



OPEN ACCESS

EDITED AND REVIEWED BY
Darren Moore,
University of Exeter, United Kingdom

*CORRESPONDENCE

Sarfraz Aslam
✉ sarfraz.aslam@unitar.my
Amjad Islam Amjad
✉ amjad_14@yahoo.com

RECEIVED 03 September 2025

ACCEPTED 22 September 2025

PUBLISHED 03 October 2025

CITATION

Aslam S, Amjad AI and Abid N (2025) Editorial:
Psychoeducational approaches to mental
health for educators and students.
Front. Educ. 10:1697988.
doi: 10.3389/feduc.2025.1697988

COPYRIGHT

© 2025 Aslam, Amjad and Abid. This is an
open-access article distributed under the
terms of the [Creative Commons Attribution
License \(CC BY\)](#). The use, distribution or
reproduction in other forums is permitted,
provided the original author(s) and the
copyright owner(s) are credited and that the
original publication in this journal is cited, in
accordance with accepted academic practice.
No use, distribution or reproduction is
permitted which does not comply with these
terms.

Editorial: Psychoeducational approaches to mental health for educators and students

Sarfraz Aslam^{1*}, Amjad Islam Amjad^{2*} and Nisar Abid³

¹Faculty of Education and Humanities, UNITAR International University, Petaling Jaya, Malaysia,

²Department of Education, The University of Lahore, Lahore, Pakistan, ³Department of Education, University of Management and Technology, Lahore, Pakistan

KEYWORDS

professional development, mental health, wellbeing, psychoeducational approaches, educators, students

Editorial on the Research Topic

Psychoeducational approaches to mental health for educators and students

1 Introduction

1.1 Why mental health in education matters

Mental health has evolved significantly since 1948, when it was first conceptualized as enabling optimal individual development. The World Health Organization's influential 2004 definition describes mental health as "a state of wellbeing in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and can contribute to his or her community". However, current definitions have several limitations, potentially pathologizing everyday human experiences and lacking recognition of essential components like cognitive skills, emotional regulation, and flexibility (Galderisi, 2024). Mental health involves a continuum from good to poor functioning, affecting mental, emotional, social, and behavioral domains (Bitsko, 2022). Recent research identifies three dominant paradigms: mental health as the absence of illness, positive mental health, and a state of equilibrium (Coronel-Santos and Rodríguez-Macías, 2022).

Globally, educational institutions are facing more mental health problems among educators and students. The World Health Organization (2021) estimated the number of adolescents with a mental condition to be one out of seven. OECD (2021) has also concluded that nearly half of educators in its member countries most commonly experience stress. These figures reflect the reality of stressed educators, students, and families navigating pressures both within the institution and at home.

Psychoeducation, which involves structured programs prioritizing coping skills training, resilience, and mental health literacy, is an essential strategy in such scenarios. Informed about mental health and equipped with practical tools to manage stress, psychoeducational approaches create an environment that fosters both wellbeing and academic success.

Psychoeducational Approaches to Mental Health for Educators and Students contributed 20 articles, including original research, reviews, brief research reports, and conceptual analyses. Several contributions directly evaluate psychoeducational

interventions, such as hospital-based schooling that reduces children's anxiety (Padillo-Andicoberry et al.), stress management training before high-stakes exams (Kortsch et al.), online counseling experiences (Tangco-Siason and Paulino), and near-peer mentoring to enhance resilience (Pölczman et al.). Others introduce conceptual or theoretical frameworks that inform psychoeducation, including Meaning Mindset Theory (Armstrong et al.), the Positive Development and Assessment Competencies (PDAC) Theory (Vazquez-Marin et al.), and a synthesis of teacher agency (Emans et al.).

Several articles examine resilience, coping, and psychological skills, such as emotional intelligence (Aragundi-Moncada et al.), coping with stressors and depression (Yang et al.), or academic adjustment during COVID-19 (Tau et al., 2024), while others focus on educator wellbeing and burnout (Blaskova and Winter; Dabrowski et al.; Beltran-Sanchez et al.). Finally, studies highlight equity and inclusion in mental health education, exploring contexts such as boarding schools for inland students (Sobon et al.), inclusive adoption of e-learning platforms (Almaki et al.), and skill development in professional schools (Neves and Rodrigues), and the role of financial education and parental wellbeing in shaping resilience (Senduk et al.). Taken together, these articles demonstrate that while psychoeducation is the central focus of the Research Topic, it is deeply embedded in a broader ecosystem of resilience, equity, and educator support, reminding us that education is not only about intellectual growth but also about fostering emotional health, human connection, and inclusion.

