

# The Effectiveness of Guidance and Individual and Group Counselling Services on the Mental Health Knowledge among Undergraduate and Postgraduate Students

**Linatda Kuncharin**

*Faculty of Technical Education, Rajamangala University of Technology Thanyaburi,  
Pathum Thani Province, 12110, Thailand*

*Corresponding author's e-mail: linatda\_k@rmutt.ac.th*

**Abstract** The effectiveness of guidance and individual and group counseling services on mental health knowledge is important for undergraduate and postgraduate students. This study applied the mixed-methods sequential explanatory design, which aims to 1) examine the relationship between the effectiveness of guidance, individual, and group counseling services on the mental health knowledge among undergraduate and postgraduate students, 2) to explore the perception between undergraduate and postgraduate students with the mental health knowledge, and 3) to determine the effectiveness of guidance and individual and group counselling services on the mental health knowledge practiced by undergraduate and postgraduate students. The explanatory mixed method was used with 333 (84.73%) undergraduate and 60 (15.27%) postgraduate students; the questionnaires and semi-structured interviews were applied to collect the data. Descriptive statistics such as means, standard deviation, t-test, and correlation were using the Statistical Packet for Social Science (SPSS), and thematic analysis was performed on the interview data. The results showed that mental health knowledge is found to be relevant to the helpfulness of guidance service ( $t(391) = 2.24, p = 0.00$ ) while confirmed by correlation analysis ( $r = 0.38^{**}, p < 0.00$ ). The mental health knowledge is found to be relevant to the helpfulness of individual and group counseling services ( $t(391) = 1.18, p = 0.00$ ) while confirmed by correlation analysis ( $r = 0.29^{**}, p < 0.00$ ). Moreover, the findings from the interviews with four students, they confirmed that had practiced by applying the guidance and individual counseling services and the mental knowledge when they were challenged facing the mental health issues.

**Keywords** Undergraduate student; Postgraduate student; Mental health; Knowledge; Guidance service; Counselling service

**Received:** October 23, 2023

**Revised:** February 11, 2024

**Accepted:** February 21, 2024

## Introduction

Mental health is the most important for students studying at (LaMontagne et al., 2023). Higher education students have reported high rates of mental health disorders such as depression (Moro et al., 2023). In recent years, there has been evidence and confirmation of the of mental health, as reported by the attachment of mental health the Sustainable Development Goals (World Health Organization, 2023; the World Mental Health, 2023). The evidence for providing the efficacy of the knowledge, attitudes, and self-efficacy is necessary to address mental health by integrating mental health knowledge into education; educational institutions could play role in destigmatizing mental health issues (Granada-Lopez et al., 2023; Bichoualne et al., 2023), addressed the barriers by providing guidance service (Cogan et al., 2023), and supported individual and group services (Moro et al., 2023) for all university students

However, mental health knowledge has been conducted and studied to assess overall mental health knowledge and awareness among university students (Siddique et al., 2022). Thus, the findings of this study were intended to provide mental health knowledge and the effectiveness of guidance and individual and group services among undergraduate and postgraduate students. However, studies have yet to be done in Thailand. Consequently, this study aims to examine the relationship between the effectiveness of guidance, individual and group counseling services on mental health knowledge among undergraduate and postgraduate students, to explore the perception between undergraduate and postgraduate students with mental health knowledge, and to determine the effectiveness of guidance and individual and group counseling services on the mental health knowledge practiced by undergraduate and postgraduate students.

The theoretical framework applied from the theories related to the effectiveness of guidance and individual and group counseling services on mental health knowledge among undergraduate and postgraduate students, were the Ecological counseling Theory; the Theory of Planned Behavior; Resilience, and the Mental Health; Guidance and Counselling Services and Mental Health Knowledge; and The Effectiveness of Guidance and Counselling Services and the Mental Health Knowledge as show bellowing.

