

LEVEL OF MENTAL WELL-BEING AMONG EDUCATION STUDENTS : BASIS ON THE DEVELOPMENT OF AWARENESS CAMPAIGN

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Abstract

The primary purpose of this study was to assess college students' level of mental well-being, which served as the foundation for developing 'Flyer/Pamphlet' as awareness campaign material for Education students of Altavas College. A 25-item survey questionnaire for level of mental well-being collected the data by using an electronic web-based questionnaire through the Google survey tool (Google Forms) and a 20- item checklist questionnaire for level of acceptability was used and self-administered to gather information on the level of acceptability of the respondents. Data obtained were analyzed and assessed using frequency count, percentage, and mean. Results showed that the level of mental well-being of Education students at Altavas College was 'moderately assured'. In line with this, the most appropriate product to be developed based on the results of the study was a Flyer/Pamphlet for Education students of Altavas College. The developed awareness campaign material which is the Flyer/Pamphlet was then evaluated with a 'very highly acceptable' level of acceptability in terms of content, coherence, and clarity; appeal to the target audience; functionality; and its overall mean findings. This concludes that the Flyer/Pamphlet as an awareness campaign material highly satisfied the criteria for a profound and high-quality resource that can be used by students in promoting and improving their mental well-being.

Keywords: Mental Well-being, Awareness Campaign, Development.

Introduction

Mental well-being refers to a positive state of psychological and emotional health; it indicates that a person is able to function cognitively and emotionally in a manner that is productive and fulfilling. Well-being is a multi-dimensional construct (Seligman, 2012) that involves more than just being in a good mood or feeling happy. In addition to positive emotions, well-being is achieved through optimal development, a 'meaningful' life, and satisfaction of basic human needs for autonomy, competence and relatedness (Ryan and Deci,

2000). Mental well-being includes the capacity to make health and happiness enhancing relationships with others. People with mental well-being know themselves and their needs, have clear boundaries, relate to others using the skills of emotional literacy and accept and manage conflict without manipulation or coercion.

Moreover, mental well-being can be described as a combination of how people feel their emotions and life satisfaction and how they function (relationships with others, personal control, purpose in life and independence). Well-being includes the physical, social, and emotional dimensions of a person's state. More broadly, well-being includes the physical, social, and emotional dimensions of a person's state; a healthy state of well-being exists when the basic needs of individuals are met, they have a sense of purpose, and they achieve important personal goals and socialize in society. As such, mental health is not just the absence of mental disorders. It shows that emerging adults face numerous stressors as they transition from adolescence to adulthood (Pedrelli et al., 2015).

College students are exposed to novel academic stressors, such as an extensive academic course load, substantial studying, time management, classroom competition, financial concerns, familial pressures, and adapting to a new environment (Galderisi and Green 2015). Mental, or psychological, well-being is one of the components of positive mental health, and it includes happiness, life satisfaction, stress management, and psychological functioning.

The aim and objectives of this study were to identify the level of mental well-being among the education students and to evaluate the efficacy of the awareness campaign material in the process of research-making for education students of Altavas College.

Statement of the Problem

The primary purpose of this study was to determine the level of mental well-being of Education students for the Academic Year 2022-2023.

Specifically, the study sought to answer the following questions:

1. What is the level of mental well-being of Education students?
2. What campaign material can be created based on the result of the study?
3. What is the level of acceptability of awareness campaign material?

Methodology

Research Design

The research design that was used in the study was Research and Development (R & D) design.

Participants and Validators

The population of the Education Students in Altavas College for the Academic Year 2022-2023 summed up to 140 from first year to fourth year. Using Slovin's formula to calculate the sample size necessary to achieve a certain confidence interval sampling of a population to participate in the study and using a 10% margin of error resulted in an appropriate sample

size of 58. This formula is employed when researchers do not have enough information about a population's behavior.

Correspondingly, the acceptability of awareness campaign material for Education students was determined by the validation of Education students. Hence, the validators of this study were the 58 Education student-respondents. Participants in the study functioned as validators for the findings of this study through the use of a checklist questionnaire that assessed the level of acceptability of the awareness campaign material in terms of content, coherence and clarity, appeal to the target audience, and functionality.

Data-Gathering Instrument

Research questionnaires formulated by the researchers were used as the primary data collecting tool in this study. The survey questionnaire was composed of three (3) parts. Part I identified the socio-demographic profile of the respondents. Next, Part II was the Level of Mental Well-being questionnaire. And lastly, Part III was the Level of Acceptability of Campaign Material questionnaire.

Socio-demographic Profile Questionnaire. This part was used to determine the personal information of the respondents such as their name, which they can optionally provide, and their class section.

