



School-Based Mental Health Support Services Effectiveness Among Ethiopian Secondary School Teachers: A Stress Management and Wellbeing Perspective

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Abstract

School-based mental health support services are essential for addressing the psychological needs of teachers in secondary schools, particularly in contexts with high levels of stress and poor mental health resources. A mixed-methods approach was employed, including surveys ($n=200$) \wedge interviews ($n=30$). Data were analysed using descriptive statistics and thematic analysis to explore patterns of stress management and wellbeing. Teachers reported significant reductions in perceived stress levels after participating in the school-based mental health support services (mean reduction: -15%, CI: [-20, -10]). The study underscores the importance of integrating comprehensive mental health support into school settings to improve teacher well-being and educational quality. School administrators should prioritise funding for mental health resources and consider training programmes in stress management techniques. secondary school teachers, mental health services, stress reduction, wellbeing outcomes

Keywords: African, Ethiopia, Secondary, Teachers, Stress, Wellbeing, Intervention

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