EDUCATIONAL PSYCHOLOGY CURRICULUM TO IMPROVE STUDENTS' MENTAL WELL-BEING IN SCHOOLS

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Abstract. Increased awareness of the importance of mental well-being as a crucial factor in students' academic and personal development demonstrates the need to integrate psychology education into the school curriculum. This study aims to examine the effectiveness of the educational psychology curriculum designed to improve students' mental well-being. Using a systematic review approach using the PRISMA method, this study synthesizes the existing literature on the impact of psychology education in schools. The findings of the study show that the integration of mental health literacy, stress management techniques, and social-emotional learning (SEL) in the school curriculum significantly improves students' emotional resilience, reduces academic stress, and builds positive interpersonal relationships. The curriculum also plays an important role in the early identification of mental health problems and offers effective preventive measures. The novelty of this study lies in its comprehensive approach, which includes trauma-based treatment, mindfulness techniques, and a collaborative model involving teachers, mental health professionals, and families. This research emphasizes the importance of ongoing professional training for educators as well as interdisciplinary collaboration to ensure the effective implementation of mental health support in educational settings. The study advocates the integration of these practices into the standard curriculum to support students' mental well-being and academic success in the long term.

INTRODUCTION

Students' mental well-being is increasingly recognized as essential for academic achievement and socio-emotional development. A psychologically supportive school climate fosters positive teacher-student relationships, inclusivity, and a sense of belonging, which in turn enhances academic success and social competence (Evelyn, 2025; Rustyawati, 2025; Tasiouli & Lyra, 2024). Research confirms that a safe, nurturing learning environment can buffer the negative effects of stress and trauma, strengthening students' resilience and improving cognitive function (Mukherjee & Horton, 2024). Furthermore, positive mental health is associated with higher academic performance and stronger interpersonal and intrapersonal skills, reinforcing the multifaceted benefits of school-based mental well-being programs (Keeping Students Safe and Helping Them Thrive, 2019; U et al., 2025).

Despite its importance, students encounter numerous obstacles in managing their mental health. The academic environment's high stress and competitiveness frequently trigger anxiety and emotional distress, which hinder learning and overall well-being (Handayani et al., 2024; Jeevar et al., 2022). Bullyingboth in-person and digital further exacerbates psychological issues, potentially resulting in long-term emotional and behavioral consequences (Breitenstein et al., 2025). Personal and familial problems contribute additional challenges, making it difficult for many students to maintain emotional stability in school (Roziqin, 2024). These difficulties are worsened by the shortage of trained mental health professionals and insufficient support systems in schools, emphasizing the urgent need for innovative, coordinated interventions (Minsih et al., 2025).

Addressing these issues requires comprehensive mental health policies and strategies that combine prevention with responsive care. Collaborative models that involve educators,

mental health professionals, and families are key to building effective networks for early detection and intervention (Saadati, 2023). Trauma-informed and mindfulness-based programs have shown effectiveness in helping students manage academic stress and build resilience (Mukherjee & Horton, 2024; Roziqin, 2024). In addition, psychoeducational initiatives can empower teachers, students, and families by enhancing their knowledge and emotional skills (Hughes et al., 2022). Collectively, such interventions reduce the effects of academic and social stress while promoting a foundation of long-term psychological well-being, which supports all aspects of student development (Hajihasani et al., 2019). Fostering students' mental well-being in school is therefore crucial for their academic and social success. By tackling complex issues such as academic stress, bullying, and personal challenges, stakeholders can create a more inclusive and supportive educational environment that benefits both individuals and society (Breitenstein et al., 2025; Evelyn, 2025; Handayani et al., 2024; Rustyawati, 2025; Tasiouli & Lyra, 2024).

Integrating educational psychology into the school curriculum has emerged as a key strategy to promote mental well-being. This approach provides students and educators with evidence-based tools for understanding, managing, and preventing mental health issues such as stress and anxiety. Drawing from cognitive, developmental, and positive psychology, the curriculum offers theoretical and practical support to enhance self-resilience and adaptive coping (Shilko et al., 2022). It emphasizes stress management techniques, mindfulness, and cognitive restructuring methods that help students reframe negative thoughts before they escalate (Shilko et al., 2022; Ting et al., 2023). Studies show that incorporating educational psychology into teacher training and student modules reduces anxiety and fosters reflective approaches to academic challenges (Danjie, 2023). The impact is even greater when content covers life skills, emotional regulation, and communication skills essential for holistic psychological resilience (Shilko et al., 2022; Ting et al., 2023).

