

Needs Analysis: Website-Based Mental Health Literacy Scale for High School Students

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Abstract

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The rapid development of digital technology has transformed psychological assessment practices in education, including guidance and counseling services in high schools. However, mental health assessments in schools are still largely conducted manually, limiting efficiency, data integration, and timely intervention. This study aims to analyze the need for developing a web-based mental health literacy scale for high school students by examining four main components: student needs, school counselor needs, scale characteristics, and counseling service needs. A descriptive qualitative approach was employed using observations, semi-structured interviews, and a needs analysis questionnaire. Participants included 1,000 high school students and 20 school counselors in Palembang and its surrounding areas. The results showed that most need components were rated at high to very high levels. Students expressed strong expectations for digital assessment instruments that are accessible, relevant, stigma-sensitive, and user-friendly, while school counselors emphasized the importance of technological support, the availability of structured data, and strong psychometric quality. Furthermore, the need for counseling services highlights the urgency of integrating assessment, digital counseling services, early detection, school collaboration, and data-driven evaluation. These findings underscore the need to develop a web-based mental health literacy scale as part of an integrated digital counseling system to support effective, evidence-based, and responsive mental health services in schools.

Keywords: Mental Health Literacy, Web-Based Scale, School Counseling, Digital Assessment

Abstrak

Perkembangan pesat teknologi digital telah mentransformasi praktik asesmen psikologis di bidang pendidikan, termasuk dalam layanan bimbingan dan konseling di sekolah menengah. Namun, asesmen kesehatan mental di sekolah masih banyak dilakukan secara manual sehingga membatasi efisiensi, integrasi data, serta ketepatan waktu dalam intervensi. Penelitian ini bertujuan untuk menganalisis kebutuhan pengembangan skala literasi kesehatan mental berbasis web bagi siswa sekolah menengah atas dengan menelaah empat komponen utama, yaitu kebutuhan siswa, kebutuhan konselor sekolah, karakteristik skala, dan kebutuhan layanan konseling. Penelitian menggunakan pendekatan deskriptif kualitatif melalui observasi, wawancara semi-terstruktur, serta angket analisis kebutuhan. Partisipan terdiri atas 1.000 siswa SMA dan 20 konselor sekolah di Kota Palembang dan sekitarnya. Hasil penelitian menunjukkan bahwa sebagian besar komponen kebutuhan berada pada kategori tinggi hingga sangat tinggi. Siswa mengharapkan instrumen asesmen digital yang mudah diakses, relevan, sensitif terhadap stigma, dan ramah pengguna. Sementara itu, konselor sekolah menekankan pentingnya dukungan teknologi, ketersediaan data yang terstruktur, serta kualitas psikometrik yang kuat. Selain itu, kebutuhan layanan konseling

menunjukkan urgensi integrasi antara asesmen, layanan konseling digital, deteksi dini, kolaborasi sekolah, dan evaluasi berbasis data. Temuan ini menegaskan perlunya pengembangan skala literasi kesehatan mental berbasis web sebagai bagian dari sistem konseling digital terintegrasi untuk mendukung layanan kesehatan mental di sekolah yang efektif, berbasis bukti, dan responsif.

Kata Kunci: Literasi Kesehatan Mental, Skala Berbasis Web, Konseling Sekolah; Penilaian Digital

INTRODUCTION

The development of digital technology has transformed the landscape of psychological assessment in education, including guidance and counseling services in high schools. The use of technology in assessment is no longer considered an incremental innovation, but rather an essential requirement to support service effectiveness and time efficiency (Carey & Dimmitt, 2012; Reavley & Jorm, 2011). Various studies have shown that digital approaches can improve the accuracy of identifying psychological problems and expedite intervention follow-up (Kutcher et al., 2015; Moorhead et al., 2013). In the context of mental health literacy, web-based instruments have great potential to help students understand their psychological conditions independently through automated and non-stigmatized interpretation of results (Kutcher et al., 2015; O'Connor et al., 2014). However, most mental health assessments in schools are still manual, with paper formats and subjective interpretations, making them inefficient and difficult to integrate with school digital service systems. This situation emphasizes the importance of developing a web-based mental health literacy scale that is appropriate to user needs and the characteristics of the high school environment.