Level of Mental Well-being. This was a 25-item checklist questionnaire consisting of adapted and modified questions by Bodenhorn and Zalaquett (2010). It determined and measured the level of mental well-being of college students. The questionnaire was responded using 5-point Likert scale:

Weight	Description
1	Never
2	Rarely
3	Sometimes
4	Often
5	Always

The level of mental well-being was measured from the collected mean total scores categorized using the following scale:

Mean Score	Scaling
4.21-5.0	Very Highly assured
3.41-4.20	Highly assured
2.61-3.40	Moderately assured
1.81-2.60	Less assured
1.00-1.80	Least assured

Level of Acceptability Questionnaire

This was a questionnaire with the purpose of determining the level of acceptability of awareness campaign material for education students in terms of content, coherence and

clarity, appeal to the target audience, and functionality. This questionnaire as the data collecting tool for the level of acceptability was deemed suitable for the study because questionnaires quantifiably bracket varying opinions of a group of people through a set range. In the construct of the criteria for the level of acceptability of the supplemental guide material, five (5) statements in affirmative were provided for each criterion, such as the content, coherence and clarity, appeal to the target audience, and functionality. In total, there were 20 statements provided and a comment or suggestion box was located right after the checklist for the respondent's specific recommendations for the improvement of the supplemental guide material.

The questionnaire was responded using a 5-point Likert scale:

Weight	Description
5	Strongly Agree
4	Agree
3	Neutral
2	Disagree
1	Strongly Disagree

The mean was arbitrarily categorized as follows:

Mean Score	Scaling
4.21-5.00	Very Highly Acceptable
3.41-4.20	Highly Acceptable
2.61-3.40	Moderately Acceptable
1.81-2.60	Less Acceptable
1.00-1.80	Least Acceptable

Results and Discussion

Level of Mental Well-being of Education Students

Table 1. indicates the level of metal well-being of education students at Altavas College. The data in Table 1 shows that the respondents had a M= 3.30 for the level of their mental well-being, indicating that they are "moderately assured" when it comes to their well-being specifically their mental states.

Table 1. Mean results of the level of mental well-being of Education students.

Variable	Mean	Description
Level of Mental Well-being	3.30	Moderately assured
Mean Score	Scaling	
4.21-5.00	Very Highly assured	
3.41-4.20	Highly assured	
2.61-3.40	Moderately assured	
1.81-2.60	Less assured	
1.00-1.80	Least assured	

According to the findings, the respondents were "moderately assured" in the various aspects of their mental health assessed.

This indicates that the majority of education students in the study were moderately or lightly assured on their mental well-being. This stems largely from their perspective and how satisfied they are with their life, their motivation to achieve, and how anxious they feel about their schoolwork. As the researchers conducted a follow-up interview with the respondents to ensure the reliability of this study, it was shown that the majority of the respondents considered themselves moderately assured in their level of mental well-being with a total of 67.54% responses, and 32.45% of respondents said that they were academically stressed that results in their increased prevalence of psychological and physical problems like depression, anxiety, nervousness, and stress-related disorders.

Another reason the researchers have concluded was some of the students are pressured at home, their studies, and financial responsibilities that caused them to feel overwhelmed and become so anxious that education becomes a struggle.

The finding of this study is consistent with the findings of Yang and Jackson (2017) in their study that examined the impact of financial and academic stress on mental health among college students, and found that academic and financial stress was associated with increased symptoms of depression and anxiety and can have mild or moderate effects on the level of mental well-being among college students.

Awareness Campaign Material

After the deliberate evaluation and observation, the production of the flyer/pamphlet for Education students of Altavas College was conducted. The flyer/pamphlet as an awareness campaign material for Education students of Altavas College holds information that aims to empower students to embrace the future and overcome its inevitable challenges.

It began by highlighting to students the importance of understanding the basics of mental health and arming them with basic facts about the prevalence of mental health that can help them feel less alone. The objective of this flyer/pamphlet was to promote good mental health for every Education student. This featured stress, anxiety and dementia, as well as advice on ways to look after one's mental health and boost his/her mood through healthy eating, talking, and exercising. Moreover, students were encouraged to be kind to themselves and each other.