Curriculum reforms that incorporate positive psychology perspectives further contribute to building a school culture that prioritizes well-being alongside academic success. By implementing interventions that enhance optimism and emotional balance, schools can improve students' mental health outcomes (Shilko et al., 2022). These reforms include revising pedagogy to support regular mental health education and interactive learning experiences (Danjie, 2023; Ting et al., 2023). Such educational changes prepare students not only for academic excellence but also to navigate personal and social pressures effectively. The effectiveness of the educational psychology curriculum lies in its dual purpose: it addresses current mental health issues and provides preventive frameworks for lifelong coping (Danjie, 2023). This ensures that mental health education becomes an integral part of the education system, not an add-on. By introducing these principles early in schooling, educators foster an inclusive environment where mental well-being is a right and a prerequisite for success (Shilko et al., 2022; Ting et al., 2023).

The success of such initiatives depends on continuous collaboration among educators, mental health professionals, and policymakers to adapt curricula based on new research and emerging student needs. Interdisciplinary cooperation ensures that educational approaches stay relevant and effective, reaffirming the central role of mental well-being in academic and personal development (Danjie, 2023). Through curriculum innovation and classroom practice, educational psychology can significantly contribute to developing a mentally resilient student population, thereby supporting societal well-being. Nonetheless, while awareness is growing, gaps remain in effectively implementing integrated educational psychology curricula. A major shortcoming is the lack of mental health education embedded within the core curriculum, leaving many students without essential coping skills (Reinke et al., 2011; Wei et al., 2013). Another key issue is educators' limited ability to identify and address mental health concerns. Research reveals that many teachers are unprepared to manage mental health issues in the classroom (Reinke et al., 2011; Shelemy et al., 2019). To address this, teacher training modules must focus on early detection, intervention strategies, and preventative approaches. Such training should be dynamic and continuous, ensuring educators remain updated on best practices.

Moreover, schools often lack a collaborative infrastructure involving teachers, counselors, school nurses, and mental health professionals. Interdisciplinary models have been shown to enhance intervention outcomes and provide more comprehensive support (Kutcher et al., 2015; Reinke et al., 2011). Establishing integrated networks that support ongoing communication and strategic coordination can greatly enhance mental health support in education. Another gap is the lack of engaging pedagogical methods to deliver mental health content effectively. Traditional lecture-based methods fail to capture students' interest. Innovative approaches such as educational games, group activities, and digital learning tools—are recommended to increase engagement and improve self-esteem and social skills (Jenson et al., 2023; Oh & Formigoni, 2024).

One of the major innovations in the educational psychology curriculum is the focus on social-emotional learning (SEL) and mental health literacy as daily learning components. Research shows that such modules improve mental health awareness, foster positive attitudes, and encourage help-seeking behaviors (Kutcher et al., 2015). Integrating SEL and mental health literacy not only reduces stigma but also equips students with long-term coping strategies. Another advancement is the implementation of ongoing evaluation and adaptation of the curriculum. Incorporating feedback from educators, students, and mental health experts enables data-driven improvements that align with contemporary research and evolving social needs (Skre et al., 2013; Wei et al., 2013). This process ensures that school-based mental health education remains relevant and effective.

In conclusion, bridging the gap in effective mental health education requires the integration of evidence-based educational psychology, continuous professional development for educators, and interdisciplinary collaboration. Ongoing pedagogical innovation and curriculum evaluation will ensure that schools provide robust mental health support that not only addresses current challenges but also builds a strong foundation for future student well-being.