## Ecological counseling theory

Bronfenbrenner developed the ecological model in developmental psychology (Gunawan & Foreman, 2021). A practical conceptual perspective on ecological counseling is a theoretical framework for counselors who integrate cognitive complexity to work with university students; they were challenged and influenced by facing mental health issues (Jackman, et al., 2022; Gunawan & Foreman, 2021). In addition, college students who completed a smartphone-based ecological momentary assessment of anxiety, they had experienced sadness and anxiety. Respondents felt more optimistic about their mental health problems when they received more support from others and their university (Kleiman et al., 2020).

Furthermore, for Canadian post-secondary students, there has been an increase in the frequency and severity of stress experienced by using adverse application of the Socio-Ecological model for health promotion. The findings focused on proactive, resilience-focused, upstream mental health promotion efforts at post-secondary institutions to reduce stress and improve academic success (Lisnyj et al., 2021). Moreover, a socio-ecological framework was used to examine lifetime prevalence and correlation of self-reported among students' anxiety. The results from the study by Woodate et al. (2020), highlighted that the universities needed to ensure the services and supports for a sociological explanation of anxiety: socio-demographic, relationship, and academic factors predicted self-reported students' anxiety. According to the study by Hao (2021), the results showed that there are many reasons for learning pressure, such as unnecessary tension, upset, and other factors that can be caused by headaches, inability to sleep, and psychological conditions that is are not obtained, etc. The ecological

mental health course for college students at the university is very important; it helps them actively search for online mental health resources, enriches their psychological knowledge, and improves their self-help skills (Hao, 2021).

### **Theory of Planned Behavior**

The Theory of Planned Behavior (TPB) was proposed in 1985 by Ajzen (Si et al., 2019); it has attracted extensive interest and has been used worldwide. The theory of Planned Behavior (TPB) predicts health behavior regarding attitudes, subjective norms, and perceived behavioral control (Mesidor, 2014). Mesidor (2014) mentioned that the Theory of Planned Behavior accounted for 17.70% of the variance in help-seeking intentions; mental health services could motivate students to translate their help-seeking intention into behaviors such as some students went seeking mental health services when they experienced psychological distress (Mesidor, 2014).

Moreover, the Theory of Planned Behavior (TPB) as a theoretical framework is used to determine the predictors of help-seeking intentions among college students in Korea; a TPB questionnaire was developed to measure attitudes, subjective norms, behavioral control, and intentions of seeking help and subsequently validated it via the confirmatory factor analysis, the results found by Lee and Shin (2020), they confirmed that the mental health condition and knowledge about the mental health services had a relationship with TPB variables. All the TPB variables predicted the intention to seek help. Therefore, the Theory of Planned Behavior, a model, was applied to relate attitude, social norms, and perceived behavioral control to intention in seeking mental health services, and to investigate barriers to care-seeking among college students (Bohon et al., 2016). Bohon et al. (2016) mentioned that a model of the theory of planned behavior revealed more positive aspects of care, and higher perceived behavioral control directly predicted higher intention to seek mental health services.

### **Resilience and the mental health**

Resilience plays a role in dealing with different life stressors and significantly impacts mental health. In addition, resilience is a necessary skill among university students that requires more academic attention; resilience is a positive factor in mental health among university students (Omari et al., 2023). Resilience mediates meaning in life and mental well-being (Rasheed et al., 2022). Rasheed et al. (2022) suggested that the meaning in life and resilience supported mental well-being; these steps would be effective for university students and make them live more meaningful and resilient. Meanwhile, resilience is conceptualized as a protective personality factor associated with healthy development and psychosocial stress resistance (Wu et al., 2020).

Wu et al. (2020) stated that resilience could significantly predict mental health status in the short term, namely within one year from junior to senior year. Thus, the prediction of the function of resilience for mental health was not significant in the long term, namely within two years from freshman to junior year. In addition, the significant predicting function of an individual's mental health for resilience was fully verified in the short and long term (Wu et al., 2020).