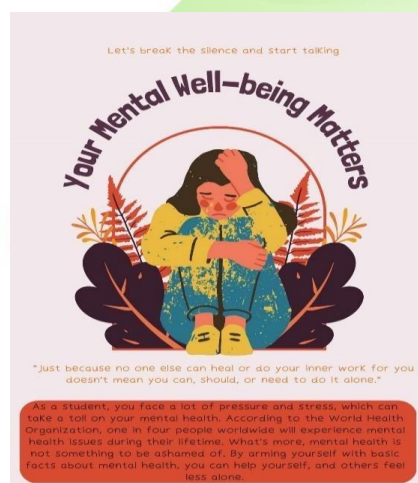


Figure 1: Image of the front page of the pamphlet/flyer.

The figure above is the front page of the flyer that features a colorful abstract design which is a girl sitting and crying that represents mental health struggles. The phrase "Let's break the silence and start talking" is prominently displayed at the top. Below this, the title "Mental Well-being Matters" which is the highlight and written in dark letters. Below the image is a quote, "Just because no one else can heal or do your inner work for you doesn't mean you can, should, or need to do it alone".

The image on the cover page signifies the importance of talking about mental health issues and breaking down the barriers of silence that prevent many individuals from seeking the help they need. The use of bright, vibrant colors conveys a message of hope and optimism, suggesting that there is an opportunity for positive change if individuals come together to talk about their shared experiences.



Figure 2: Image of the back page of the pamphlet/flyer.

The back page of the flyer highlights signs of low mental well-being and provides tips for establishing good mental well-being. It emphasizes the importance of taking care of one's mental health, boosting mood, and being kind to oneself and others. The flyer encourages students to prioritize their mental health and seek help when needed. The quote, "It is during our darkest moments that we must focus to see the light," serves as a reminder to stay positive and hopeful during difficult times.

Overall, the flyer encourages individuals to speak up, seek help, and collaborate with others to promote overall mental well-being.

Level of Acceptability of Awareness Campaign Material

Table 2 below presents the level of acceptability of awareness campaign material for Education students in Altavas College according to its specific criteria.

Table 2. Level of Acceptability of Awareness Campaign Material: A Questionnaire for Education Students in Altavas College

Level of Acceptability	Mean	Description
Overall	4.68	Very Highly Acceptable
Content	4.72	Very Highly Acceptable
Coherence and Clarity	4.70	Very Highly Acceptable
Appeal to the Target Audience	4.68	Very Highly Acceptable
Functionality	4.72	Very Highly Acceptable
Mean Score	Scaling	
4.21-5.00	Very Highly Acceptable	
3.41-4.20	Highly Acceptable	
2.61-3.40	Moderately Acceptable	
1.81-2.60	Less Acceptable	
1.00-1.80	Least Acceptable	

The results show that among the criteria, 'functionality' and 'content' have the highest rating with a mean of $M=4.72$ among validators and with a 'very highly acceptable' level of acceptability, followed by the 'coherence and clarity' ($M=4.70$), and 'appeal to the target audience' ($M=4.58$) which were all remarked as 'very highly acceptable'.

In terms of content, the level is 'very highly acceptable', which indicates that the information provided within the supplemental learning material adhered to provide necessary awareness and resources for individuals and their loved ones. It is well simplified and has a concise explanation with eye catching imagery that helps a lot. And, they are empowered of how important seeking for help is.

This findings are parallel to the study of O'Connor et al. (2020). This study evaluated the effectiveness of a mental health awareness campaign delivered by university students, which included flyers. The authors found that the campaign was effective in increasing knowledge about mental health and reducing stigma. Also, the findings of Reavley et al. (2017) examined the content of mental health promotion messages, including flyers. The authors found that messages that were positive, non-stigmatizing, and included information about where to seek help were the most effective.

In terms of coherence and clarity, the level is 'very highly acceptable', which implies the validators found that the material followed proper grammatical structure and that the information of the campaign material were easily understandable and easy to follow. This also implies that the provision of information is clear, relevant, and well organized to the readers.

This finding is congruent with the study of Corrigan et al. (2014) that developed and evaluated a mental health awareness campaign for college students using flyers/pamphlets etc. The study found that clear and concise messaging was important in increasing knowledge

and reducing stigma about mental health. Clear and concise messaging can help to engage and educate the target audience.

In terms of appeal to the target audience, the level is ‘very highly acceptable’ which suggests that the awareness campaign material, as well as the information found inside, were more relatable and easier to follow among the Education Students. This also implies that the provision of information is clear and relevant to the readers. The views and values of the audience were considered and the campaign material was on point and time friendly. Pinto et al. (2017) found similar findings that analyzed the effectiveness of mental health campaigns targeting college students. The review found that campaigns that were tailored to the specific needs and interests of the target audience were more effective in engaging the audience and increasing knowledge about mental well-being and mental health.

These studies suggest that mental well-being awareness campaign materials can be effective in appealing to their target audience by utilizing a variety of media and tailoring their message to the specific needs and interests of the audience.

