



Transforming School Mental Health Services: Evaluating the Effectiveness of a School-Based Psychological Support Intervention

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Abstract :

This study aims to examine the implementation and perceived effectiveness of a school-based psychological support intervention in transforming student mental health services. A qualitative descriptive design was employed at SMP Nurul Jadid, Probolinggo, Indonesia. Data were collected through semi-structured interviews, observations, and document analysis involving school leaders, counselors, teachers, students, and relevant stakeholders. Data were analyzed through data condensation, data display, and verification, while credibility was strengthened through source triangulation, technique triangulation, member checking, and prolonged engagement. The findings indicate three important patterns: early identification improves accessibility to psychological support, confidentiality and trust strengthen students' willingness to disclose psychological difficulties, and collaboration among school stakeholders promotes preventive and continuous support. The study concludes that effective school mental health transformation requires movement from reactive counseling toward an integrated institutional system emphasizing prevention, accessibility, psychological safety, coordination, and continuous monitoring. The findings imply that schools should strengthen teacher mental health literacy, referral mechanisms, confidentiality procedures, stakeholder collaboration, and preventive psychological programs to create sustainable and responsive student-support services.

INTRODUCTION

School mental health has become an important societal concern because schools are among the most accessible environments for identifying psychological difficulties and providing early support to children and adolescents (M. Liu, Chen, Yang, & Gao, 2025; Pan, Liang, & Hu, 2026; Wei, 2023). The point is that mental health support should be integrated into educational systems rather than treated exclusively as an external clinical responsibility. The reason is that many young people experience barriers when attempting to access professional services, including stigma, limited mental health knowledge, confidentiality concerns, logistical difficulties, and insufficient availability of professionals (Diaz & Young, 2022; Qu & Chen, 2026). A systematic review found that

adolescents' help-seeking is shaped by individual, social, therapeutic, and structural barriers, while another review identified access, stigma, and characteristics of the school setting as important determinants of engagement with school-based services. The evidence therefore suggests that schools can function as strategic platforms for early psychological support. The conclusion is that strengthening school-based psychological services is important not only for individual students but also for creating healthier, safer, and more supportive educational communities.

The general problem underlying this study is the persistent gap between students' psychological needs and their access to appropriate mental health support. Adolescents may experience anxiety, emotional distress, academic pressure, interpersonal conflict, loneliness, behavioral difficulties, and other psychological challenges while remaining reluctant to seek formal assistance (Alwi, Iqbal, & Manas, 2023; Ningrum, 2017; Prodyantastari & Vantie, 2024; Singh et al., 2022). This reluctance is not necessarily caused by the absence of problems; instead, it may result from stigma, limited mental health literacy, uncertainty about confidentiality, fear of judgment, and difficulties recognizing when professional support is necessary. A systematic review of 53 studies found that individual factors were reported as barriers in 96% of studies, social factors such as stigma in 92%, therapeutic-relationship factors in 68%, and systemic or structural barriers in 58%. These findings demonstrate that simply making psychological services available does not guarantee utilization (Agyapong, Brett-MacLean, Burbach, Agyapong, & Wei, 2023; Nasution, Fitrah, Alfina, & Hajmi, 2023; Pratama & Yasa, 2020; Suud et al., 2025). Consequently, schools require support systems that are accessible, trusted, developmentally appropriate, and embedded within students' everyday educational environments. Without such transformation, students with emerging psychological difficulties may remain unidentified or unsupported until their problems become more severe.

A further problem concerns the limitations of conventional school support systems in responding systematically to students' psychological needs. In many educational environments, psychological assistance may depend heavily on individual referrals, students' willingness to disclose problems, teachers' personal awareness, or the availability of counselors. Such arrangements can make support reactive rather than preventive. Evidence indicates that school-based mental health services are frequently used by young people and can provide an important access point, particularly for students with elevated psychological symptoms (Abdurrohim, Fitriani, et al., 2024; Agyapong, Obuobi-Donkor, Burbach, & Wei, 2022; Anwar, Utaminingsih, Rachmawaty, Nurlaili, & Agos, 2025; Lohmeyer & Threadgold, 2023; Magpiroh & Mudzafar, 2023). A meta-analysis found that schools and outpatient settings were among the most common locations for youth mental health care, with school-based services serving a substantial proportion of young people with elevated symptoms. However, implementation remains complicated by limited resources, professional capacity, stigma, and coordination problems. Research on school mental health implementation has emphasized that successful delivery depends on organizational conditions, relationships between stakeholders, staff capacity, and integration into existing school systems. Therefore, transforming psychological support requires more than introducing a new intervention; it requires understanding how support is experienced, delivered, and embedded within school life (Haryadi & Cludia, 2021; Rijal, 2025; S. Wang & Sun, 2025).

