




Universitas Ahmad Dahlan Yogyakarta 26

19137-Article_Text-61262-2-10-20240227_2.pdf

-  CEK TURNITIN 1
-  INSTRUCTOR-CEK JURNAL 1
-  Universitas Ahmad Dahlan Yogyakarta

Document Details

Submission ID

trn:oid:::1:3268372638

Submission Date

Jun 4, 2025, 3:50 PM GMT+7

Download Date

Jun 4, 2025, 3:55 PM GMT+7

File Name

19137-Article_Text-61262-2-10-20240227_2.pdf

File Size

257.2 KB

12 Pages

6,228 Words

35,191 Characters

16% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.





Filtered from the Report

- Bibliography
- Quoted Text
- Small Matches (less than 19 words)




Exclusions

- 5 Excluded Sources

Match Groups

-  **6** Not Cited or Quoted 5%
Matches with neither in-text citation nor quotation marks
-  **14** Missing Quotations 11%
Matches that are still very similar to source material
-  **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 13%  Internet sources
- 4%  Publications
- 13%  Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

- 6** Not Cited or Quoted 5%
Matches with neither in-text citation nor quotation marks
- 14** Missing Quotations 11%
Matches that are still very similar to source material
- 0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation
- 0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 13% Internet sources
- 4% Publications
- 13% Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	Internet	www.radix.ch	3%
2	Student papers	UNICAF	3%
3	Internet	scholarworks.waldenu.edu	3%
4	Student papers	The Open University	2%
5	Internet	portal.amelica.org	<1%
6	Student papers	Edge Hill University	<1%
7	Internet	eprints.gla.ac.uk	<1%
8	Publication	Myreille St-Onge, Alexandre Lemyre. "Assessing Teachers' Attitudes Towards Stu...	<1%
9	Internet	www.unicef-irc.org	<1%
10	Internet	core.ac.uk	<1%

11

Internet

ir.lib.uwo.ca

<1%

12

Internet

e-journal.poltekkesjogja.ac.id

<1%

p-ISSN 2089-9955
e-ISSN 2355-8539

10 (2); 2023; 171-182
KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)

Do Guidance and Counseling Teacher Know About Students Mental Health Problems?: A Qualitative Study

Dody Hartanto, Mufied Fauziah, Imam Azhari, Dian Artha Kusumaningtyas, Yenni Rizal

Universitas Ahmad Dahlan Yogyakarta, Indonesia

dody.hartanto@bk.uad.ac.id

Submitted : 11-10-2023, Revised : 14-11-2023, Accepted : 20-11-2023

Abstract: It is known that adolescent mental health problems at school continue to increase in Indonesia. Guidance and counseling teachers are uniquely positioned to play a critical role in early identification and intervention. This research aims to determine teachers' understanding and knowledge regarding the forms of student mental health problems, efforts to deal with them and obstacles or problems in dealing with adolescent mental health problems at school as well as gaps or problems that schools have not been able to do to overcome mental health problems. The research method used in this research is qualitative. This research was conducted with a consensus qualitative study design. The research results show that teachers have recognized and understood the forms of mental health problems faced by students. The forms of mental health problems found through this research are anxiety, depression, severe emotional disorders, and attention deficit-hyperactivity disorder and have led to self-harm. Teachers are known to have used a variety of treatments aimed at promotion, prevention with class orientation, group and individual counseling. Problems that have not yet had to be addressed by schools are focused on the availability of infrastructure, collaboration and cooperation with parents or students' families as well as teacher capacity building programs. The results of this research contribute to guidance and counseling services in schools so that they can pay more attention to efforts to prevent and alleviate students' mental health problems.

Keywords: Adolescents; Guidance and Counseling Teacher; Mental Health

Introduction

Attention to increasing health problems is increasing. Various research findings that have been conducted show the complexity of mental health problems. Most mental health problems appear early in life, with research results showing that 50 percent appear before the age of 14 and 75 percent in their mid-20s (W.H.O., 2022). It is estimated that mental health conditions globally affect around one in seven children and young people aged 10–19 years (Erskine et al., 2016; Kessler et al., 2007). Depression is one of the main causes of mental health problems among teenagers, while suicide is the fourth largest cause of death among teenagers worldwide (W.H.O., 2022). One thing that is widely researched is the factors that determine the mental health of children and adolescents, who is most at risk, and what works to improve and foster mental health.