### **Guidance and counselling services and the mental health knowledge**

Students prefer to seek counseling services when they have challenges facing mental health problems (Hazard ratio [HR] = 2.11, 95% CI 1.11—4.04,  $p = 0.02$ ) (Chiddaycha & Wainipitapong, 2021). Mental health knowledge needs to be addressed for investigation and intervention among university students in Thailand (Rhein & Nanni, 2022). Mental health among university students is a paramount issue, and it is important to recognize which transition may have had a negative impact (Cage, et al., 2021). Students who have faced unique mental health challenges within higher education institutions, such as feeling constrained in social spaces (Dare et al., 2023), and thinking of intervention control (Khombo et al., 2023), which are relevant to students' mental health. The university is resource

for providing mental health knowledge; and university-based interventions that embrace the students individually to improve their mental health through elements of mindfulness, movement, meaning, and moderators (Nair & Otaki, 2021).

### **The effectiveness of guidance and counselling services and the mental health knowledge**

Guidance and counseling services helped students at the university level in developmental, physical, mental, intellectual, emotional, moral, and social (Shaheen et al., 2023). Moreover, Guidance and counseling is practical; they include interventions that could enable individuals to be informed and take responsibility for self-care and coping; the students' health/mental health knowledge helps students cope with health/mental health problems. Guidance and counseling practice effectively protect, detect, improve, and prevent students from becoming a problem (Shaheen et al., 2023; Broglia, et al., 2023).

Meanwhile, the effectiveness of educational mentor's/counselor's competence in improving the guidance skills to mentoring enhancing the health/mental health knowledge among students, there were positive effects on students regarding student counseling competence (Keinanen et al., 2023). Cao, Lin, and Chen (2022), they claimed that counseling services effectively solve various issues relating to mental health; their study proved that counseling services had a significant positive effect on the mental health status among students. Furthermore, the quantitative and qualitative results from the study by Li et al. (2018) suggested that university students agreed on the helpfulness of counselling services, increasing the awareness of mental health knowledge, and reducing stigmatized attitudes. In addition, students explored their opinions on the effectiveness of counseling services; the counseling service or mental health support is effective in helping them cope with stress, anxiety, and complex mental health difficulties (Broglia et al., 2021).

Based on the literature above, the research questions are as follows:

1. Is there any significant difference in the effectiveness of guidance, individual and group counseling services, for mental health knowledge among undergraduate and postgraduate students?
2. Is there any significant difference between undergraduate and postgraduate students on the helpfulness of the guidance and individual and group counseling services with mental health knowledge?
3. What is the effectiveness of guidance and individual and group counseling services practiced by undergraduate and postgraduate students' mental health knowledge?

## **Methods**

### **Ethical considerations**

This study received ethical approval from the Institution's Research Ethics Board of Rajamangala University of Technology Thanyaburi (COA No. 74 RMUTT\_REC No. Exp 74/66). The researcher obtained informed consent from all respondents.

### **Participants/samples**

The population of this study were undergraduate and postgraduate students at Rajamangala University of Technology Thanyaburi, Pathum Thani Province, Thailand, there are 12 schools with 23,671 students (Office of Academic Promotion and Registration, 2022). Yamane (1961) calculated sample size by providing a simplified formula and the proportion for each stratum, it is  $n = \frac{N}{1 + N(e')^2}$ , while  $\alpha$  95% confidence level, which implies  $p = 0.05$ ; from this formula;  $n = \frac{23,671}{1 + 23,671(0.05)^2}$ ;  $n = 393$ . Overall, student samples were 393 - 196 (49.87%) males and 197 (50.13%) females.

The randomly selected undergraduate and postgraduate student samples (Cresswell & Cresswell, 2018) from the Faculty of Fine and Applied Arts (FA), the Faculty of Home Economics Technology (HT), and the faculty of Technical Education (TE) in this study (Table 1). then, the researchers used the stratified sampling method (Adeoye, 2023) to select 111 (28.24%) undergraduate student samples from each school. Finally, the undergraduate student samples in this study were 333 (84.73%). Moreover, the researcher randomly selected 60 (15.27%) postgraduate students from technical education. In addition, qualitatively in the second phase, the researcher randomly selected four student samples (Ivankova et al., 2006) who had completed the questionnaire to views their four case descriptions in depth.