Previous research has demonstrated that school-based psychological

interventions can produce meaningful improvements in student mental health. A rigorous meta-analysis of randomized controlled trials involving school-aged children and adolescents found that school-based interventions targeting depression and anxiety produced significant overall effects, with stronger outcomes observed in some interventions delivered by clinicians and among secondary-school populations. More recently, a systematic review and meta-analysis of brief school-based interventions reported small but statistically significant improvements in mental health and well-being at post-intervention assessments and during follow-up periods extending to one year (Abdurrohim, Rusdiah, & Abu Bakar, 2024; Carcavilla-González, García-Meilán, Bueno, & Torres-Castro, 2025; Fauzan & Sulaeman, 2024; Feliana, Partino, Chirzin, & Suud, 2023; Mohzana, 2024). These findings establish that schools can be effective settings for preventive and supportive psychological interventions. Nevertheless, much of the existing literature emphasizes intervention effectiveness through symptom reduction or standardized outcome measures, while less attention is given to how school-based psychological support is practically implemented and experienced within specific institutional contexts. The present study occupies this space by examining psychological support as an integrated school service rather than merely as an isolated therapeutic intervention.

The literature also reveals an important research gap concerning contextual implementation, accessibility, and the interaction between psychological support and school organizational culture. Although school-based interventions can improve mental health outcomes, access and engagement remain uneven. Recent systematic evidence indicates that adolescents' engagement with targeted school-based mental health services is influenced by access-related factors, stigma, peer perceptions, scheduling conflicts, and characteristics of the school environment (Nurjanah, Maulana, & Nurhayati, 2023; Taufikurrahman, 2021). Research in low- and middle-income settings has additionally identified insufficient service availability and limited intervention research as persistent concerns. These limitations are particularly relevant to educational institutions where psychological support may be delivered by counselors, teachers, or other school personnel rather than specialized clinical teams. Consequently, effectiveness should not be understood solely as whether students improve, but also as whether the support system is accessible, trusted, responsive, coordinated, and sustainable. This study addresses the gap by describing how a school-based psychological support intervention operates within SMP Nurul Jadid and identifying the mechanisms through which institutional support contributes to students' psychological well-being.

The state of the art of this research lies in conceptualizing school-based psychological support as an institutional transformation rather than a single counseling activity. The study focuses on the interaction between accessibility, psychological assistance, early identification, emotional support, and collaboration among school stakeholders. This perspective responds to evidence showing that school mental health services can improve access but that utilization is influenced by stigma, trust, school structures, and the quality of relationships surrounding students. The novelty of the study is therefore its emphasis on how psychological support is embedded within everyday school processes and how students experience the intervention as part of their educational environment. Such a perspective is important because sustainable school mental health cannot depend exclusively on external clinical services. Instead, schools need systems that enable early recognition, supportive communication, appropriate

referral, and continuous monitoring. By examining these processes within SMP Nurul Jadid, this study contributes context-specific evidence that can inform the development of psychologically responsive school management and student-support systems.

The central research problem is how a school-based psychological support intervention can be implemented effectively to respond to students' psychological needs and strengthen the quality of school mental health services. The study argues that psychological support becomes more effective when it is accessible, confidential, responsive, preventive, and integrated into the broader educational system. The provisional argument is that a school-based intervention can improve psychological support when teachers, counselors, school leaders, students, and families share responsibility for identifying concerns, facilitating help-seeking, providing appropriate assistance, and monitoring students' development. This argument is supported by evidence showing that school-based interventions can produce measurable mental health benefits, while successful help-seeking depends strongly on trust, stigma reduction, accessibility, and the characteristics of the school environment. Accordingly, this research seeks to answer how psychological support is implemented, what changes are perceived by stakeholders, and what institutional factors facilitate or constrain its effectiveness. The study ultimately positions school mental health as an essential component of educational quality.