Mental health literacy in adolescents includes the ability to understand basic mental health concepts, recognize emotions, use healthy coping strategies, and seek professional help when needed (Bröder et al., 2017; Rickwood et al., 2007). However, research shows that high school students still face various barriers in understanding mental health terms, recognizing stress, and accessing support information (Kutcher et al., 2015; O'Reilly et al., 2018). They also expect assessment instruments that are simple, non-judgmental, and easily accessible through digital devices (O'Connor & Casey, 2015). This need aligns with the characteristics of the digital native generation, which is more responsive to interactive, website-based assessment formats. Therefore, the needs analysis process in this study focused on how scale design can support students' understanding of mental health concepts while providing a comfortable and stigma-free assessment experience.

On the other hand, guidance and counseling teachers face significant challenges in early detection of student psychological problems due to the limited availability of valid, practical, and data-based assessment instruments (Kutcher et al., 2015; Moorhead et al., 2013). Guidance and counseling services in schools require measurement tools that are not only psychometrically reliable but also easy to administer and integrate with web-based school management systems (Carey & Dimmitt, 2012). Digital technology

allows guidance and counseling teachers to monitor students' mental health development more efficiently through automated reports and visualization of results (Reavley & Jorm, 2011). Therefore, guidance and counseling teachers need to develop scales that can facilitate early identification, support evidence-based counseling processes, and provide quantitative data useful for service planning.

Scale quality is also a crucial aspect in determining assessment effectiveness. A good scale must meet the principles of content relevance, language readability, validity and reliability, and sensitivity to stigma issues (Boateng et al., 2018; DeVellis, 2017; Kutcher et al., 2015). Research by Bröder et al. (2017) emphasized the importance of readability for scales to be easily understood by adolescents, while O'Connor et al. (2014) showed that digital formats can increase student engagement and reduce resistance to completing psychological instruments. Therefore, in developing web-based scales, attention to simple language, user-friendly interface design, and efficient digital formats are key elements to ensure accurate assessment results and are acceptable to target users.

In addition to individual and instrumental needs, guidance and counseling services also require an integrated and sustainable assessment system. Carey & Dimmitt (2012) emphasized that assessment should be part of the overall school service, not a separate activity. E-counseling-based services have been shown to expand the reach of interventions and increase the effectiveness of early detection of adolescent problems (Moorhead et al., 2013; Rickwood et al., 2007). Reavley & Jorm (2011) added that collaboration between teachers, counselors, and parents is a determining factor in the success of school mental health services. With the support of web-based assessment data, guidance and counseling teachers can conduct data-driven evaluations and adapt interventions to students' needs in real time (Jellins, 2015).

Based on this foundation, this study aims to analyze the need to develop a website-based mental health literacy scale for high school students, by examining four main components: student/counselee needs, guidance and counseling teacher needs, scale needs, and service needs. This needs analysis is expected to serve as a conceptual basis for developing a valid, practical, and adaptive digital instrument for the Indonesian high school context. Thus, the results of this study will not only contribute to improving the quality of mental health assessments in educational settings but also strengthen the transformation of guidance and counseling services toward a technology- and data-driven system.

METHODS

Research Design

This study constitutes the preliminary phase of developing a website-based mental health literacy scale, focusing specifically on a needs analysis of both the measurement instrument and the digital system to be developed. A descriptive qualitative research design was employed to comprehensively explore contextual conditions, challenges, and expectations related to mental health assessment

implementation in high schools. The needs analysis aimed to map the current practices of guidance and counseling (BK) services, identify limitations in existing assessment tools, and examine the urgency of developing an efficient and accessible web-based assessment system.

Research Setting and Participants

The research was conducted at a public high school in Palembang City. Participants included guidance and counseling (BK) teachers and high school students from grades X, XI, and XII. Semi-structured interviews were conducted with three BK teachers and selected student representatives to obtain in-depth insights into the implementation of mental health assessments, challenges in early detection of psychological concerns, and expectations for digital-based measurement systems. In addition, a needs analysis questionnaire was distributed to 1,000 high school students and 20 BK teachers to obtain broader quantitative support regarding instrument and system development needs.

