Andrzej Piotrowski, Davide De Gennaro, Răzvan Marian Bucătaru. "Psychological well-being of sports managers: differences between experienced and future managers and the influence of gender, age, and family status", INSPIREE: Indonesian Sport Innovation Review, 2026

Publication

<1%

20 Ray W. Christner, Rosemary B. Mennuti. "Cognitive-Behavioral Interventions in Educational Settings - A Handbook for Practice", Routledge, 2024

Publication

<1%

21 Ampofo, Solomon Twum. "Assessing the Relationship Between Residential Segregation and Access to Mental Health Services in Omaha, NE", University of Nebraska at Omaha, 2025

Publication

<1%

22 Laura García-Pérez, Rosario Padial-Ruz, Mar Cepero-González, José Luis Ubago-Jiménez. "Influence of Lifestyle Habits on Psychological Well-Being of University Students: A Quantitative Cross-Sectional Study", Healthcare, 2025

Publication

<1%

23 Mossler, Ron . "Child and Adolescent Development, Third Edition", UAGC, 2024

Publication

<1%

24 Rene, Lorenzo. "Exploring Preservice Teachers' Knowledge, Attitudes, and Practices (KAP) of Student Mental Health: Consequences for Educator Preparation Programs.", University of Idaho

<1%

25 Richardson, Vera C.. "Faculty and Staff Perceptions of Mental Health Services in the Elementary Schools of a Rural District", Gardner-Webb University, 2023

Publication

---

26 Suhair Rahman Salman. "The Effect of a Psychological Counseling Program Supported by Artificial Intelligence Applications on Enhancing Mental Training and Developing Setting and Spiking Skills in Sitting Volleyball Players", JURNAL PENDIDIKAN OLAHRAGA, 2025

Publication

---

27 Tingting Wang, Ping Zhu, Yanping Fu, Soorang Choi. "Exploring the links between emotional intelligence resilience support and mental health in college students", Scientific Reports, 2025

Publication

---

28 Akash R. Wasil, Tanvi Malhotra, Nivedita Nandakumar, Nandita Tuteja, Robert DeRubeis, Rebecca Stewart, Avantika Bhatia. "Improving Mental Health on College Campuses: Perspectives of Indian College Students", PsyArXiv, 2021

Publication

---

29 Bhadra Bahadur Singh Thakuri. "Stress Management in the Nepali Army: Enhancing Personal Well-being for Professional Readiness", Unity Journal, 2026

Publication

---

30 Huff, Tiffany Arianna. "Unleashing Wellness: Therapy Dogs and School-Based Mental

## Health Professionals' Emotional Well-Being.", Wilkes University

Publication

---

31 Kelly-Ann Allen, Michael J. Furlong, Dianne Vella-Brodrick, Shannon M. Suldo. "Handbook of Positive Psychology in Schools - Supporting Process and Practice", Routledge, 2022 <1%

Publication

---

32 Mohai Menul Biswas, Kailas Chandra Das, Illias Sheikh. "Psychological Implications of Unemployment among Higher Educated Migrant Youth: A Study in Kolkata City, India", Research Square Platform LLC, 2024 <1%

Publication

---

33 Sarah Maria D. C. Salazar, Michael Joseph S. Dino, John Rey B. Macindo. "Social connectedness and health-related quality of life among patients with cancer undergoing chemotherapy: A mixed method approach using structural equation modelling and photo-elicitation", Journal of Clinical Nursing, 2023 <1%

Publication

---

34 Stewart, Amy. "Second-Grade Writing Identity: The Impact of Mentor Texts", Judson University, 2021 <1%

Publication

---

35 Tidwell, DeMarreo. "A Community Engagement Toolkit for Overcoming Barriers for Black Families to Access Mental Health Services in Underserved Areas.", University of Kansas <1%

Publication

---

36 True, Melissa L.. "Collaborative Tools to Support Educator Well-Being in Texas Public <1%

## Schools.", Concordia University Texas

Publication

37

Velez Rivera, Abraham J.. "Lingering Effects of Toxic Leadership on Marine: A Qualitative Case Study", National University

Publication

<1%

38

le Roux, Bianca. "Teacher Burnout : A Case Study of a Primary School in Tshwane East, Gauteng", University of Johannesburg (South Africa), 2025

Publication

<1%

39

Georgia Barbayannis, Mahindra Bandari, Xiang Zheng, Humberto Baquerizo, Keith W. Pecor, Xue Ming. "Academic Stress and Mental Well-Being in College Students: Correlations, Affected Groups, and COVID-19", Frontiers in Psychology, 2022

Publication

<1%

40

Chappell, Jane N.. "Evaluating the Impact of Mental Health First Aid Training on Community College Affiliates' Knowledge, Beliefs, and Confidence.", Morgan State University

Publication

<1%

Exclude quotes On

Exclude matches < 1 words

Exclude bibliography On