**Table 1** Respondent demographics

Demographic information	<i>n</i>	%
Gender		
Male	196	49.87
Female	197	50.13
Level of the study		
Undergraduate	333	84.73
Postgraduate	60	15.27
Faculty		
Fine and Applied Arts (FA)	111	28.24
Home Economics Technology (HT)	111	28.24
Technical Education (TE)	171	43.52

### Research design

The researcher designed the mixed-methods sequential explanatory design, which consisted of first collecting quantitative data and then gathering qualitative data to help the researcher explain or elaborate on the quantitative results (Cresswell & Guetterman, 2021).

### Research instruments

The questionnaire consists of two sub-sections, the first is twenty-two questions for assessing mental health knowledge (Siddique et al., 2022), and the second is guidance and individual and group counseling Services (See, 2004; 1996). The questionnaires were administered onside and online through Google Forms, and Line.

### Mental health knowledge

The original questionnaire items on mental health knowledge (Siddique et al., 2022) were twenty-four questions. A modified version, appropriate for Thai students, is reduced to 22 questions, the original is in English. The researcher added and erased some questions that were suitable for Thai students. To address this research question, the respondents were asked to respond to never, rarely, sometimes, Often, or permanently. The scale was from 1 (never) to 5 (always).

**Validity:** This study ensures the validity of the scales by asking a lecturer from the Faculty of Educational Studies; a doctor; and three counselors to give their feedbacks, reviews, and recommendations; these scales were used for modification of the items of the questionnaire. The survey questionnaires were then translated into Thai by the researcher. After the study was done, researcher translated the pilot study and then the questionnaire into English again. The questionnaire's content and validity were established using an S-CVI/Ave (Shi et al., 2021). The item content validity

index (I-CVI) ranged from 0.551; I-CVI could be 1.00 in case of five or fewer judges (Shrotryia & Dhanda, 2019). Shi et al. (2021) claimed that an S-CVI/Ave > 0.9 has excellent content validity. The overall S-CVI for the 22-item scale was 0.91, which indicated high content validity (Shrotryia & Dhanda, 2019).

**Reliability:** This study was also conducted to test the reliability of the questionnaire (Thai version) and to ensure that the items are reliable for measuring the determined construct. For checking the reliability of the mental health knowledge (Siddique et al., 2022), the Cronbach's alpha is at 0.80 (Table 2).

**Table 2** The mean scores, standard deviation, and reliability coefficients (Cronbach Alpha) of the mental health knowledge (Siddique et al., 2022) by undergraduate and postgraduate students (n = 393)

Scale	Symbol	Cronbach's Coefficient Alpha	Mean	SD	No of items
Mental health knowledge	MHK	0.80	3.95	1.14	22

### The guidance and individual and group counseling services

The guidance and individual and group counseling scales comprised 13 items (See, 2004; 1996). This survey questionnaire was designed using a five-point scale to measure the respondents' mental health knowledge and the effectiveness of guidance and individual and group counseling services among undergraduate and postgraduate students. The scale ranged from 1 (ineffectiveness) to 5 (crucial effectiveness).

**Validity:** To ensure the content validity of these statements, a lecturer from the Faculty of Educational Studies; a doctor; and two guidance counselors were asked to give their comments and feedbacks; these were used to modify questionnaire's statements. The survey questionnaires were then translated into Thai. The questionnaire's content and validity were established using a S-CVI/Ave (Shi, et al., 2021). The item content validity index (I-CVI) ranged from 0.69-1.00; I-CVI could be 1.00 in case of five or fewer judges (Shrotryia & Dhanda, 2019). Shi, Mo, and Sun (2021) suggested that an S-CVI/Ave > 0.90 has excellent content validity. The SCVI (Average) for the guidance and individual and group counseling services was 0.98 and 0.90. The overall S-CVI for the 13-item scale was 0.94, which indicated high content validity (Shrotryia & Dhanda, 2019).

**Reliability:** In addition, this study was tested the reliability coefficient (Cronbach Alpha) of the questionnaire (Thai version) through the study variables, the Cronbach Alpha was tested the reliability coefficient, the alpha coefficient of the guidance service is 0.78 and the alpha coefficient of the individual and group counselling service is 0.82 (Table 3).