Data Collection Techniques

Data were collected using three techniques: observation, semi-structured interviews, and a needs analysis questionnaire; 1) Observations were conducted to examine the implementation of psychological assessments by guidance counselors, evaluate the limitations of instruments currently used, and assess the school's technological readiness for digital innovation in assessment services; 2) Semi-structured interviews aimed to explore deeper insights into teachers' challenges in identifying students' mental health conditions, limitations of existing assessment instruments, and expectations regarding a web-based system capable of generating automatic scoring and interpretation; 3) The needs analysis questionnaire was developed based on four major indicator domains: student/counselee needs, BK teacher/counselor needs, scale development needs, and BK service integration needs. The indicators encompassed conceptual understanding, emotional difficulties, coping strategies, access to mental health information, instrument expectations, content relevance, validity, readability, and the integration of assessment results within counseling services.

Instrument Validity and Reliability

Prior to large-scale distribution, the instrument underwent validity and reliability testing using SPSS version 26. Validity testing employed the Corrected Item–Total Correlation method, while reliability was measured using Cronbach's Alpha. The pilot testing involved 20 teachers and 20 students to ensure the instrument's psychometric adequacy before broader implementation.

Table 1. Grid of Needs Analysis

Types of Analysis	Reliability Cronbach's Alpha	Respondents	Aspect	Statement Number	Corrected Item-Total Correlation
Student/Counselor Needs	0.991	Student	1. Conceptual understanding	1 – 5	0.786 – 0.963
			2. Emotional difficulties	6 – 10	
			3. Problem-solving strategies	11 – 15	
			4. Access to information	16 – 20	
			5. Instrument suitability	21 – 25	
Need for Guidance Teachers/Counselors	0.958	Guidance and Counseling Teacher	1. Identification challenges	1 – 5	0.421 – 0.905
			2. Instrument limitations	6 – 10	
			3. Data requirements	11 – 15	
			4. Scale expectations	16 – 20	
			5. Technology support	21 – 25	
The Need for Scale	Students: 0.993	Students and Guidance and Counseling Teacher	1. Content relevance	1 – 5	Student: 0.831 – 0.969 Teacher: 0.562 – 0.916
	Teacher: 0.975		2. Language readability	6 – 10	
			3. Validity reliability	11 – 15	
			4. Digital format	16 – 20	
			5. Stigma sensitivity	21 – 25	
Service Needs	0.975	Guidance and Counseling Teacher	1. Assessment Integration	1 – 5	0.611 – 0.891
			2. Digital Counseling Services	6 – 10	
			3. Early Detection	11 – 15	
			4. School Collaboration	16 – 20	
			5. Data Based Evaluation	21 – 25	

Table 2. Response Scale

Score	Featured Categories
4	Very Suitable
3	Suitable
2	Not Suitable
1	Very unsuitable

Noted:

Xmin	= 5 x 1 = 5
Xmax	= 5 x 4 = 20
Mean Idel (Mi)	= 12.5
Ideal Standard Deviation (SDi)	= 2.5
Category Interval	= 0.5 SD
Number of Categories	= 5

Table 3. Data Categorization

Category	Value Limit
Very high	$X > 16.25$
High	$13.75 < X \leq 16.25$
Medium	$11.25 \leq X \leq 13.75$
Low	$8.75 \leq X < 11.25$
Very Low	$X < 8.75$

The categorization of the needs analysis results was carried out using a theoretical norm approach by calculating the ideal mean and ideal standard deviation. The ideal mean was obtained from the average of the maximum and minimum scores, while the ideal standard deviation was obtained from the difference between the maximum and minimum scores divided by six. The category determination was carried out based on intervals of $\frac{1}{2}$ standard deviation, resulting in five categories: very low, low, medium, high, and very high.

This needs analysis yielded a map of the real problems and expectations of students and guidance counselors regarding the importance of valid, practical digital instruments capable of providing automated results and interpretation. Therefore, a website-based mental health literacy scale was developed to support guidance and counseling services in high schools, making them more efficient, technology-adaptive, and responsive to the psychological needs of today's students.