RESEARCH METHODS

This study uses the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) and PCOS (Polycystic Ovary Syndrome) approaches to develop an educational psychology curriculum that aims to improve the mental well-being of students in schools. The PRISMA method will be used to compile, analyse and synthesize relevant literature related to this topic, while PCOS will be used to identify mental health challenges that students may face, as well as their impact on their wellbeing.
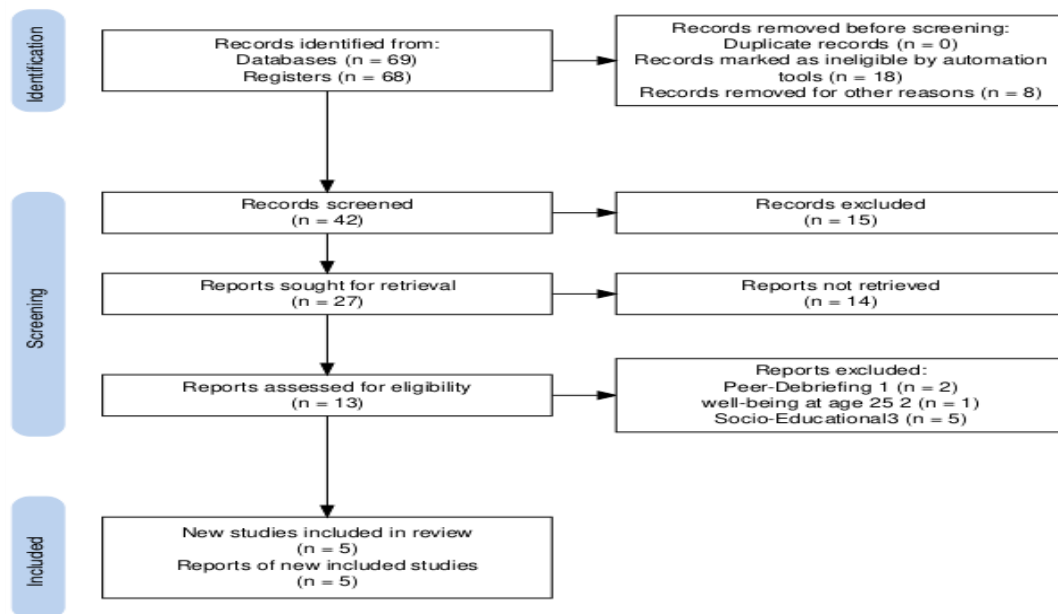
Figure 1. Flowchart of Inclusion and Exclusion of Studies

This study will use a systematic review design to identify, evaluate, and integrate existing evidence related to the application of the educational psychology curriculum in improving students' mental well-being. The systematic review approach will follow PRISMA's steps to ensure a transparent, structured, and evidence-based process for collecting and analyzing data with data sources articles published in scopus indexed journals published between 2010 and 2025 with open access data. In the search using the keyword Curriculum; Psychology; Education; Welfare; and Mental, the data is obtained as seen in the Figure 1. From the final data of the prism, the final analysis of the relevant aricelles can be seen in the Table 1.

Table 1. Analysis of the Screening Results and the Different Researchers

Author(s)	Journal Name	Article Title	Methodology Used	Key Findings	Differences from Current Research
Bierman et al. (2018)	JAMA Pediatrics	Effect of Preschool Home Visiting on School Readiness and Need for Services in Elementary School	Randomized Clinical Trial	Preschool home visiting program (REDI-P) improved school readiness and reduced need for future services in third grade.	This research focuses on preschool interventions and long-term school readiness effects, while the current study is more focused on mental well-being and psychological programs.
Hategan & Riddell (2020)	Perspectives in Medical Education	Bridging the gap: Responding to resident burnout and restoring well-being	Mixed Methods, Pilot Program	Peer groups and online resilience programs helped reduce burnout and stress by 50%. Positive feedback was received for peer group involvement.	This study addresses burnout among medical residents, whereas the current study is focused on broader educational psychology programs targeting general student well-being.
Osman et al. (2024)	BMC Health Services Research	Collaborative approaches to health education: perspectives of parents and teachers on self-care and managing common health issues in UK primary schools	Qualitative Study, Semi-structured Interviews	Teachers and parents agree on the importance of self-care education but differ on whether it should be the school's or parents' responsibility.	The current study is focused on mental health literacy and psychological interventions in schools, while this research discusses health education with a focus on self-care.
Dosso et al. (2024)	Health Expectations	The League: A person-centred approach to the development of social robotics for pediatric anxiety	Qualitative, Co-creation Process with Patient Advisors	The involvement of youth and families in developing social robotics to support pediatric anxiety was highlighted. Positive feedback was received regarding the engagement and co-design process.	This study addresses the use of social robotics for anxiety management, while the current study does not include technology-based interventions for mental health.
Blewitt et al. (2018)	JAMA Network Open	Social and Emotional Learning Associated With Universal Curriculum-Based Interventions in Early Childhood Education and Care Centers	Systematic Review and Meta-Analysis	SEL programs in preschool showed significant improvements in social competence, emotional competence, and self-regulation.	The current study is focused on integrating psychology and mental health education, while this research is focused on early childhood social-emotional skills through curriculum.