The increasing prevalence of students with secondary school mental health problems is a serious problem, as these conditions can hinder academic progress. Various findings show that students with mental health problems are unable to maintain productivity levels in learning. The sources of this disorder are often multiple and not single. Students with mental health problems can experience problems with concentration, memory, motivation, self-esteem, decision making and organizational skills (Collins & Mowbray, 2005; Markoulakis & Kirsh, 2013). However, mental health problems do not systematically cause disorders, in this case dropping out of school or academic failure. According to the model proposed by Fougereyrollas, the presence of mental health problems can interact with protective factors, which can result in full social participation (Fougereyrollas et al., 2019).

Among these protective factors, teachers' positive attitudes towards students with mental health problems have proven to be particularly important. But on the other hand, the teacher's negative attitude can also have a critical influence. There are three main components of teachers' attitudes towards students with mental health problems documented in the

Copyright © 2023 Dody Hartanto

Correspondence Author: dody.hartanto@bk.uad.ac.id

8 literature: their feelings, perceptions, and behavior. First, regarding teachers' feelings, most of them are not afraid of students with mental health diagnoses (MHD) in general, but only 50 to 70% feel comfortable interacting with them (Becker et al., 2002; Brockelman et al., 2006). As for the second component, teacher perception, most teachers admit that students with mental health problems have a serious condition, but remain confident that they can succeed in their studies (Becker et al., 2002; Brockelman et al., 2006). Unfortunately, however, the most frequently reported source of influence on teachers' perceptions of mental health problems is their personal experience, followed by the media and formal training (Brockelman et al., 2006). A lack of accurate information may explain teachers' difficulty in identifying students with MHD (Becker et al., 2002; Brockelman et al., 2006). Regarding the third component, namely teacher behavior, there is something worrying, namely related to the statement: "I am not sufficiently qualified or trained to interact with students who suffer from mental disorders (Brockelman et al., 2006). Regarding actual teacher behavior, some of the most popular positive practices are discussing with students about their mental health problems or giving them extra time for exams (Becker et al., 2002; Brockelman & Scheyett, 2015).

Bearing in mind the assumption that adolescent mental health is an important aspect at every stage of human life. Meanwhile, the prevalence of mental health problems has continued to increase in recent years, with the majority of problems occurring in those aged 15 to 24 years. One person who can help the process of dealing with adolescent mental health problems is a teacher. This research aims to find out how teachers know about the forms or mental health problems faced by students and how to deal with them as well as obstacles or problems in dealing with adolescent mental health problems at school and what schools have not been able to do to overcome the problems. The aim of the research carried out is to obtain a comprehensive picture of how knowledge, efforts or handling strategies and obstacles faced by teachers are an important instrument in dealing with students' mental health problems at school.

Method

This research uses a qualitative approach. The research design used consensual qualitative research (CQR), using partially structured interviews to collect and support recordings, interview transcripts plus a form regarding adolescent mental health problems. The population of this research is Guidance and Counseling Teachers in Senior High Schools and Vocational High Schools in the Yogyakarta Special Region. This research sample used a simple random sampling technique. The research also limited research participants to teachers with at least one year of work experience. This research data was collected through interviews set in a Focus Group Discussion. Analysis of research data was carried out using a thematic approach using the open-coding method.

Results and Discussion

3 Students make a very important transition from adolescence to early adulthood to college. When students are in high school, it is a critical period because it becomes a bridge to college. Based on the research results, it is known that the specific stress triggers faced by students are closely related to the high school period. Some of the problems faced by students in college include new living arrangements, homesickness, academic performance and expectations, time management, and social maladjustment (Linden & Jurdi-Hage, 2017).

3 For many college students, stress and feelings of overwhelm can be associated or related to mental health conditions, especially during significant transitions in their lives (Cuijpers et al., 2016; Pedrelli et al., 2015). Both studies state that stress when starting and

3 attending college is one of the main reasons students face mental health problems or conditions. Other reasons include academic pressure and arriving on campus with a mental health condition. An alarming thing, Blanco et al. states that 12-50% of all students meet the criteria for one or more common mental health disorders (Blanco et al., 2008).

12 This research examines three topics related to mental health, namely the forms of student health problems, the efforts made to overcome students' mental health problems and what schools have not been able to do to overcome mental health problems. First, related to the forms of mental health problems found in schools. Efforts to improve psychological well-being and protect adolescents from bad experiences and risk factors that can affect their potential to develop are very important. These improvement efforts are directed at well-being during adolescence and the future, as well as physical and mental health in adulthood (Organization, 2020). On the contrary, this period opens up the possibility of being exposed and vulnerable to mental health problems. About half of all mental illnesses, including anxiety, depression, severe emotional disorders, and attention deficit/hyperactivity disorder, begin in childhood or adolescence (Daniszewski, D; Rodger, 2013).