RESULTS AND DISCUSSION

Results

The needs analysis was conducted through observations, interviews, and questionnaires with teachers and 1,000 high school students in Palembang, as well as 20 guidance and counseling teachers in Palembang City and other areas. The collected data was analyzed using descriptive percentage techniques to identify the level of need for learning media. The results of the analysis are then presented in the following table.

Student/Counselee Needs Analysis

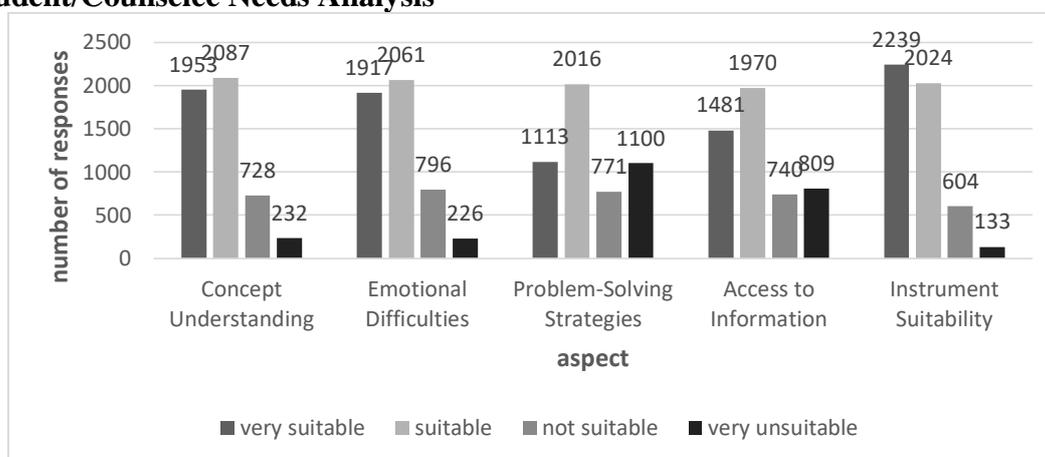


Diagram 1. Data from the Results of the Student/Counselee Needs Analysis

Table 4. Categorization of Student/Counselee Needs Data

Aspect	Mark	Category
Concept Understanding	15,761	High
Emotional Difficulties	15,669	High
Problem-Solving Strategies	13,142	Medium
Access to Information	14,123	High
Instrument Suitability	16,369	Very high

The analysis results show varying levels of need across all aspects of students' mental health literacy. The instrument expectation aspect received the highest score (16.369) and was in the very high category, indicating that students had strong expectations for the availability of web-based instruments that were informative, easy to use, and capable of providing meaningful feedback. The other three aspects conceptual understanding (15.761), emotional difficulties (15.669), and information access (14.123) were in the high category, indicating that students needed adequate support in understanding mental health concepts, managing emotional difficulties, and gaining access to clear and relevant information. Meanwhile, the coping strategies aspect (13.142) was in the medium category, indicating that students' ability to apply coping skills was still at an intermediate level and needed strengthening. Overall, this score pattern underscores the importance of developing web-based mental health literacy instruments that not only provide information but also help students improve their adaptive skills and meet their expectations for effective and responsive digital services.

High scores on instrument expectations, conceptual understanding, emotional difficulties, and information access indicate that high school students have a strong need for mental health literacy tools that are easy to understand, relevant, and flexibly accessible through digital media. These findings align with the theory of digital youth engagement, which states that adolescents tend to be more actively engaged when psychological services are delivered through digital platforms that are interactive, personalized, and provide immediate feedback. (Rideout & Fox, 2018). In addition, recent research shows that web-based assessment platforms can improve students' conceptual understanding and self-awareness of their emotional states because information is presented in a non-judgmental and contextual manner. (Lehtimaki et al., 2021) Thus, the high demand for conceptual understanding and information access indicates that website-based mental health literacy tools have the potential to be effective educational and preventive tools for high school students.