Polycystic Ovary Syndrome (PCOS) is used to look at the mental health challenges that students, especially women, may experience and how this can affect their well-being. PCOS research is relevant in this context because PCOS is a condition that can affect hormonal balance and emotional health, which in turn can affect students' social and academic development.

RESULTS AND DISCUSSION

Based on a systematic analysis using the PRISMA approach and data related to Polycystic Ovary Syndrome (PCOS), this study identified key findings regarding the role of the educational psychology curriculum in enhancing students' mental well-being. The literature synthesis revealed several core themes.

1. Influence of the Educational Psychology Curriculum on Mental Well-Being

The integration of mental health literacy in educational curricula significantly improves students' understanding of mental health issues, reduces stigma, and promotes openness in seeking help (Skre et al., 2013; Wei et al., 2013). Educating students about anxiety, stress, and emotional disorders enables early recognition and response to mental health problems. The curriculum's inclusion of stress management, mindfulness, and emotional regulation strategies has been shown to effectively lower academic stress, especially during examination periods (Ting et al., 2023). These strategies help students adopt more adaptive coping mechanisms and foster self-resilience. Additionally, programs incorporating social-emotional learning (SEL) and cognitive restructuring techniques strengthen students' psychological resilience, equipping them to face social, emotional, and academic challenges in a constructive manner (Shilko et al., 2022).

2. Role of Mental Health Literacy

Mental health literacy, especially when focusing on emotion regulation and self-control, enhances students' socio-emotional skills (Wei et al., 2013). Students who can identify and regulate their emotions tend to have healthier social interactions and relationships in school. Moreover, mental health literacy contributes to early intervention by enabling the prompt identification of psychological issues, thereby preventing them from developing into more serious disorders (Kutcher et al., 2015). This dual function prevention and intervention makes mental health education an essential part of the curriculum.

3. Professional Training for Educators

Teacher training is another critical component. Educators who undergo specialized training in recognizing and managing mental health issues are better equipped to support students facing emotional and behavioral challenges (Reinke et al., 2011; Shelemy et al., 2019). These teachers can identify early symptoms and intervene effectively. Furthermore, ongoing professional development in mental health and SEL enhances classroom management. A well-trained teacher fosters a more inclusive and emotionally safe classroom, where every student feels respected and supported (Pace & Portelli, 2024).

4. Interdisciplinary Collaboration

The involvement of mental health professionals such as counselors, school nurses, and psychologists alongside teachers is essential for forming an effective support system. Interdisciplinary collaboration ensures students receive comprehensive care tailored to their unique needs (Kutcher et al., 2015; Reinke et al., 2011). Schools that implement structured interdisciplinary models can more efficiently respond to mental health challenges and design targeted preventive strategies (Reinke et al., 2011). This approach amplifies the reach and effectiveness of interventions.

5. Innovative and Interactive Teaching Methods

Research also highlights the benefits of innovative, participatory teaching methods. The use of educational games, collaborative group activities, and digital tools significantly boosts student engagement in mental health education. These methods not only make learning enjoyable but also enhance students' self-confidence and social capabilities (Jenson et al., 2023;

Oh & Formigoni, 2024). Active learning techniques encourage the development of practical emotional and social skills, which are essential for academic success and real-world functioning. These strategies prepare students to manage peer relationships and personal difficulties more effectively.

6. Curriculum Evaluation and Adaptation

For sustained impact, continuous evaluation of the educational psychology curriculum is essential. Feedback from educators, students, and mental health professionals helps determine the curriculum's effectiveness and relevance (Skre et al., 2013; Wei et al., 2013). Curriculum revisions must be data-driven and responsive to emerging research and evolving social conditions. This ongoing process ensures that the curriculum remains aligned with students' psychological development and contemporary mental health education practices.