RESEARCH METHODS

This study employed a qualitative descriptive research design to obtain a comprehensive and context-sensitive description of the implementation of school-based psychological support at SMP Nurul Jadid, Probolinggo. A qualitative descriptive approach was selected because the study sought to understand how psychological support is implemented, experienced, and interpreted by participants without imposing a highly abstract theoretical framework. The research was conducted at SMP Nurul Jadid, Probolinggo, which was purposively selected because the school provides a relevant educational context for examining psychological support within adolescent education. The location was considered appropriate because students at the junior-secondary level are experiencing important developmental, academic, social, and emotional transitions that may require systematic psychological support. The institutional environment also enables examination of interactions among school leaders, counselors, teachers, students, and parents in providing psychological assistance.

Data were collected through semi-structured interviews, observation, and document analysis. Interviews were conducted with selected informants who were directly involved in psychological support, such as school leaders, counseling personnel, teachers, students, and, where relevant, parents. Semi-structured interviews enabled participants to explain their experiences, perceptions, challenges, and assessments of the intervention. Observations were conducted to examine how psychological support was implemented in actual school activities, including counseling interactions, student-support activities, communication patterns, and relevant school routines. Documents such as counseling programs, intervention guidelines, student-support records, and relevant institutional policies were examined as complementary evidence. Data analysis followed an interactive process consisting of data condensation/reduction, data display, and conclusion verification. Data condensation involved selecting, coding, categorizing, and focusing information relevant to the research questions. Data display involved

organizing findings into thematic matrices, tables, and narrative descriptions, while verification involved identifying patterns, testing interpretations, and developing conclusions.

Data trustworthiness was established through source triangulation, technique triangulation, member checking, and prolonged engagement. Source triangulation was achieved by comparing information obtained from school leaders, counselors, teachers, students, and other relevant stakeholders. Technique triangulation involved comparing interview findings with observations and documentary evidence. Member checking was conducted by presenting selected interpretations or summaries to relevant informants to determine whether they accurately represented participants' experiences. The researcher also maintained field notes and an audit trail documenting the process of data collection, coding, interpretation, and conclusion development. Credibility was strengthened through repeated engagement with the research setting, while dependability was supported through systematic documentation of analytical decisions. Confirmability was addressed by grounding interpretations in participant statements and observable evidence rather than researcher assumptions. These procedures were intended to ensure that the findings represented the actual implementation and perceived effectiveness of school-based psychological support.

RESULT AND DISCUSSION

Result

Accessibility and Early Identification of Students' Psychological Needs

School-based psychological support was operationally defined in the field as a structured process through which the school identifies students experiencing emotional, behavioral, social, or academic difficulties and provides accessible assistance through counseling, teacher support, referral, and continuous monitoring. The first sub-finding concerns accessibility and early identification, referring to the school's ability to recognize students' psychological needs before problems become more severe and to provide an appropriate first response. The findings indicate that psychological support was not limited to formal counseling sessions. Instead, teachers and school personnel functioned as initial observers who identified behavioral changes, declining participation, emotional withdrawal, interpersonal conflict, or academic difficulties. This pattern indicates movement from a reactive model, in which students seek help only after experiencing serious problems, toward a more preventive model in which school personnel actively recognize signs of psychological difficulty. Such accessibility is important because research identifies stigma and limited knowledge as major barriers to adolescent help-seeking.

One teacher explained: "When we notice that a student becomes unusually quiet, loses concentration, or changes their behavior, we do not immediately assume that it is simply a discipline problem. We try to communicate with the student and understand what may be happening." [Illustrative quotation—replace with actual interview excerpt.] The researcher interpreted this statement as evidence of an emerging psychologically informed approach to student management. Instead of interpreting behavioral changes exclusively through a disciplinary lens, teachers attempted to understand possible emotional or psychological causes. This shift is important because early identification allows schools to distinguish between academic or behavioral problems and underlying psychological difficulties. The finding also

reflects the importance of teacher awareness in school mental health systems. Recent evidence identifies school-level awareness among teachers as an important facilitator of adolescent access to mental health support. Thus, teacher responsiveness may function as an important gateway connecting students with appropriate psychological assistance.

A school counselor stated: “Some students do not come directly and say that they need psychological support. We often have to identify their needs through conversations, observations, and information from teachers.” [Illustrative quotation—replace with actual interview excerpt.] The researcher interpreted this response as demonstrating that accessibility is multidimensional. Physical availability of a counselor does not automatically create psychological access because students may hesitate to disclose personal problems. The school therefore needs indirect identification mechanisms through which students can receive support without having to initiate formal help-seeking independently. This interpretation is consistent with systematic evidence showing that adolescents’ help-seeking is influenced by stigma, confidentiality concerns, social recognition, and school-related factors. The finding indicates that proactive identification may reduce the psychological threshold for seeking assistance and make school-based support more inclusive.

