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Mental health literacy, resilience, and mental well-being among high school students: A study in Semarang, Indonesia

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INTRODUCTION: Good health and well-being is one of the Sustainable Development Goals in which mental health and well-being are integrated. However, in Indonesia for the past few months, there have been an increasing number of mental health cases that have happened due to low mental well-being status among adolescents including high school students. In fact, this particular situation is not only affected by poor psychological factors such as resilience but also mental health literacy. Hence, research on Indonesian high school students' mental well-being along with the influence of both resilience and mental health literacy is urgently needed.

OBJECTIVES: This study aims to investigate the relationship between mental health literacy (both knowledge and overall literacy) and resilience toward mental well-being among high school students using adapted measurements for the Indonesian population.

METHODS: Ethical approval of this study was given by the Board of Psychology Faculty Ethical Committee prior to the data collection. Following that, the data collection was conducted at a private High School in Semarang using convenience sampling. A total of 792 junior and senior high school students completed several measurements namely Mental Health Literacy Questionnaire – Short Version (MHLq-sv), Mental Health Promoting Knowledge (MHPK-10), Brief Resilience Scale (BRS) and Warwick-Edinburgh Mental Well-Being Scale (WEMWBS).

RESULTS: Based on the statistical analysis results, mental health promoting knowledge was found to be the only variable that has significant correlation with age (r

= .103; $p = .004$), which means as the students get older they acquire more adequate knowledge. Furthermore it was found that both mental health promoting knowledge and overall literacy both have statistically significant correlation with resilience and mental well-being although multicollinearity was tested beforehand. In the multiple regression model, results show that mental health overall literacy and resilience affect mental well-being simultaneously ($F = 177.811$; $p = .000$). Compared to that, mental health promoting knowledge and resilience presented a stronger significant effect on mental well-being simultaneously ($F = 321.431$; $p = .000$).

CONCLUSION: To conclude, this research would be beneficial for the mental health professionals who work with adolescents, specifically high school students. In the future, the stakeholders should not only note the importance of resilience but also mental health literacy to enhance mental well-being status among high school students in general.

KEYWORDS: mental health literacy, resilience, mental well-being, high school students, Indonesia