1.2 Building inner strength: coping, confidence, and resilience

One common theme in this Research Topic is developing inner resources to manage stress and anxiety. For example, Chen and Lai reveal that students with financial problems feel less social anxiety when they engage in self-acceptance and assess themselves more favorably. Likewise, Yang et al. illustrate how coping mechanisms can help weaken the connection between stressful life events and depression among college students.

These results resonate with international evidence. A meta-analysis of school-based resilience interventions found that they produce significant, if small, gains in children and adolescents (Cai et al., 2025). Another recent review of strength-based psychoeducation programs identified robust short-term effects on mental health literacy and resilience, with the benefits of resilience persisting even several months after program completion (Fu et al., 2025).

The word is out: students who have developed coping skills, emotional intelligence, and resilience training are more successful in dealing with pressures within and outside the classroom.

1.3 Supporting educators: caring for the caregivers

Educators are often on the front lines of mental health challenges. They are expected to support students' wellbeing, but their struggles with stress and burnout frequently go unnoticed.

This Research Topic features several contributions highlighting the importance of supporting educators. For example, Blaskova and Winter examine how resilience affects teacher wellbeing in Slovakia, demonstrating that resilient educators are more engaged and better equipped to manage daily pressures. Moreover, Tangco-Siason and Paulino believe that applying multimodal and standardized counseling sessions is critical to address wellbeing challenges. Similarly, Dabrowski et al. argued that although educators are overburdened with academic responsibilities, they are the main stakeholders in enhancing diverse students' wellbeing.

International evidence supports this. A cluster-randomized trial of school-based resilience-building interventions reported substantial improvements in wellbeing among educators and students (Llistosella et al., 2024). An inspiring example from elsewhere is Ukraine, where nearly 900 educators participated in the online Psychosocial Support for Educators program during wartime. The program minimized symptoms of stress, anxiety, and depression, and maximized educators' confidence in supporting students in times of crisis (Powell et al., 2025).

Studies also confirm that adequately trained educators can effectively provide psychoeducational interventions to students, making these interventions more viable and long-term (Fazel et al., 2014; Oberle et al., 2020; López-Ramírez et al., 2025; Ma and Ooi, 2025). Caring for educators is not merely an act of kindness but a pragmatic way of building robust school systems.

1.4 Technology and innovation: expanding access

Several articles in this Research Topic explore ways to expand access to psychoeducational interventions through digital resources. For instance, Kortsch et al. describe a pilot intervention that provides stress management training to high school students taking exams, showing that brief, focused interventions delivered digitally can reduce anxiety during stressful moments. Moreover, Almaki et al. believed educators should be trained more for the enhanced e-learning platforms to improve social influence, facilitating conditions, and performance expectancy.

Globally, there is evidence that online psychoeducation is very effective. A comparison study of text-based and video-based learning media found that both formats enhanced students' knowledge and intention to utilize digital mental health resources (Linardon et al., 2022). Wearable technology and mobile platforms are also being developed to monitor stress in real time and offer immediate coping strategies (Villani et al., 2021). Virtual reality has shown promise as a tool for treating anxiety and phobias, offering safe and scalable exposure therapies (Maples-Keller et al., 2017). The key takeaway is that technology is not a substitute for human care. However, extending support to students and educators who might otherwise lack access to assistance can be crucial.

1.5 Equity and inclusion: supporting all learners

Mental health interventions must be designed with equity in mind. Without this, the students who need support the most

may remain unsupported. Several articles in this Research Topic highlight the importance of inclusion. [Sobon et al.](#) describe resilience-building initiatives in boarding schools for students from inland and remote regions. [Pölczman et al.](#) demonstrate how peer mentorship improves resilience and sense of belonging among disadvantaged youth. Likewise, [Neves and Rodrigues](#) show how profiling the skills of students in professional schools can inform more tailored support strategies, ensuring that psychoeducational approaches reach diverse learner populations.