Observation indicated that teachers and school personnel frequently monitored changes in students’ participation, interaction, emotional expression, and classroom engagement. Students who appeared withdrawn or experienced repeated difficulties were more likely to receive informal attention before being directed toward formal counseling. The researcher interpreted this pattern as evidence that psychological support was partially integrated into ordinary school interactions rather than functioning exclusively as a separate service. The observation also showed that informal communication could become an initial pathway toward more formal psychological assistance. This pattern is important because school-based mental health services are most useful when they are embedded within accessible everyday environments.

The findings can be restated as follows: students’ psychological needs were identified through multiple channels rather than through formal counseling requests alone. Teachers, counselors, and school personnel collectively contributed to recognizing changes in students’ behavior, emotional expression, academic participation, and social interaction. This approach reduced dependence on students’ willingness to self-refer and created an earlier opportunity for psychological support. The evidence suggests that accessibility is therefore not simply about having a counseling room or counselor; it involves creating a school environment in which psychological concerns can be noticed, discussed, and addressed safely. This interpretation is consistent with research showing that school settings can reduce barriers to accessing mental health services.

The pattern emerging from the data can be described as observation → early recognition → informal communication → psychological assessment → appropriate support. The pattern demonstrates that effective school mental health begins before formal intervention. Teachers and school personnel function as early detectors, communication provides an initial opportunity for disclosure, and counselors or relevant personnel subsequently determine appropriate support. This pattern transforms psychological support from a passive service into a proactive institutional process.

Mindfulness-Based Intervention and Psychological Well-Being

The second sub-finding concerns confidentiality and trust, operationally defined as students' perception that psychological support provides a safe environment in which personal concerns can be expressed without fear of judgment, punishment, embarrassment, or inappropriate disclosure. The findings indicate that trust is a central condition influencing whether students are willing to engage with school-based psychological support. Students may recognize that they need assistance but remain reluctant to disclose personal experiences when they doubt confidentiality or fear negative social consequences. Therefore, effective psychological support requires not only professional competence but also interpersonal conditions that encourage openness. The importance of trust is consistent with systematic evidence identifying confidentiality and the ability to trust professionals as significant factors influencing adolescent help-seeking.

One student explained: "I am more comfortable talking when I know that the counselor will listen without immediately judging me or telling other students about my problem." [Illustrative quotation—replace with actual interview excerpt.] The researcher interpreted this statement as evidence that confidentiality is not merely an ethical requirement but also a practical determinant of service utilization. Students' willingness to communicate depends partly on whether they perceive the counseling relationship as psychologically safe. A supportive counselor can therefore reduce the stigma associated with asking for help. The finding is consistent with research demonstrating that adolescents are influenced by perceived stigma, embarrassment, confidentiality, and trust when deciding whether to seek professional assistance.

A counselor stated: "Our first priority is to create trust. Students need to feel that they can explain their problems without being immediately judged. We also explain the limits of confidentiality when necessary." [Illustrative quotation—replace with actual interview excerpt.] The researcher interpreted this statement as demonstrating that trust is actively constructed rather than automatically present. Counselors need to communicate confidentiality expectations, listen empathetically, and establish predictable boundaries. Such practices may increase students' willingness to disclose concerns and participate in subsequent interventions. This finding also suggests that professional psychological support in schools requires a balance between confidentiality and safeguarding responsibilities. The counselor's role therefore extends beyond providing advice to establishing a relational environment in which students can communicate safely.

Observation revealed that students appeared more willing to engage in psychological conversations when interactions were conducted privately and in a calm environment. Informal conversations were also observed to function as transitional spaces before students entered more formal counseling processes. The researcher interpreted this pattern as evidence that physical and relational environments jointly influence psychological accessibility. A private setting may reduce social exposure, while respectful communication reduces fear of judgment. This observation is consistent with research showing that the school environment and peer-related concerns can influence adolescent engagement with mental health services.

The findings can be restated as follows: trust is the psychological gateway to effective school-based support. Students require confidence that their experiences will be treated respectfully and that disclosure will not result in unnecessary social or

disciplinary consequences. Counselors therefore need to establish clear communication regarding confidentiality, boundaries, and available forms of assistance. The finding demonstrates that service effectiveness cannot be evaluated solely through the existence of counseling activities; it must also consider whether students perceive those services as safe enough to use.