Meanwhile, the moderate score for coping strategies indicates a gap between students' understanding of mental health and their ability to apply coping strategies adaptively. This aligns with findings that increased mental health literacy does not automatically translate into improved emotional regulation and problem-solving skills, unless instruments or interventions are designed to encourage reflection and active practice of these skills. (Compas et al., 2017). Recent research also confirms that digital assessments accompanied by structured feedback and data-driven coping strategy

recommendations can help students develop adaptive responses to academic and emotional stress.(Fernández-Batanero et al., 2025)Therefore, the results of this study confirm that the development of a website-based mental health literacy scale needs to focus not only on presenting information but also on integrating features that encourage strengthening coping strategies as part of the student assessment and self-development process.

Analysis of the Needs of Guidance and Counseling Teachers

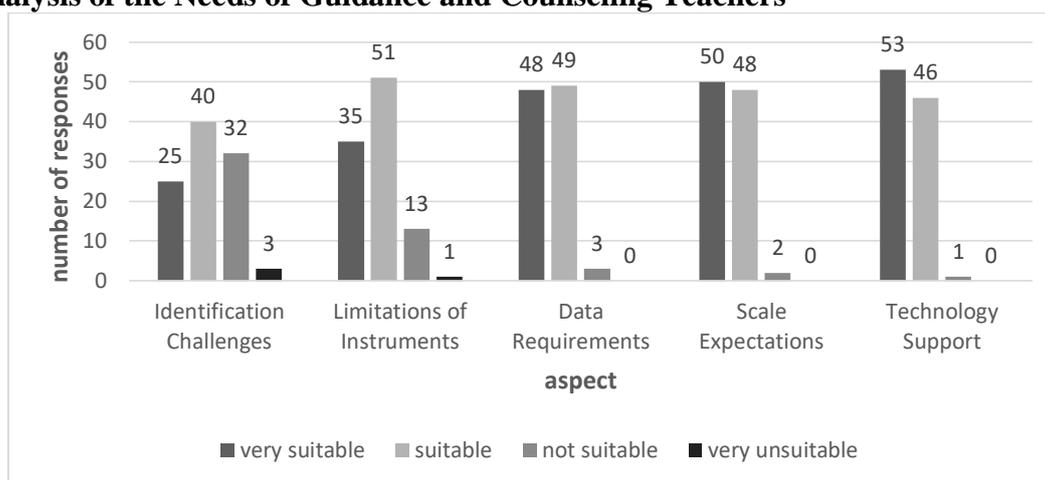


Diagram 2. Data from the Needs Analysis for Guidance and Counseling Teachers

Table 5. Categorization of Data on Guidance and Counseling Teacher Needs

Aspect	Mark	Category
Identification Challenges	14.35	High
Limitations of Instruments	16.00	High
Data Requirements	17.25	Very high
Scale Expectations	17.40	Very high
Technology Support	17.60	Very high

The analysis results indicate that student and practitioner needs for the development of a web-based mental health literacy scale range from high to very high. The technological support aspect received the highest score (17.60) and is categorized as very high, confirming that the availability of adequate digital facilities is a crucial factor in implementing web-based assessments. Two other aspects—scale expectations (17.40) and data needs (17.25)—also ranked as very high, indicating that users require an instrument that is not only accurate and informative but also capable of providing complete, structured, and easily processed data for guidance and decision-making purposes. Meanwhile, the instrument limitations (16.00) and identification challenges (14.35) ranked as high, indicating that although the current instrument is considered quite helpful, there are still obstacles in the process of identifying student needs and limitations in the features or completeness of items on the available scale. Overall, these findings reinforce the urgency of developing a web-based scale that is more

comprehensive, responsive, and supported by optimal technology to meet the demands of modern assessment in educational environments.

The high scores on technology support, scale expectations, and data needs indicate that guidance and counseling teachers/counselors increasingly need assessment systems that are integrated with digital technology and capable of providing comprehensive data to support professional decision-making. This finding aligns with the data-based decision-making approach in school counseling services, which emphasizes that the systematic use of assessment data can improve the accuracy of student needs identification and the effectiveness of service planning. (Schildkamp et al., 2017). In addition, research shows that the availability of structured and easily accessible data through digital systems allows school counselors to continuously monitor student progress and evaluate the impact of services more objectively (Mandinach & Gummer, 2016). Thus, the need for data and expectations for high scale reflect a shift in guidance and counseling practices toward more accountable, evidence-based services supported by reliable digital information systems.