11 The various forms of adolescent mental health problems in Indonesia must be known. Mental health problems experienced by teenagers who are currently in high school are based on research results, namely "The forms of mental health problems in teenagers are more often anxiety disorders, mood and friendship disorders and lack of self-confidence" YR (GRBK1). Other teachers also experience almost the same forms of mental health problems. The same thing was conveyed that the problem of controlling emotions is also a concern and a problem that often occurs. "Some of the mental health problems faced in our school are emotional disorders, anxiety, irritability, emotions that tend to be excessive".

The results of research regarding the forms of mental health problems are in line with the results of research conducted by Merikangas et al. (2010), who sought to find out what mental illnesses most commonly affect American adolescents. This shows that anxiety disorders are the most common mental illness (32%) with the earliest symptoms occurring at around six years of age. Apart from that, there are risky behaviors, namely dating, smoking and fighting. Meanwhile, according to ARA (GRBK3) "There are various problems faced by teenagers related to mental health. However, based on records, every year/generation there are always students who experience problems: excessive anxiety, hallucinations, suicidal thoughts, recurring feelings of meaninglessness. Apart from that, there are also feelings of anxiety, there are already 3 students who are currently being treated by a psychiatrist."

The results of other research revealed that 19% of the sample had a diagnosed behavioral disorder, such as oppositional defiant disorder, conduct disorder, or ADHD disorder, mood disorders, including bipolar and depression, amounted to 14%, and substance abuse disorders reached 11%. Nearly half of the students in the study (40%) were found to have comorbidity between the two disorders, indicating the high likelihood that a teenager struggling with mental health issues is likely also struggling in multiple areas (Organization, 2020).

Other concerns about forms of mental health problems are not limited to adolescence; we must consider the long-term impacts that mental illness can have. For individuals, the possibility of developing symptoms such as depressive disorders into adulthood will be higher if these symptoms develop during late adolescence (Humensky et al., 2010). This is the same as stated by SS (GRBK 4) "Based on my experience at school, I often encounter forms of mental health problems encountered at school, some of which are self-harm. Apart from that, I also often see students with mood swings in the form of crying and then laughing." Meanwhile, almost the same findings were conveyed by RIW (GRBK 5) and SP (GRBK 6) who said that: "Mental health problems experienced by students at school today "There are indeed many variations, including: excessive fear during exams, injuring oneself, often being

alone and avoiding friends and having a tendency to be inferior (lacking self-confidence) in the majors taken at Vocational High Schools" RIW (GRBK 5)

With this in mind, it is important to realize that the formative period in a person's life is an important window for improving mental well-being and preventing mental illness. To achieve this, schools are an important piece of the puzzle of how young people can be supported and guided through this challenging time (Hymel et al., 2017, hal. 98). "Some of the problems faced by students at Vocational High Schools are lack of motivation in studying, anxiety and fear about the future and low emotional control. Another thing that has been handled is the problem of children as victims of sexual violence at home carried out by people closest to the family. "This also triggers mental health problems experienced by students," SP (GRBK 6).

The second is related to efforts made to overcome students' mental health problems. Various kinds of efforts are made by teachers to deal with mental health problems faced by teenagers at school. This aims to prepare students or teenagers for the world of work. In schools, creating space to collaborate theory and practice to improve student well-being is one of the important functions of teachers, carrying out collaborative work with school communities who plan to follow this subject (Wyn et al., 2000). Therefore, improving students' mental well-being in the classroom will be related to the creation and maintenance of a positive classroom climate. Teacher support can reflect the enthusiasm to create a learning and school climate that encourages students' mental well-being (Mælan et al., 2018). The findings of this study are not much different, as expressed below. "We as Guidance and Counseling teachers have made various efforts. "However, what we do more often is carry out a mentoring process by listening to stories about children's problems, and then collaborating with psychiatrists regarding the information needed and carrying out further monitoring and providing more intensive attention to children who are known to have mental health problems," SS (GRBK 4).

A study conducted in Norway by Maelan, Tjomsland, Samdal & Thurston (Mælan et al., 2020) revealed that the provision of services by teachers aimed at improving mental well-being by being oriented to the classroom setting had an impact on students' positive feelings and perceptions. This includes a sense of belonging, actions that make them feel emotionally supported, and the possibility of strengthening bonds between classmates. These findings are in line but with different strategies as revealed as follows. "The first thing to do is explore the problem by inviting students who are experiencing problems to talk. After these steps, various combinations of services are carried out in the class. Through classical guidance services and group guidance services. But I definitely combine it with individual services" RIW (GRBK 5).