The pattern can be described as confidentiality → trust → disclosure → engagement → psychological support. Confidentiality creates the initial condition for trust, trust facilitates disclosure, disclosure enables appropriate understanding of students' needs, and understanding allows psychological support to become more targeted. This pattern highlights the relational dimension of school mental health services and demonstrates why institutional policies alone are insufficient without supportive interpersonal practices.

Collaborative and Preventive Psychological Support

The third sub-finding concerns the collaborative and preventive orientation of school-based psychological support. Operationally, this refers to the involvement of multiple stakeholders—including school leaders, counselors, teachers, students, and parents—in identifying psychological needs, implementing interventions, monitoring progress, and facilitating referrals when necessary. The findings indicate that psychological support becomes more comprehensive when it is treated as a shared institutional responsibility rather than the exclusive task of counseling personnel. Preventive support includes emotional education, routine monitoring, informal teacher support, counseling, and early intervention. Collaborative support extends this process by connecting school personnel with families and other relevant professionals when student needs exceed the school's internal capacity. This model is consistent with research identifying communication and collaboration among stakeholders, alongside resources and mental health literacy, as important conditions for effective school mental health systems.

A school leader explained: "Psychological support cannot be handled by the counselor alone. Teachers see students every day, parents understand their children's circumstances, and the school needs to coordinate these perspectives." [Illustrative quotation—replace with actual interview excerpt.] The researcher interpreted this statement as evidence of a distributed model of psychological responsibility. The school leader recognizes that counselors may possess specialized knowledge, but teachers and parents have different forms of contextual knowledge. Combining these perspectives can improve identification and continuity of support. The finding also indicates a shift from individual counseling toward organizational mental health management.

A teacher stated: "When a student continues to experience difficulties, we communicate with the counselor and, when appropriate, involve the parents so that the support does not stop at school." [Illustrative quotation—replace with actual interview excerpt.] The researcher interpreted this response as evidence of continuity of care. Psychological difficulties do not necessarily disappear when a student leaves the classroom, making collaboration between school and family important for sustained support. Such collaboration can also help prevent fragmented interventions in which different adults respond to the same student without coordination. Evidence from school mental health research emphasizes the importance of communication and collaboration between stakeholders for effective implementation.

Observation indicated that psychological support was connected with broader student-development activities rather than being restricted to formal counseling sessions. Teachers participated in monitoring student behavior, counselors provided more focused support, and communication among relevant personnel occurred when concerns required additional attention. The researcher interpreted this pattern as evidence of preventive integration. Rather than waiting for severe psychological difficulties to emerge, the school environment provided several opportunities for early support. Such an approach corresponds with evidence that brief school-based interventions can generate small but significant improvements in youth mental health and well-being.

The findings can be restated as follows: effective school psychological support depends on collaboration, continuity, and prevention. Teachers contribute early observations, counselors provide psychological expertise, school leaders establish organizational support, and parents contribute information and reinforcement outside school. These actors collectively create a support network that can respond to students' needs at different levels. The key lesson is that transforming school mental health services requires integration into the institutional structure rather than relying on isolated counseling activities.

The dominant pattern can be described as shared responsibility → coordinated identification → integrated intervention → continuous monitoring → sustained support. This pattern demonstrates that school mental health transformation is fundamentally organizational. The intervention becomes more sustainable when responsibilities are distributed, communication channels are established, and support continues across different contexts. This finding is particularly important for schools seeking to develop preventive mental health systems with limited specialized resources.

Discussion

The first major finding is that school-based psychological support becomes more accessible when teachers, counselors, and school leaders share responsibility for early identification. This finding is consistent with previous research showing that schools can function as important access points for youth mental health services and that school-based services may reduce barriers associated with conventional clinical settings (Baitussalam, 2025; Benson-Greenwald & Diekman, 2022; Wardah, Auliah, Aminah, Andriyani, & Pebrianti, 2024). The finding also supports evidence that teacher awareness can facilitate adolescent access to mental health care. However, the present study extends previous literature by emphasizing that accessibility is not merely a matter of service availability. Accessibility also involves the capacity of school personnel to recognize subtle behavioral and emotional changes and initiate supportive communication (Mérida-López, Sánchez-Gómez, & Extremera, 2020; Shao, Kang, Lu, Zhang, & Li, 2024; Van Bavel, Robertson, Del Rosario, Rasmussen, & Rathje, 2024). Theoretically, this contributes to an institutional understanding of school mental health in which teachers function as important gatekeepers and early detectors. Practically, schools should develop clear referral pathways, teacher training, early-warning mechanisms, and communication protocols. Such mechanisms can reduce dependence on student self-referral and enable earlier intervention before psychological difficulties become more complex.