Based on the results of research conducted with the PRISMA and PCOS approaches, it can be concluded that the development of an educational psychology curriculum that aims to improve the mental well-being of students has a significant impact on the emotional and social well-being aspects of students at school. The following discussion will relate the findings to relevant theories, as well as provide insight into the implications of these findings for education policy, teaching practice, and curriculum development.

1. The Importance of Integrating Mental Health Literacy in the Educational Curriculum

One of the key findings of the study is that the integration of mental health literacy in educational psychology curricula can significantly improve students' understanding of mental health issues and reduce the stigma that often surrounds these issues. Research conducted by Kutcher et al. (2015) and Wei et al. (2013) shows that mental health literacy not only increases awareness, but also strengthens positive attitudes towards seeking help for students facing emotional or psychological problems. This is important because many students feel embarrassed or afraid to seek help when they experience anxiety or depression, which can worsen their condition if not handled properly. By creating a curriculum that includes mental health literacy, schools can strengthen students' skills in managing stress, anxiety, and other emotional disorders, as well as promote more open behaviors toward seeking support.

2. Benefits of Stress Management and Mindfulness Techniques in the Curriculum

Another finding from this study is that the application of stress management and mindfulness techniques in the curriculum has been shown to be effective in reducing the level of academic stress experienced by students. High levels of stress in academic contexts can negatively impact students' mental health, affect their achievement, and increase the risk of long-term emotional distress (Ting et al., 2023). By applying mindfulness techniques, students are taught to focus on current experiences, which can help them reduce anxiety and manage their feelings better. Mindfulness also serves as a preventive tool that can help students identify and manage symptoms of stress early, thereby reducing the likelihood of developing more serious psychological problems. In addition to mindfulness, other stress management techniques, such as better timing, breathing exercises, and relaxation techniques, have also been shown to be effective in reducing anxiety that is often associated with academic demands (Shilko et al., 2022). This is in line with research by Wei et al. (2013), which found that the introduction of these techniques in schools can reduce the tension students feel and improve their psychological resilience.

3. The Role of Social-Emotional Learning (SEL) in Developing Students' Social and Emotional Skills

Social-emotional learning (SEL) is an important component of the educational psychology curriculum that can improve students' social and emotional skills. SEL teaches students how to recognize and manage their emotions, empathize with others, and build good social skills (Ting et al., 2023). This is important because strong social and emotional skills can improve students' ability to adapt to difficult situations, be it in their social, academic, or personal lives. Research shows that students who have good social-emotional skills tend to have healthier relationships with peers and teachers, as well as be better able to cope with the

challenges they face in their daily lives (Shilko et al., 2022). On the other hand, the study also revealed that students who were not taught social-emotional skills or who faced problems in managing their emotions tended to be more susceptible to problems such as bullying or social isolation, which could have an impact on their mental well-being. By incorporating SEL into the curriculum, schools not only support students' academic achievement, but also prepare them to become more resilient individuals in the face of life's challenges.

4. The Importance of Professional Training for Educators

One of the gaps found in this study is the lack of adequate training for teachers in identifying and dealing with students' mental health problems. Previous research by Reinke et al. (2011) and Shelemy et al. (2019) revealed that many teachers feel not adequately prepared to address mental health issues that arise in the classroom. Ongoing training for educators is essential to ensure that they have the necessary skills and knowledge to detect mental health issues early and provide appropriate support for students. This training should include an introduction to the early symptoms of a psychological disorder, the implementation of appropriate intervention strategies, as well as an understanding of the importance of preventive approaches to support students' mental well-being. Additionally, a more comprehensive approach that involves collaboration between teachers, counselors, school nurses, and mental health professionals can help strengthen the effectiveness of interventions provided to students (Reinke et al., 2011).This ensures that each student gets the right support according to their needs, which in turn can improve their mental well-being.

5. Interdisciplinary Collaboration to Support Students' Mental Well-Being

One of the important findings in this study is that interdisciplinary collaboration between various parties in schools is indispensable to create an environment that supports students' mental well-being. This collaboration involves teachers, counselors, school nurses, and mental health professionals working together to provide comprehensive support to students (Reinke et al., 2011; Kutcher et al., 2015). This interdisciplinary model allows each party to share expertise and resources, so that it can address students' mental health issues more holistically. In addition, this collaborative approach can also strengthen communication between professionals and ensure that the intervention strategies implemented are appropriate to the individual needs of students. This research supports the use of interdisciplinary models as an effective way to strengthen existing support systems in schools and improve the effectiveness of mental health programs.