On the other hand, the persistently high scores for instrument limitations and identification challenges indicate that guidance and counseling teachers face obstacles in accessing practical, sensitive, and appropriate measurement tools that address the complexity of students' psychological issues. Research in learning analytics and digital assessment confirms that web-based systems equipped with automated analysis and data visualization features can help educators and counselors identify student risk patterns more quickly and accurately. (Ifenthaler & Yau, 2020). In addition, the use of responsively designed digital instruments allows for a continuous and contextual assessment process, thus supporting early identification and adaptive adjustment of interventions. (Mandinach & Gummer, 2016) Therefore, the results of this study confirm that the development of a website-based mental health literacy scale needs to be directed not only at the completeness of psychometric content, but also at technological support that can meet the practical needs of guidance and counseling teachers in the process of identifying, evaluating, and planning data-based services.

Scale Needs Analysis

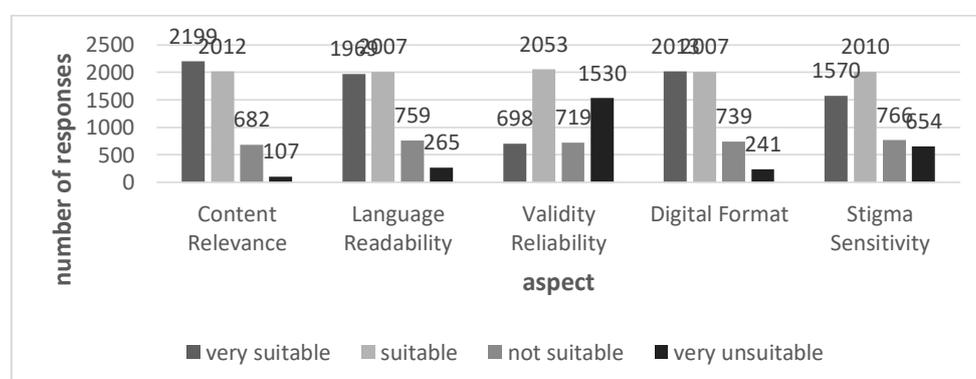


Diagram 3. Data from the Results of the Scale Needs Analysis by Students/Counselors

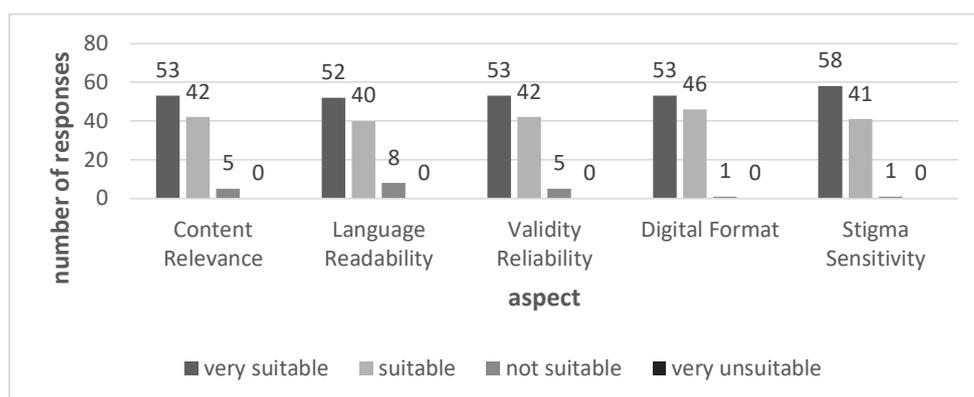


Diagram 4. Data from the Results of the Scale Needs Analysis by Teachers

Table 6. Categorization of Scale Needs Data

Aspect	Students/Counselees		Guidance and Counseling Teacher/Counselor	
	Mark	Category	Mark	Category
Content Relevance	16,303	Very high	17.40	Very high
Language Readability	15,680	High	17.20	Very high
Validity Reliability	11,919	Medium	17.40	Very high
Digital Format	15,792	High	17.60	Very high
Stigma Sensitivity	14,496	High	17.85	Very high