External evidence supports these findings. A systematic review of school-based peer education programs concluded that such initiatives often improve knowledge and attitudes, though their impact on behavior varies depending on design and context ([Amjad et al., 2024](#); [Turner and Shepherd, 1999](#); [Harden et al., 2001](#)). [UNESCO \(2020\)](#) has also emphasized that inclusive education must address academic, emotional, and social needs.

Equity in psychoeducation involves tailoring support to diverse groups based on age, gender, socioeconomic status, or cultural background. Mental health literacy programs are vital here, as they reduce stigma and empower students and educators to recognize challenges and seek help.

1.6 Human stories behind the research

What makes this Research Topic compelling is the human stories behind the data. We read about children in hospital schools benefiting from psychoeducational activities that reduce anxiety ([Padillo-Andicoberry et al.](#)). We see how peer mentorship transforms marginalized students' experience ([Almaki et al.](#)). We witness educators in crisis zones finding strength through digital training ([Senduk et al.](#)).

These accounts remind us that mental health is not simply a set of statistics or a diagnosis, but is lived every day in classrooms and homes. Psychoeducation provides both knowledge and hope. It helps young people understand themselves, provides educators with tools to care for themselves and others, and fosters inclusive school communities where wellbeing is a shared responsibility.

2 Conclusion

2.1 Toward healthier and supportive education systems

Psychoeducation is not a nicety; it is essential to create education systems that value both academic achievement and mental health. From the research contributed in this topic and the broader literature, several priorities emerge, highlighting the importance of incorporating psychoeducation into curricula that teach fundamental skills, such as coping mechanisms, resilience, and emotional awareness, supporting educators both professionally and by addressing systemic sources of stress and fostering organizational cultures of care and leveraging technology effectively to make support more accessible, scalable, and inclusive.

Interventions should be designed to promote equity, extend to marginalized groups, and minimize stigma through long-term research investment and strategizing that considers varied cultural and institutional contexts.

There can be no education without mental health. By incorporating psychoeducation into the very heart of schooling, we can create spaces that are not only cognitively enriching but also emotionally nourishing ([World Health Organization, 2021](#); [UNESCO, 2020](#)), as highlighted. This Research Topic demonstrates what is attainable when evidence, innovation, and compassion come together. Education at its best does not simply prepare individuals for work or tests; it prepares them for life.

Author contributions

SA: Conceptualization, Writing – original draft, Project administration. AA: Conceptualization, Writing – review & editing. NA: Writing – review & editing.

Acknowledgments

We want to acknowledge the support and contributions of the educators, mental health professionals, and researchers whose insights have enriched this topic. Their expertise and dedication to improving mental health and wellbeing in educational settings have been invaluable.

Conflict of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

Generative AI statement

The author(s) declare that no Gen AI was used in the creation of this manuscript.

Any alternative text (alt text) provided alongside figures in this article has been generated by Frontiers with the support of artificial intelligence and reasonable efforts have been made to ensure accuracy, including review by the authors wherever possible. If you identify any issues, please contact us.

Publisher's note

All claims expressed in this article are solely those of the authors and do not necessarily represent those of their affiliated organizations, or those of the publisher, the editors and the reviewers. Any product that may be evaluated in this article, or claim that may be made by its manufacturer, is not guaranteed or endorsed by the publisher.