Teachers can be the first to hear signals or see the condition of students who have problems that affect their well-being and even identify some of the signals they send, and are sometimes ignored or unnoticed at home. Vieira et al., (2014), This can happen because school is one of the main places where students can express their struggles related to their mental health conditions, and this makes teachers special individuals (witnesses) because of the contact between students and teachers in the classroom.

This research shows the same thing as that research. Teachers try to collaborate with parents in dealing with adolescent mental health problems. As expressed by a teacher at school in an interview as follows. "We certainly cannot do our efforts alone. In fact, most of our efforts to deal with mental health problems are by presenting parents/home visits and directing parents to see a psychologist/psychiatrist (reveral). "Encourage the environment around these students, whether in the classroom, at the madrasa or at home, to make it more conducive," ARA (GRBK3). The same information was also conveyed by SP (GRBK 6). "Some of the efforts made to deal with problems are through counseling, coordination and communication with parents and homeroom teachers. As well as collaborating with other professions such as psychologists and related institutions."

4 The results of this study support previous international research (Froese-Germain et al., 2012; Moon et al., 2017; Reinke et al., 2011; Walter et al., 2006) which evaluated teachers' perceptions of their role in supporting and promoting positive mental health among students and 92.7% of teachers agreed that schools should play a role in identifying and correcting mental health problems. Graham dkk. (Graham et al., 2011), the results of this research indicate that teachers recognize mental health problems in the context of their daily teaching practice, but feel that some aspects of support remain the responsibility of other support professionals. The dominant view that emerges is that teachers see themselves as the most appropriate party to support problems related to student mental health through monitoring and implementing behavioral interventions in the classroom and learning.

6 Although teachers are well positioned to observe and recognize any changes in behavior or personality expressed by students, participating teachers have varying roles in the assessment/identification and provision of specialist referrals of students exhibiting mental health distress for additional support. This study shows that teachers who have not received training are statistically less likely to view screening and referral-related tasks as the teacher's responsibility, suggesting a need for greater professional development targeting these roles and the guidance provided by educational psychologists can play a role in supporting teachers. Teacher. Similar to previous research, the results of this survey indicate that more than half of participating teachers (65.7%) received little or no training (Moon et al., 2017; Reinke et al., 2011; Rothi et al., 2008).

7
10 Third, regarding things that schools have not been able to do to overcome emerging mental health problems. Effective school mental health programs place greater emphasis on targeting increased social and emotional learning (SEL) and resilience as well as preventing social, emotional, and behavioral difficulties, including risk behaviors (G. Browne et al., 2004; Cavioni et al., 2020; Cefai et al., 2018; O'Reilly et al., 2018). Therefore, the proposed framework for addressing mental health problems in schools is based more on research on mental health promotion and prevention. These two main aspects represent efforts to deal with school mental health problems which include three main domains.

The results of the research show that guidance and counseling teachers in Indonesia focus more on administrative problems first as a foundation for providing services for handling mental health problems. As stated by RK (GRBK 7) "So far, I see that there has been an MoU with psychologists. Even though there is an MoU with the community health center, psychologists from the community health center have limited schedules and are less flexible. So we seem to just wait until the psychologist comes to get more comprehensive services." Apart from that, schools still do not provide strong support in dealing with student problems related to mental health problems. This assessment was conveyed by SS (GRBK 4) who said "In-depth and comprehensive treatment cannot yet be carried out optimally. Especially in children with cases of self-harm because there is a tendency for students to repeat this behavior. We have never received special training in dealing with new problems that we did not receive in college."

1
1
1 Research evidence also shows the importance of interactive and experiential learning approaches and integrating learning into the general process of school life in treating mental health problems (Weare, 2015). In addition, social and emotional competencies must be ranked in the sense that activities need to be coordinated and developmentally appropriate (Durlak, 2011; O'Reilly et al., 2018). Mental health literacy, which refers to knowledge and beliefs about mental disorders, reducing stigma and encouraging help-seeking behavior, has also been targeted in some literature (Campos et al., 2018). However, family support is also needed in creating resilience in adolescent mental health. Parents should feel that their views, wishes and feelings are taken into account; they should always be fully informed about decisions that impact their child and feel supported in their role (Weare, 2015). This exposure shows the

importance of the family in supporting the resolution of adolescent mental health problems. However, this is precisely what Guidance and Counseling teachers need to improve and carry out in a structured manner. As stated by RIW (GRBK 5) "What schools have not been able to do to overcome mental health problems is to help bridge between children and parents with various activities. Even though it is very important, it is often neglected."