The analysis of the needs of students/counselees and guidance counselors/teachers showed a consistent pattern where guidance counselors/teachers gave higher ratings to all aspects than students. Among the students, the content relevance aspect received the highest score (16.303) in the very high category, indicating that they considered the suitability of the scale content to their experiences and needs as very important. The language readability (15.680), digital format (15.792), and stigma sensitivity (14.496) aspects were in the high category, indicating that students needed a scale that was easy to understand, presented in a convenient digital platform, and able to avoid language that could potentially cause negative perceptions. Meanwhile, the validity-reliability aspect received the lowest score (11.919) in the medium category, indicating that students may not fully understand or realize the importance of these technical aspects in the quality of the instrument.

In contrast to students, guidance counselors rated all aspects very high, with the highest scores for stigma sensitivity (17.85) and digital support (17.60). This indicates that, from a professional perspective, teachers strongly emphasize the importance of instruments that are sensitive to stigma issues, have strong psychometric qualities, and are presented in a digital format that supports assessment efficiency. Overall, these findings illustrate the differences in needs between students and guidance counselors, while also emphasizing that the development of web-based scales must be able to bridge

students' practical needs and teachers' professional standards for the instrument to be effective, inclusive, and credible.

The results showed that both students and guidance counselors placed content relevance as a very important aspect in developing a mental health literacy scale, with very high scores in both groups. This finding aligns with the principle of content relevance in developing psychological instruments, which emphasizes that statement items must reflect the respondents' real-life experiences and contexts for the instrument to be meaningful and highly acceptable. (Streiner et al., 2024). High scores on language readability, digital format, and stigma sensitivity in the student group also indicate that design and language play a crucial role in encouraging young respondents' engagement. Research on web-based survey design shows that simple language, user-friendly interfaces, and responsive digital formats can improve response quality and reduce survey fatigue in adolescent respondents. (Dillman et al., 2014). Thus, student needs emphasize that website-based mental health literacy scales must be designed with user experience in mind for optimal access, understanding, and acceptance.

On the other hand, the very high ratings of guidance and counseling teachers/counselors across all aspects, particularly stigma sensitivity, validity-reliability, and digital format, reflect a professional orientation toward psychometric quality and assessment ethics. This perspective aligns with modern measurement theory, which emphasizes that psychological instruments must meet strict validity and reliability standards for assessment results to be scientifically sound and used as a basis for service decision-making. (Streiner et al., 2024). In addition, teachers' high level of concern about stigma sensitivity aligns with research findings showing that insensitive language and measurement methods can reinforce stigma and reduce respondents' openness in mental health assessments. (Corrigan et al., 2014) Therefore, the differences in emphasis between students and guidance counselors emphasize that the development of a website-based mental health literacy scale needs to integrate a user-centered approach and professional psychometric standards in a balanced manner, so that the instrument is not only easy to use and inclusive for students, but also credible and ethical for practitioners.