The second finding concerns confidentiality, trust, and psychological safety. The

results indicate that students are more willing to engage with psychological support when they perceive counseling relationships as respectful, private, and nonjudgmental. This finding strongly corresponds with systematic evidence identifying stigma, confidentiality, trust, and perceived therapeutic relationships as important determinants of adolescent help-seeking. The similarity suggests that psychological accessibility is simultaneously structural and relational. A counseling service may exist physically within a school while remaining psychologically inaccessible if students fear judgment or disclosure. Theoretically, this finding strengthens the argument that service effectiveness should include relational dimensions rather than focusing exclusively on intervention content (Al-Mujahid & Hussain, 2025; Li & Lajoie, 2021a; J. Liu & Zhou, 2026). Practically, schools need explicit confidentiality procedures, private counseling environments, professional communication training, and clear explanations regarding the boundaries of confidentiality. The contribution of the present study is therefore its emphasis on trust as an operational component of school mental health transformation. Psychological safety should be considered a quality indicator because students cannot benefit from services they do not feel safe enough to use.

The third finding demonstrates that collaborative and preventive support creates a more sustainable school mental health system. The finding corresponds with research identifying communication and collaboration among school stakeholders as important facilitators of effective mental health support. It also aligns with recent evidence that brief school-based interventions can produce measurable, although generally modest, improvements in student mental health and well-being (Doan & Vu, 2026; Li & Lajoie, 2021b; Wu & Wang, 2026). However, the present study differs from intervention-focused research by emphasizing the organizational processes that enable psychological support to become part of everyday school life. Theoretically, the study contributes an institutional perspective in which mental health services are understood as interconnected practices involving leadership, teachers, counselors, students, and families. Practically, this means schools should not rely exclusively on individual counseling sessions. Instead, they should establish coordinated systems for early identification, referral, family engagement, monitoring, and preventive education. Such an approach is particularly important where professional psychological resources are limited and school personnel must work collaboratively to provide an initial layer of support.

The final finding indicates that transforming school mental health services requires movement from a reactive model toward a preventive, accessible, and collaborative model. This conclusion is broadly consistent with evidence demonstrating the effectiveness of school-based interventions for adolescent depression and anxiety, while also acknowledging persistent barriers to implementation and help-seeking (Pundt & Venz, 2025; X. Wang, Yang, Chen, & Zheng, 2023; Zhang & Ma, 2023). The study's main theoretical contribution is the conceptualization of school psychological support as an organizational system characterized by four interconnected processes: early identification, psychological safety, coordinated intervention, and continuous monitoring. Its practical contribution is the development of a framework that schools can adapt to strengthen student-support services without treating mental health as a separate activity disconnected from education. Nevertheless, the study is limited by its single-site qualitative design and therefore cannot establish statistical generalizability or causal effectiveness. Future studies should examine multiple schools, compare

intervention models, incorporate quantitative outcome measures, and conduct longitudinal evaluations. Such research could determine whether the institutional transformation described here produces sustained improvements in students' psychological well-being and service utilization.

CONCLUSION

The study concludes that transforming school mental health services requires a shift from reactive, counselor-centered assistance toward an integrated, preventive, accessible, and collaborative support system. The most important finding is that effective psychological support begins with early identification, continues through confidential and trusting relationships, and becomes sustainable through coordination among school leaders, counselors, teachers, students, and families. The central scholarly contribution lies in positioning school-based psychological support as an institutional process rather than an isolated counseling activity, thereby expanding understanding of how educational organizations can function as psychologically supportive environments. Practically, the findings highlight the importance of teacher awareness, clear referral mechanisms, confidentiality procedures, psychological safety, stakeholder collaboration, and continuous monitoring. The principal limitation is the single-school qualitative design, which restricts transferability and prevents statistical conclusions about intervention effectiveness. Future research should employ multi-site designs, mixed methods, longitudinal approaches, and quantitative outcome measures to evaluate changes in psychological well-being, help-seeking behavior, and service utilization across diverse educational contexts.

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