Another thing that must also be maintained is the understanding that apart from family and parents, teachers must be the point of emphasis in increasing the success of youth mental health improvement programs. Based on various research studies conducted regarding mental health promotion in schools, teachers are the biggest asset (Rowling, 2009). High levels of teacher stress and burnout, poor relationships with colleagues, students and families, and work intensification are significant barriers to mental health (Frank et al., 2013). Better teacher well-being is associated with better student well-being and lower student psychological difficulties (Harding et al., 2019). Therefore, prioritizing teacher well-being is as important as focusing on student mental health (Rowling, 2009). Another important thing that schools have not done in dealing with mental health problems is the provision of infrastructure to provide guidance and counseling services. This was stated by SP (GRBK 6) below. "What schools do not yet have are adequate facilities and infrastructure to provide assistance or guidance and counseling services. "The space is still limited and not ideal, the size, comfort and other aspects related to maintaining principles in guidance and counseling services are disturbed."

Conclusions and Suggestions

Mental health problems are a problem that must continue to receive attention and treatment. The various types of treatment currently available cannot be said to be completely successful, because they still require modification and development to suit the circumstances of teenagers at school. Although the promotion of prevention and treatment of mental health problems may compete with other demands in schools, research that can support holistic, inclusive and participatory practices in the field of mental health promotion is essential. The focus of research that must be carried out is regarding teachers' knowledge regarding the forms or mental health problems faced by students, treatment and various deficiencies that must be carried out together with the school. The research results show that teachers already have knowledge about the forms of mental health problems among adolescents in schools, but still need additional information about various other forms of mental health problems in more detail. Some forms of mental disorders that are known to teachers are: anxiety disorders, mood and friendship disorders and lack of self-confidence. In the aspect of handling mental health problems in this research, it shows that teachers have used various types of treatment aimed at promotion, prevention with class orientation, group and individual counseling. However, based on research results, it is still known that there are various problems that schools cannot do to overcome mental health problems. The problem of availability of infrastructure, collaboration and cooperation with parents or students' families as well as programs to increase teacher capacity in dealing with mental health problems are things that schools must continue to strive for.

References

- Achenbach, T. M., Ivanova, M. Y., Rescorla, L. A., Turner, L. V., & Althoff, R. R. (2016). Internalizing/Externalizing Problems: Review and Recommendations for Clinical and Research Applications. In *Journal of the American Academy of Child and Adolescent Psychiatry* (Vol. 55, Issue 8). <https://doi.org/10.1016/j.jaac.2016.05.012>
- Anderson, C. A., Leahy, M. J., Delvalle, R., Sherman, S., & Tansey, T. N. (2014). Methodological application of multiple case study design using modified consensual

- qualitative research (CQR) analysis to identify best practices and organizational factors in the public rehabilitation program. *Journal of Vocational Rehabilitation*, 41(2). <https://doi.org/10.3233/JVR-140709>
- Becker, M., Stiles, P., & Schonfeld, L. (2002). Mental health service use and cost of care for older adults in assisted living facilities: Implications for public policy. *Journal of Behavioral Health Services and Research*, 29(1). <https://doi.org/10.1007/BF02287836>
- Blanco, C., Okuda, M., Wright, C., Hasin, D. S., Grant, B. F., Liu, S. M., & Olfson, M. (2008). Mental health of college students and their non-college-attending peers: Results from the national epidemiologic study on alcohol and related conditions. *Archives of General Psychiatry*, 65(12). <https://doi.org/10.1001/archpsyc.65.12.1429>
- Bond, G. R., Salyers, M. P., Rollins, A. L., Rapp, C. A., & Zippel, A. M. (2004). How evidence-based practices contribute to community integration. In *Community Mental Health Journal* (Vol. 40, Issue 6). <https://doi.org/10.1007/s10597-004-6130-8>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2). <https://doi.org/10.1191/1478088706qp063oa>
- Brockelman, K. F., Chadsey, J. G., & Loeb, J. W. (2006). Faculty Perceptions of University Students with Psychiatric Disabilities. *Psychiatric Rehabilitation Journal*, 30(1). <https://doi.org/10.2975/30.2006.23.30>
- Brockelman, K. F., & Scheyett, A. M. (2015). Faculty perceptions of accommodations, strategies, and psychiatric advance directives for university students with mental illnesses. *Psychiatric Rehabilitation Journal*, 38(4). <https://doi.org/10.1037/prj0000143>
- Browne, G., Gafni, A., Roberts, J., Byrne, C., & Majumdar, B. (2004). Effective/efficient mental health programs for school-age children: A synthesis of reviews. *Social Science and Medicine*, 58(7). [https://doi.org/10.1016/S0277-9536\(03\)00332-0](https://doi.org/10.1016/S0277-9536(03)00332-0)
- Browne, K. C., Hoerster, K. D., Piegari, R., Fortney, J. C., Nelson, K. N., Post, E. P., Fihn, S. D., Mori, A. M., & Trivedi, R. B. (2019). Clinical care quality among veterans health administration patients with mental illness following medical home implementation. *Psychiatric Services*, 70(9). <https://doi.org/10.1176/appi.ps.201800474>
- Campos, L., Dias, P., Duarte, A., Veiga, E., Dias, C. C., & Palha, F. (2018). Is it possible to “Find space for mental health” in young people? Effectiveness of a school-based mental health literacy promotion program. *International Journal of Environmental Research and Public Health*, 15(7). <https://doi.org/10.3390/ijerph15071426>
- Cavioni, V., Grazzani, I., & Ornaghi, V. (2020). Mental health promotion in schools: A comprehensive theoretical framework. *International Journal of Emotional Education*, 12(1).
- Cefai, C., Bartolo, P. A., Cavioni, V., & Downes, P. (2018). *Strengthening social and emotional education as a core curricular area across the EU: A review of the international evidence.* <https://www.um.edu.mt/library/oar/handle/123456789/29098>
- Cefai, C., & Cooper, P. (2017). Mental health promotion in schools: Cross-cultural narratives and perspectives. In *Mental Health Promotion in Schools: Cross-Cultural Narratives and Perspectives*. <https://doi.org/10.1007/978-94-6351-053-0>
- Collins, M. E., & Mowbray, C. T. (2005). Understanding the policy context for supporting students with psychiatric disabilities in higher education. *Community Mental Health*

