The role of emotional intelligence, resilience, and social support in mental health among high school teachers and students

The students' and teachers' mental health crisis existed long before COVID-19, but we know the pandemic has only increased the challenges students and teachers are facing. To prepare better for teachers and students during this unstable post-COVID-19 period and any risk situations in the future, it is essential to develop youth's and teachers' inner power to protect themselves from mental illness and to support others. Resilience, emotional intelligence, and social support are potential protectors against mental illness determined among youth and adults in high-income settings. Still, limited evidence has been found in low- and middle-income countries. Examining the prevalence of mental health-related states (depression, anxiety, stress, burnout, and satisfaction with life) and their associations with positive psychology's factors (emotional intelligence, resilience, and social support) among high school teachers and students is the first phase of a long-term project about improving mental health at schools targeting enhancing emotional intelligence, resilience, and social support. To reach the study's aims, descriptive analysis, multiple linear regression, and path analysis using structural equation modelling will be conducted.