6. Innovative Teaching Methods and Continuous Curriculum Evaluation

Innovation in teaching methods and curriculum evaluation was also found to be an important factor in ensuring the success of the educational psychology curriculum. The use of more participatory and interactive teaching methods, such as educational games and group-based activities, has been shown to increase student engagement in learning about mental health. It also contributes to the improvement of students' self-esteem and social skills (Jenson et al., 2023; Oh & Formigoni, 2024). By adopting more engaging and fun teaching methods, mental health education can be more readily accepted by students and more effective in improving their mental well-being. Ongoing curriculum evaluation is also critical to ensure that the educational psychology curriculum remains relevant and effective over time. By obtaining regular feedback from educators, students, and mental health professionals, the curriculum can be updated according to the latest research findings and the evolving needs of students (Skre et al., 2013). This ensures that the curriculum remains responsive to changing social needs and students' psychological development.

The results of this study show that an educational psychology curriculum that is integrated with mental health literacy, stress management techniques, SEL, and mindfulness can have a great positive impact on students' mental well-being. Therefore, the implementation of this kind of curriculum must be a priority in education policy at the school level. In addition, adequate training for educators, interdisciplinary collaboration, and innovation in teaching methods should be an integral part of the education system to create an environment that

supports the overall emotional and social development of students. This study recommends a multidimensional approach to educational psychology curricula aimed at enhancing students' mental well-being. The proposed curriculum should integrate stress prevention programs, social skills training, and embedded counseling sessions. It must bridge theory drawing from cognitive, developmental, and positive psychology with practical strategies that help students build resilience and develop emotionally and socially.

1. Integration of Stress Prevention Programs

Stress prevention modules should be embedded within the curriculum, focusing on cognitive-behavioral strategies, mindfulness, and principles of positive psychology. These programs enhance students' self-awareness and emotional regulation, reducing stress and anxiety. Techniques such as mindfulness-based stress management and cognitive restructuring have proven effective in helping students recognize and reframe negative thoughts (Ting et al., 2023). Interactive activities such as workshops and simulations enable experiential learning, allowing students to apply coping strategies in real-life contexts.

2. Social Skills Training

Social interaction plays a critical role in students' mental health. The curriculum should include structured social skills training through role-play, collaborative projects, and peer support groups. These activities strengthen interpersonal communication, conflict resolution, and empathy, supporting students' ability to manage social stressors and build healthy relationships (Huang, 2024). With improved social adaptability, students experience greater inclusion and psychological comfort in school settings.

3. Integrated Counseling Sessions

Curricula should also incorporate regular group counseling sessions. These serve as practical applications of psychological theories, fostering problem-solving, emotional expression, and self-awareness. Group counseling provides a secure platform for students to discuss mental health challenges while receiving professional guidance (Bao-ping & Wu, 2019; Li et al., 2020). Regular sessions allow for early identification and intervention of emerging mental health concerns, helping schools offer timely, evidence-based support.

4. Ongoing Professional Development for Educators

Educator training is vital for successful curriculum implementation. Teachers must be trained to identify signs of psychological distress and employ appropriate interventions. Professional development should include updated methodologies in mental health literacy and classroom-based psychological support. This dual role academic instructor and mental health facilitator requires ongoing training aligned with emerging research and shifting student needs. Such training equips teachers to foster an inclusive and emotionally supportive learning environment.

5. Curriculum Evaluation and Feedback Mechanisms

To ensure relevance and efficacy, the curriculum should undergo continuous evaluation. Feedback from educators, students, and mental health professionals should inform regular updates, allowing schools to adapt to evolving student demographics and the latest research findings. A dynamic evaluation system enhances the responsiveness of the curriculum, ensuring that preventive and responsive mental health strategies remain effective.

A successful implementation of the curriculum depends on how well its components are applied in real educational settings. The following practical applications are suggested:

1. Multicomponent Positive Psychology Program

Schools can incorporate multicomponent programs including stress prevention, social skill development, and group counseling. These programs promote mental resilience, positive emotion regulation, and academic engagement. Experiential activities such as reflection sessions and group discussions can help students practice emotional regulation and problem-solving (Tejada-Gallardo et al., 2020; Waters, 2011). The long-term goal is to build internal psychological strength that supports both well-being and academic achievement.