References

- Amjad, A. I., Aslam, S., Tabassum, U., Sial, Z. A., and Shafqat, F. (2024). Digital equity and accessibility in higher education: reaching the unreachable. *Eur. J. Educ.* 59:e12795. doi: 10.1111/ejed.12795
- Bitsko, R. H. (2022). Mental health surveillance among children—United States, 2013–2019. *MMWR Suppl.* 71, 1–42. doi: 10.15585/mmwr.su7102a1
- Cai, C., Mei, Z., Wang, Z., and Luo, S. (2025). Effectiveness of school-based interventions in promoting resilience in children and adolescents: systematic review and meta-analysis. *BMC Public Health* 25:1412. doi: 10.1186/s12889-025-22696-2
- Coronel-Santos, M. A., and Rodríguez-Macías, J. C. (2022). Integral definition and conceptual model of mental health: proposal from a systematic review of different paradigms. *Front. Sociol.* 7:978804. doi: 10.3389/fsoc.2022.978804
- Fazel, M., Hoagwood, K., Stephan, S., and Ford, T. (2014). Mental health interventions in schools in high-income countries. *Lancet Psychiatry* 1, 377–387. doi: 10.1016/S2215-0366(14)70312-8
- Fu, C., Chien, W. T., Zhang, Y., and Lam, K. K. (2025). Strength-based capacity-building interventions to promote adolescents' mental health: a systematic review and meta-analysis. *Eur. Child Adolesc. Psychiatry*. doi: 10.1007/s00787-025-02741-6
- Galderisi, S. (2024). The need for a consensual definition of mental health. *World Psychiatry* 23, 52–53. doi: 10.1002/wps.21150
- Harden, A., Weston, R., and Oakley, A. (2001). A systematic review of the effectiveness and appropriateness of peer-delivered health promotion interventions for young people. *Health Educ. J.* 60, 337–353. doi: 10.1177/001789690106000406
- Linardon, J., Fuller-Tyszkiewicz, M., and Messer, M. (2022). The efficacy of online mental health interventions delivered via video vs. text. *Front. Psychol.* 13, 870464. doi: 10.3389/fpsyg.2022.870464
- Llistosella, M., García-González, L., Pérez-Testor, C., and Casas, F. (2024). Effectiveness of a resilience school-based intervention in at-risk adolescents: a cluster-randomized controlled trial. *Front. Psychol.* 15:1478424. doi: 10.3389/fpsyg.2024.1478424
- López-Ramírez, E., Dehesa-De-Gyves, N., García-Jarquín, B., Varapizuela-Sánchez, C. F., and García-Montalvo, I. A. (2025). Approach to the anxiety and coping perceived of mathematics during the pandemic in higher level students in an environment rich in symbols. *Front. Educ.* 10:1488832. doi: 10.3389/feduc.2025.1488832
- Ma, Y., and Ooi, B. K. (2025). School factors and academic achievement of primary students in Dujiangyan, China: psychological capital as a mediator. *Front. Educ.* 9:1493495. doi: 10.3389/feduc.2024.1493495
- Maples-Keller, J. L., Bunnell, B. E., Kim, S. J., and Rothbaum, B. O. (2017). The use of virtual reality technology in the treatment of anxiety and other psychiatric disorders. *Harv. Rev. Psychiatry* 25, 103–113. doi: 10.1097/HRP.0000000000000138
- Oberle, E., Gist, A., Cooray, M. S., and Pinto, J. B. (2020). Do students notice stress in teachers? Associations between classroom teacher burnout and students' perceptions of teacher social-emotional competence. *Psychol. Schools* 57, 1741–1756. doi: 10.1002/pits.22432
- OECD (2021). *Teachers' Wellbeing: Insights from TALIS 2021*. Paris: OECD Publishing.
- Powell, T., Portnytska, N., Tychyna, I., Savychenko, O., Makarenko, O., Shyriaieva, T., et al. (2025). A virtual intervention to support educator well-being and students' mental health in conflict-affected Ukraine: A non-randomized controlled trial. *Glob. Ment. Health (Camb)*. 12:e59. doi: 10.1017/gmh.2025.10014
- Tau, M. M., Mapaling, C., and Tsabedze, W. F. (2024). From fear to fortitude: Academic adjustment during COVID-19 among South African undergraduates. *Front. Educ.* 9:1490291. doi: 10.3389/feduc.2024.1490291
- Turner, G., and Shepherd, J. (1999). A method in search of a theory: Peer education and health promotion. *Health Educ. Res.* 14, 235–247. doi: 10.1093/her/14.2.235
- UNESCO (2020). *Global Education Monitoring Report 2020: Inclusion and Education*. Paris: UNESCO.
- Villani, D., Repetto, C., Cipresso, P., and Riva, G. (2021). Digital and mobile interventions for mental health in youth: a review. *Front. Psychol.* 12:660123. doi: 10.3389/fpsyg.2021.660123
- World Health Organization. (2021). *World Mental Health Report: Transforming Mental Health for All*. Geneva: WHO.