Guidance and Counseling Service Needs Analysis

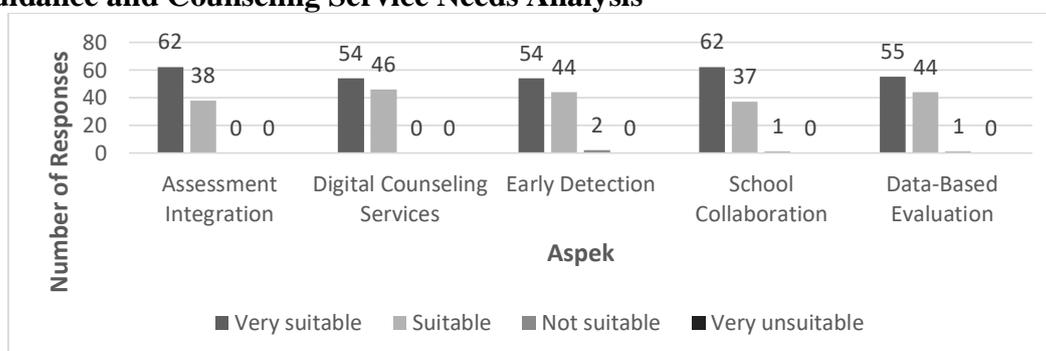


Diagram 5. Data from the Analysis of Guidance and Counseling Service Needs

Table 7. Categorization of Guidance and Counseling Service Needs Data

Aspect	Mark	Category
Assessment Integration	18.00	Very high
Digital Counseling Services	17.70	Very high
Early Detection	17.60	Very high
School Collaboration	18.05	Very high
Data-Based Evaluation	17.70	Very high

The analysis results show that all aspects related to the need to develop a website-based mental health literacy system are in the very high category, with relatively even and strong scores. The school collaboration aspect received the highest score (18.05), emphasizing the importance of cooperation between guidance counselors, homeroom teachers, school management, and other support staff in ensuring that mental health assessments can be carried out in an integrated and sustainable manner. The assessment integration aspect (18.00) also received a very high category, indicating the need for a system capable of linking assessment results with follow-up services, such as counseling interventions or coaching programs. Digital counseling services and data-driven evaluation each received a score of 17.70, reflecting the urgency of providing a digital platform that enables remote counseling while generating structured data for systematic monitoring of student progress. Meanwhile, the early detection aspect (17.60) emphasized the need for users to identify psychological problems quickly, accurately, and responsively. Overall, these findings indicate that stakeholders have high expectations for the development of an integrated, collaborative, data-driven digital system to improve the quality of mental health services in schools.

The finding that all aspects of guidance and counseling service needs are in the very high category indicates a systemic demand for a more integrated and collaborative transformation of mental health services in schools. The highest score in the school collaboration aspect confirms that guidance and counseling services can no longer operate individually but must be connected to the overall school ecosystem. This aligns with the comprehensive school mental health systems framework, which emphasizes collaboration across roles—counselors, teachers, school leaders, and support staff—to ensure continuity of assessment, intervention, and monitoring of student progress. (Weist et al., 2009). Furthermore, the high demand for assessment integration suggests that mental health assessments are viewed not as merely administrative activities, but as a gateway to relevant and targeted follow-up services. This approach is consistent with the multi-tiered systems of support (MTSS) model, which emphasizes the integration of assessment data with decision-making about preventive and curative services in the school environment. (Lane, 2003).

Furthermore, the high scores on digital counseling services, early detection, and data-driven evaluation reflect a paradigm shift in guidance and counseling services toward technology-based practices and empirical evidence. Research shows that technology-based counseling services can improve accessibility, service continuity, and

student comfort in disclosing psychological issues, particularly in school contexts with limited time and resources.(Barak et al., 2009)The high need for early detection is also in line with the promotive-preventive approach in mental health, where early identification plays an important role in preventing the development of more complex psychological problems.(Atkins et al., 2010)Meanwhile, data-driven evaluation is seen as a key element in ensuring the accountability and effectiveness of guidance and counseling services, as it allows counselors to objectively and continuously monitor the impact of interventions. Therefore, these findings emphasize that the development of a website-based mental health literacy system must be designed as an integrated, collaborative, and data-driven guidance and counseling service platform, not simply a measuring tool.

CONCLUSION

The findings of this study indicate that the development of a web-based mental health literacy scale is a critical need in high school guidance and counseling services. The high to very high levels of need among students, school counselors, assessment instruments, and counseling services indicate a systemic demand for digital tools that are not only accessible and stigma-sensitive for students, but also psychometrically valid and data-driven for professional practice. This study highlights the important contribution of integrating a user-centered perspective with professional standards, thereby addressing the gap between practical utility and scientific rigor in school-based mental health assessment. The emphasis on the integration of assessment, early detection, collaboration, and data-driven evaluation further positions the proposed scale as part of a comprehensive digital counseling system, rather than a stand-alone instrument. Consequently, this study provides a strong conceptual foundation for the subsequent development of a valid, practical, and contextually relevant web-based mental health literacy scale that supports the transformation of school counseling services toward evidence-based and technology-enabled practices.

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