- Journal*, 41(4). <https://doi.org/10.1007/s10597-005-5079-6>
- Creswell, J. W. (2012). Creswell-Educational Research. In *Angewandte Chemie International Edition*, 6(11), 951–952.
- Cuijpers, P., Cristea, I. A., Karyotaki, E., Reijnders, M., & Huibers, M. J. H. (2016). How effective are cognitive behavior therapies for major depression and anxiety disorders? A meta-analytic update of the evidence. *World Psychiatry*, 15(3). <https://doi.org/10.1002/wps.20346>
- Daniszewski, D; Rodger, S. (2013). Teachers' mental health literacy and capacity towards student mental health. In *Unpublished thesis*.
- Durlak, J. A. (2011). Are Mentoring Programs a Worthwhile Social Investment? *Psychological Science in the Public Interest, Supplement*, 12(2). <https://doi.org/10.1177/1529100611415351>
- Erskine, J., Kvavilashvili, L., Myers, L., Leggett, S., Davies, S., Hiskey, S., Hogg, J., Yeo, S., & Georgiou, G. (2016). A longitudinal investigation of repressive coping and ageing. *Aging and Mental Health*, 20(10). <https://doi.org/10.1080/13607863.2015.1060941>
- Fougeyrollas, P., Boucher, N., Edwards, G., Grenier, Y., & Noreau, L. (2019). The disability creation process model: A comprehensive explanation of disabling situations as a guide to developing policy and service programs. *Scandinavian Journal of Disability Research*, 21(1). <https://doi.org/10.16993/sjdr.62>
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *How to design and evaluate research in education*. McGraw-Hill.
- Frank, J. L., Jennings, P. A., & Greenberg, M. T. (2013). Mindfulness-Based Interventions in School Settings: An Introduction to the Special Issue. *Research in Human Development*, 10(3). <https://doi.org/10.1080/15427609.2013.818480>
- Froese-Germain, B., Riel, R., & Canadian Teachers' Federation. (2012). Understanding Teachers' Perspectives on Student Mental Health: Findings from a National Survey. *Canadian Teachers' Federation (NJI)*.
- Graham, A., Phelps, R., Maddison, C., & Fitzgerald, R. (2011). Teachers and Teaching Theory and Practice Supporting children's mental health in schools: teacher views. *Taylor & Francis*, 17(4).
- Harding, S., Morris, R., Gunnell, D., Ford, T., Hollingworth, W., Tilling, K., Evans, R., Bell, S., Grey, J., Brockman, R., Campbell, R., Araya, R., Murphy, S., & Kidger, J. (2019). Is teachers' mental health and wellbeing associated with students' mental health and wellbeing? *Journal of Affective Disorders*, 242. <https://doi.org/10.1016/j.jad.2018.08.080>
- Hill, C. E., & Knox, S. (2021). Essentials of consensual qualitative research. In *Essentials of consensual qualitative research*. <https://doi.org/10.1037/0000215-000>
- Hill, C. E., Thompson, B. J., & Williams, E. N. (1997). A Guide to Conducting Consensual Qualitative Research. *The Counseling Psychologist*, 25(4). <https://doi.org/10.1177/0011000097254001>
- Hymel, S., Starosta, L., Gill, R., & Low, A. (2017). Challenges in promoting wellbeing and addressing violence through schools. *Child and Adolescent Books*.
- Humensky, J., Kuwabara, S. A., Fogel, J., Wells, C., Goodwin, B., & van Voorhees, B. W. (2010). Adolescents with depressive symptoms and their challenges with learning in school. *Journal of School Nursing*, 26(5). <https://doi.org/10.1177/1059840510376515>