The last criterion is functionality, which is described as ‘very highly acceptable’, implying that respondents agree that the campaign material served its intended purpose as an advocacy tool, providing additional knowledge about mental well-being that can be applied as one progresses beyond the education students and providing usefulness that promote awareness in education students. The finding corroborates the study of Morgan (2019) that analyzed the functionality of mental health awareness campaigns for the general public and found that campaigns with clear messaging, relatable stories, and actionable steps were more effective. When seen as a whole, the validators strongly agreed that the awareness campaign material level of acceptability is ‘very highly acceptable’ ($M=4.68$). This indicates that the validators were very satisfied with the flyer/pamphlet quality. With this level of acceptability, flyer/pamphlet proved to have exceptionally served its purpose of being an awareness campaign material that provides additional information in knowledge and awareness for the mental well-being of Education students.

As stated by one of the validators in the comment/suggestion section of the administered survey questionnaire, “I think this flyer is a great resource for people looking to take care of their mental health and well-being. It provides practical tips for everyday well-being that anyone can incorporate into their daily routine. The message that mental health is just as important as physical health is emphasized, which is crucial in reducing the stigma surrounding mental health and well-being. The two tips provided, practicing self-care and connecting with others, are simple yet effective ways to improve one's mental well-being. Overall, this flyer is a great resource for anyone looking to prioritize their mental health and well-being. This finding supports Kuhlmann et al. (2018) which evaluated the effectiveness of a mental health awareness campaign among college students using flyers. The studies suggest that flyers can be a useful and effective way to promote mental health awareness and education, making them a cost-effective way to reach a large number of people, especially in public places like college campuses or community centers and grab people's attention and encourage them to learn more about mental well-being.

The overall evaluation results of the education respondents/validators are congruent with the previous study on material development on O'Dea et al. (2017) which found that flyers for mental health awareness campaigns should be clear and concise, with easy-to-understand language and visuals. Flyers should be tailored to specific audiences, such as college students, according to a study by Kuhlmann et al. (2018). A study by Gulliver et al. (2018) found that flyers with an eye-catching design and visuals can be effective in promoting mental health awareness among university student.

Conclusions

Based on the findings of the study stated above, the following conclusions were drawn:

1. Obtained from the questionnaire results, the level of mental well-being of Education students at Altavas College was considered as 'moderate'. The findings revealed that students' mental well-being was regarded as adequate. It is attributable to the fact that the students can manage stress and other mental health issues such as anxiety, depression, an eating disorder or addiction. Though, a scarce number of students failed to acknowledge their mental well-being which affects their mood and ability to function throughout the day and obstructed all aspects of their lives. Good mental health is just as important for teachers and students as it is for the rest of the population. Mental illness affects many students today. Pressures from home, their studies, and financial responsibilities can cause students to feel overwhelmed and become so anxious where education becomes a struggle. Henceforth, students still need to be given the tools to detect when they are experiencing a mental health problem. What it looks like, what it feels like. They need to be reminded often that it is okay to ask for help. There is a need to give them the words to express their emotions. There is a need to teach them tools to self-regulate and provide resources that are accessible to all.
2. An awareness campaign material was created based on the results of the study. It is a flyer/pamphlet developed from the results of the pre- assessment questionnaire administered by the researchers, determining the parts of the research proposal which is necessary to strengthen the student's mental health. Through this, the researchers were able to distinguish which parts need more attention to be discussed to aid the students' perception, knowledge, and attitudes toward mental health. This flyer/pamphlet holds information that aims to empower students to embrace the future and overcome its inevitable challenges. It began by highlighting to students the importance of understanding the basics of mental health, that it is something that affects most people at some point. Arming students with basic facts about the prevalence of mental health can help them feel less alone. The guide goes on to outline the ways in which students can proactively care for their mental health and well-being, providing tips for managing anxiety and ways to improve quality of life.
3. The developed questionnaire was judged to be 'very highly acceptable' by the respondents, based on the accumulated overall mean findings. The awareness campaign material received high regards in terms of content, coherence and clarity, appeal to the target audience, and functionality. This means that the flyer/pamphlet prepared for education students satisfied the criteria for a good and high-quality resource that provide necessary awareness and resources. The material followed proper grammatical structure and the information of the