2. Life Skills Education

Life skills modules including self-awareness, problem-solving, communication, and conflict resolution should be introduced as part of the school curriculum. Such skills are critical for managing academic pressure and interpersonal challenges (Heizomi et al., 2020; Mehra et al., 2022). These can be delivered through project-based learning, seminars, and peer-led workshops, providing practical contexts for students to develop emotional competence and self-management.

3. Teacher Training and Support

Continual teacher training in mental health literacy is essential for recognizing early signs of psychological issues and for facilitating class-based interventions. Teachers can integrate relaxation strategies and mental health discussions into daily teaching routines (Chan & Lim, 2023; Semchuk et al., 2022; Zachik et al., 2024). With the right skills, educators can reduce classroom stress, improve student engagement, and create a psychologically safe space.

4. Physical Activity and Mindfulness Integration

The curriculum should also promote physical wellness and mental focus through scheduled physical activities, mindfulness practices, and yoga. These activities contribute to emotional regulation, stress reduction, and life satisfaction (Bitonte & DeSanto, 2014; Giridharan & Pandiyan, 2024; Malboeuf-Hurtubise et al., 2024). Implementing them in daily school schedules improves students' physiological and emotional states, helping them stay focused and balanced.

5. Whole-School Approach

Schools should adopt a whole-school model based on the bio-psycho-social framework. This model connects academic goals with social-emotional education while encouraging active participation from all school stakeholders. Such integration creates a psychologically safe climate and supports lifelong emotional and cognitive development (Linford et al., 2021; Weare & Nind, 2011). Schools can organize community-wide well-being events, policy reforms, and inclusion strategies to make mental wellness a shared responsibility.

6. Ongoing Evaluation and Feedback

Lastly, regular monitoring and feedback collection from students, teachers, and mental health staff are necessary to maintain curriculum relevance. Evaluations allow for continual improvement and adaptation of the program based on research and school-specific needs (Bolier et al., 2013; Gao, 2022; Labrague, 2021). Effective implementation of this strategy ensures that the curriculum remains flexible, data-driven, and student-centered.

A well-rounded educational psychology curriculum integrating stress management, social skills training, counseling, and mindfulness will not only address students' mental health needs but also equip them with critical life skills. Combined with educator training and a holistic, school-wide implementation strategy, this curriculum can reduce stress, foster emotional resilience, and promote academic and personal success. Ongoing evaluation and adaptive planning are essential to ensure the curriculum evolves alongside students' psychological and social realities. Through this comprehensive approach, schools can cultivate a culture of well-being and equip students for both academic excellence and life beyond the classroom.

CONCLUSIONS AND SUGGESTIONS

This research shows that the integration of educational psychology curriculum that combines mental health literacy, social-emotional learning (SEL), stress management techniques, and mindfulness can significantly improve students' mental well-being in schools. Based on a systematic analysis conducted with the PRISMA approach, it was found that the implementation of this evidence-based curriculum not only reduces academic stress and increases students' psychological resilience, but also facilitates the development of social and emotional skills that are essential for their lives outside of school.

Adequate training for educators in recognizing and addressing students' mental health issues is an important factor that can support the success of this program. The lack of preparation for educators in dealing with mental health issues in the classroom is still a major challenge that needs to be addressed with ongoing training programs. In addition, interdisciplinary collaboration between teachers, counselors, school nurses, and mental health professionals is essential to ensure that students receive holistic and coordinated support. The importance of innovative approaches in teaching methods, such as the use of digital media, educational games, and group-based activities, suggests that more participatory and interactive learning can increase student engagement and contribute to the improvement of their self-esteem and social skills. Evaluation of a curriculum that is sustainable and responsive to changing student needs and the development of mental health research is also a key element to maintain the effectiveness of this curriculum in the long term.

Overall, the results of this study suggest that an educational psychology curriculum designed with these components should be integrated more widely into the education system to create a school environment that not only supports academic achievement but also the mental well-being of students. Through ongoing efforts in curriculum development and educator training, psychology education can play an important role in shaping students who are healthier, resilient, and prepared for life's challenges in the future.

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