- Kessler, R. C., Angermeyer, M., Anthony, J. C., DE Graaf, R., Demyttenaere, K., Gasquet, I., DE Girolamo, G., Gluzman, S., Gureje, O., Haro, J. M., Kawakami, N., Karam, A., Levinson, D., Medina Mora, M. E., Oakley Browne, M. A., Posada-Villa, J., Stein, D. J., Adley Tsang, C. H., Aguilar-Gaxiola, S., ... Ustün, T. B. (2007). Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's World Mental Health Survey Initiative. *World Psychiatry: Official Journal of the World Psychiatric Association (WPA)*, 6(3).
- Keyes, C. L. M. (2002). The mental health continuum: From languishing to flourishing in life. *Journal of Health and Social Behavior*, 43(2). <https://doi.org/10.2307/3090197>
- Linden, B., & Jurdi-Hage, R. (2017). Examining the Predictors of Mental Health Outcomes Among Undergraduate Postsecondary Students in Canada. *Journal of Social, Behavioral, and Health Sciences*, 11(1). <https://doi.org/10.5590/jsbhs.2017.11.1.01>
- Lipson, S. K., Kern, A., Eisenberg, D., & Breland-Noble, A. M. (2018). Mental Health Disparities Among College Students of Color. *Journal of Adolescent Health*, 63(3). <https://doi.org/10.1016/j.jadohealth.2018.04.014>
- Mælan, E. N., Tjomsland, H. E., Baklien, B., Samdal, O., & Thurston, M. (2018). Supporting pupils' mental health through everyday practices: a qualitative study of teachers and head teachers. *Pastoral Care in Education*, 36(1). <https://doi.org/10.1080/02643944.2017.1422005>
- Mælan, E. N., Tjomsland, H. E., Samdal, O., & Thurston, M. (2020). Pupils' Perceptions of How Teachers' Everyday Practices Support Their Mental Health: A Qualitative Study of Pupils Aged 14–15 in Norway. *Scandinavian Journal of Educational Research*, 64(7). <https://doi.org/10.1080/00313831.2019.1639819>
- Markoulakis, R., & Kirsh, B. (2013). Difficulties for university students with mental health problems: A critical interpretive synthesis. *Review of Higher Education*, 37(1). <https://doi.org/10.1353/rhe.2013.0073>
- Merikangas, K. R., He, J. P., Burstein, M., Swanson, S. A., Avenevoli, S., Cui, L., Benjet, C., Georgiades, K., and Swendsen, J. (2010). Lifetime Prevalence of Mental Disorders in U.S. Adolescents: Results from the National Comorbidity Survey Replication—Adolescent 33 Supplement (NCS-A), *Journal of the American Academy of Child and Adolescent Psychiatry*, 49, 10, 980–989.
- Moon, J., Williford, A., & Mendenhall, A. (2017). Educators' perceptions of youth mental health: Implications for training and the promotion of mental health services in schools. *Children and Youth Services Review*, 73. <https://doi.org/10.1016/j.childyouth.2017.01.006>
- O'Connor-Merrigan, M. L. (2014). Faculty attitudes toward addressing mental health conditions and substance abuse among college students (Doctoral thesis). University of South Dakota, Vermillion, SD.
- O'Reilly, M., Sviryzdenka, N., Adams, S., & Dogra, N. (2018). Review of mental health promotion interventions in schools. In *Social Psychiatry and Psychiatric Epidemiology* (Vol. 53, Issue 7). <https://doi.org/10.1007/s00127-018-1530-1>
- Organization, W. H. (2020). *Guidance on COVID-19 for the care of older people and people living in long-term care facilities, other non-acute care facilities and home care*. apps.who.int. <https://apps.who.int/iris/handle/10665/331913>
- Pedrelli, P., Nyer, M., Yeung, A., Zulauf, C., & Wilens, T. (2015). College students: Mental