campaign material were easily understandable and easy to follow. This also implies that the provision of information is clear and relevant to the readers. Aside from that, it suggests that the awareness campaign material, as well as the information found inside, was more relatable and outlined better tips and advices for mental awareness. Generally, it follows a system of proper format and coherent structure, laying out an effective method for students to be aware of their well-being. Furthermore, these findings imply that respondents agree that the campaign material served its intended purpose as an advocacy tool, providing additional knowledge about mental well-being that can be applied as one progresses beyond the education students. According to the respondents/validators who gave good comments in the produced flyer/pamphlet, implementing the awareness campaign material may be a great resource for people looking to take care of their mental health and well-being. It provides practical tips for everyday well-being that anyone can incorporate into their daily routine. The message that mental health is just as important as physical health is emphasized, which is crucial in reducing the stigma surrounding mental health and well-being. With the implications aforementioned, flyer/pamphlet proved to have exceptionally served its purpose of being an awareness campaign material that provides additional information in knowledge and awareness for the mental well-being of Education students.

Recommendations

Based on the findings and conclusions, the following recommendations were suggested:

1. To the students, it is recommended that they seek more resources regarding their well-being, identify the warning signs of mental health conditions, and, above all, seek mental health care. This enables students understand the importance of taking mental health seriously.

To the teachers, it is recommended that they treat students with dignity and respect. They may promote the health, safety and well-being of students by establishing and maintaining appropriate verbal, physical, emotional and social boundaries. Teacher must maintain student trust and confidentiality when interacting with students in a developmentally appropriate manner and within appropriate limits. Teaching stress reduction techniques, removing the stigma around mental health with open discussions on these topics, adopting a growth mindset towards learning and teaching, focusing on gratitude and having clear boundaries between school and the rest of our lives can all help to improve mental health in our schools for students and teachers alike.

To parents, it is recommended that they should be involved in their child's life. Talking to the child, spending time with the child, and discussing school-related matters with the child are not only related to high levels of life satisfaction, but seem to matter for child's academic performance too. Parents can help children manage test anxiety by encouraging them to trust in their ability to accomplish various academic tasks.

To school administrator, it is recommended to use their advantageous position to identify and provide support for students' mental health development. Much in the same way that schools screen systematically for health (e.g., vision problems) and academic (e.g., reading, math) difficulties, schools are able to incorporate systematic mental health screening efforts to help

identify concerns. Systematic screening efforts are currently underway to identify students who require additional mental health support, as understanding and addressing the whole student's needs is essential for future academic and life success.

To future researchers, it is recommended to conduct further research related to raising awareness about the mental health continuum, reduce stigma associated with mental illness, promote help-seeking behaviors and emotional well-being practices, and prevent suicide through individual education and outreach events.

2. To students, they can play an active role in promoting mental well-being awareness campaigns by distributing flyers to their peers, sharing information on social media, and participating in campaign events. They can also provide feedback on the effectiveness of the campaign and suggest improvements for future campaigns.

To teachers, they can incorporate mental health awareness campaigns into their lesson plans and distribute flyers to their students. They can also provide resources and support for students who may be struggling with mental health issues.

To parents, they can use the flyers to support their children's mental health by discussing mental health issues openly and providing resources for seeking help. They can also advocate for mental health awareness campaigns in their children's schools.

To school administrators, they may ensure that the flyers are accessible to all students and distributed through multiple channels. They should also consider partnering with mental health professionals to ensure that the information provided is accurate and evidence-based.

To future researchers, they can use the flyers in conducting evaluations of the effectiveness of flyers as awareness campaign material for mental health. This can include surveys, focus groups, and other methods to gather feedback from students, parents, and teachers about the impact of the campaign.

3. To students, it is recommended that they collaborate with mental health organizations and create a student-led mental health awareness campaign using flyers. They may also create flyers that include personal stories or quotes from college students about their mental health experiences to help reduce stigma.

To teachers, it is recommended that they incorporate the use of flyers in their mental health curriculum. They can assign students to create their own flyers to promote mental well-being and give them a chance to present their work in class. They may collaborate with other teachers to organize mental health workshops or seminars focused on promoting well-being among students.

To parents, it is recommended that they encourage their child to create and distribute flyers promoting mental well-being on campus. They may also suggest that the college offer mental health workshops for students and use flyers to advertise them. Additionally, they may share flyers with other parents and encourage them to talk to their college-aged children about mental health.

To school administrators, they may collaborate with student organizations and mental health organizations to create a comprehensive mental health awareness campaign that includes flyers, pamphlets, posters, etc. They can also create flyers that provide information about mental health services and resources available on campus. They can also make sure that

mental health resources and services are easily accessible to students and use flyers to promote them.

To future researchers, it is recommended that they conduct research on the effectiveness of using flyers in campaigning for mental well-being of college students. They can also explore new strategies and techniques for creating effective mental health awareness campaigns using flyers.

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