- health problems and treatment considerations. In *Academic Psychiatry* (Vol. 39, Issue 5). <https://doi.org/10.1007/s40596-014-0205-9>
- Rao, T. S. (2004). Managing impact of natural disasters: some mental health issues. *Indian Journal of Psychiatry*, 46(4), 289.
- Reinke, W. M., Stormont, M., Herman, K. C., Puri, R., & Goel, N. (2011). Supporting Children's Mental Health in Schools: Teacher Perceptions of Needs, Roles, and Barriers. *School Psychology Quarterly*, 26(1). <https://doi.org/10.1037/a0022714>
- Rothì, D. M., Leavey, G., & Best, R. (2008). On the front-line: Teachers as active observers of pupils' mental health. *Teaching and Teacher Education*, 24(5). <https://doi.org/10.1016/j.tate.2007.09.011>
- Rowling, L. (2009). Strengthening "school" in school mental health promotion. In *Health Education* (Vol. 109, Issue 4). <https://doi.org/10.1108/09654280910970929>
- SAMH. (2017). Going To Be... Well-Trained: SAMH survey on school staff training in mental health. <https://www.samh.org.uk/documents/welltrained.pdf>
- Schuman, H. (1982). Schuman Artifacts are in the mind of the beholder..pdf. *The American Sociologist*, 17.
- Seibt, R., Spitzer, S., Druschke, D., Scheuch, K., & Hinz, A. (2013). Predictors of mental health in female teachers. *International Journal of Occupational Medicine and Environmental Health*, 26(6). <https://doi.org/10.2478/s13382-013-0161-8>
- Seth, A. (2016). Study of mental health and burnout in relation to teacher effectiveness among secondary school teachers. *Indian Journal of Health and Wellbeing*, 7(7).
- Shelemy, L., Harvey, K., & Waite, P. (2019). Secondary school teachers' experiences of supporting mental health. *Journal of Mental Health Training, Education and Practice*, 14(5). <https://doi.org/10.1108/JMHTEP-10-2018-0056>
- Uzman, E., & Telef, B. B. (2015). Prospective teachers' mental health and their help-seeking behaviours. *Dusunen Adam - The Journal of Psychiatry and Neurological Sciences*, 28(3). <https://doi.org/10.5350/DAJPN2015280307>
- Vieira, M. A., Gadelha, A. A., Moriyama, T. S., Bressan, R. A., & Bordin, I. A. (2014). Evaluating the effectiveness of a training program that builds teachers' capability to identify and appropriately refer middle and high school students with mental health problems in Brazil: An exploratory study. *BMC Public Health*, 14(1). <https://doi.org/10.1186/1471-2458-14-210>
- W.H.O. (2022). World mental health report: transforming mental health for all. Executive summary. In *World Health Organization*.
- Walter, H. J., Gouze, K., & Lim, K. G. (2006). Teachers' beliefs about mental health needs in inner city elementary schools. *Journal of the American Academy of Child and Adolescent Psychiatry*, 45(1). <https://doi.org/10.1097/01.chi.0000187243.17824.6c>
- Wang, H., Yang, C., He, F., Shi, Y., Qu, Q., Rozelle, S., & Chu, J. (2015). Mental health and dropout behavior: A cross-sectional study of junior high students in northwest rural China. *International Journal of Educational Development*, 41. <https://doi.org/10.1016/j.ijedudev.2014.12.005>
- Weare, K. (2010). What works in promoting social and emotional well-being and responding to mental health problems in schools? Advice for Schools and Framework Document. *Advances in School Mental Health Promotion*, 3(1).

- Weare, K. (2015). What works in promoting social and emotional well-being and responding to mental health problems in schools. In *London: National Children's Bureau*. ncb.org.uk. https://www.ncb.org.uk/sites/default/files/uploads/files/ncb_framework_for_promoting_well-being_and_responding_to_mental_health_in_schools_0.pdf
- Weare, K., & Nind, M. (2010). Identifying evidence-based work on mental health promotion in schools in Europe: An interim report on the DataPrev project. *Advances in School Mental Health Promotion*, 3(2). <https://doi.org/10.1080/1754730X.2010.9715679>
- Woudstra, M. H., Van Rensburg, E. J., Visser, M., & Jordaan, J. (2018). Learner-to-teacher bullying as a potential factor influencing teachers' mental health. *South African Journal of Education*, 38(1). <https://doi.org/10.15700/saje.v38n1a1358>
- Wyn J, Cahill H, Holdsworth R, Rowling LCS. MindMatters. A whole-school approach promoting mental health and wellbeing. *Aust N Z J Psychiatry*. 2000;34(4):594–601.
- Živković, J., Šavikin, K., Janković, T., Čujić, N., & Menković, N. (2018). Optimization of ultrasound-assisted extraction of polyphenolic compounds from pomegranate peel using response surface methodology. *Separation and Purification Technology*, 194. <https://doi.org/10.1016/j.seppur.2017.11.032>