**Table 3** Reliability coefficients (Cronbach Alpha), the means, standard deviation among the study variables by undergraduate and postgraduate students (n = 393)

Scale	Descriptive		Cronbach's Coefficient Alpha	No of Items
	M	SD		
Guidance	4.13	0.75	0.78	6
Individual and Group Counselling	4.23	0.78	0.82	7

**Interview:** The semi-structured interviews were used to interview the (Jueajinda et al., 2021; Debate et al., 2022) when students completed the questionnaire in the first phase. The semi-structured interview (n = 4) was based on the effectiveness of guidance and individual and group counseling services practiced by undergraduate and postgraduate students' mental health knowledge. The

researcher summarized the information from the mental health knowledge (Siddique, 2022) and the guidance and individual and group counseling services (See, 2004; 1996) to interview, question, that were open-ended, allowing undergraduate and postgraduate students to answer the question freely. The answer is from one-on-one interviews (Creswell & Cresswell, 2018). The researcher used thematic analysis (Byrne, 2022; Braun and Clarke, 2020; 2006), there were six steps for coding and developing the theme: (1) Familiarization the Data; (2) Generating Initial Codes; (3) Generating Themes; (4) Reviewing Potential Themes; (5) Defining and Naming Theme; and (6) Producing the Report (Byrne, 2022; Braun & Clarke, 2020; 2006).

## Results

*RQ1: Is there any significant difference in the effectiveness of guidance and individual and group counseling services and the mental health knowledge among undergraduate and postgraduate students?*

The first question is analyzed by using descriptive (subject usually measured once) (Cresswell & Cresswell, 2018), such as percentage, number, mean, standard deviation, and Pearson correlation-coefficient (Table 4). The results showed that the significance level of the mental health knowledge is 0.00, less than 0.05. it confirmed by correlation analysis ( $r = 0.38^{**}$ ,  $p < 0.00$ ), it was found that a correlation tests whether differences exist between the mental health knowledge and the effectiveness of the individual and group counseling service. The significance level of the guidance service is 0.00, which is less than 0.05. it confirmed by correlation analysis ( $r = 0.29^{**}$ ,  $p < 0.00$ ), it was found that a correlation tests whether differences exist between the mental health knowledge and the effectiveness of the guidance service (Table 4).

**Table 4** The correlation coefficient, means, and standard deviation among the study variables by undergraduate and postgraduate students ( $n = 393$ )

Variable	Mean	SD	Mental Health Knowledge	Guidance	Individual and Group Counselling
Mental Health Knowledge	3.88	1.16	1		
Guidance	3.91	1.30	0.68**	1	
Individual and Group Counselling	4.01	1.22	0.38**	0.29**	1

\*\* Correlation is significant at  $\alpha=0.01$  level (2-tailed).

*RQ2: Are there any significant differences in perceptions between undergraduate and postgraduate students on the helpfulness of the guidance service and individual and group counseling service with mental health knowledge?*

**Table 5** The results of the t-Test (2 tail) on the helpfulness of the guidance and individual and group counseling services by undergraduate students ( $n = 333$ ) and postgraduate students ( $n = 60$ )

Scale	Undergraduate			Postgraduate			t-test (2 tail)		
	n	Mean	SD	n	Mean	SD	t	df	p-value
Guidance	333	3.91	1.24	60	4.16	1.29	2.24	391	0.00
Individual and group counselling	333	3.93	1.35	60	3.96	1.25	1.18	391	0.00

The t-test analysis demonstrated a significantly different perception of the helpfulness of individual and group counseling services ( $t(391) = 1.18, p = 0.00$ ), guidance services ( $t(391) = 2.24, p = 0.00$ ) with the mental health knowledge at a significant level of 0.05 (Table 5).

All respondents could correlate their perception of the guidance service's helpfulness with their mental health knowledge. Postgraduate students had higher mean 4.16 (Table 5), for the guidance service's helpfulness, and undergraduate students' mean was 3.91 (Table 5).

Postgraduate students had higher mean scores on the helpfulness of individual and group counseling service was 3.96, and mean scores of undergraduate students was 3.93 (Table 5).

*RQ 3: What is the effectiveness of guidance and individual and group counselling services practiced by undergraduate and postgraduate students' mental health knowledge?*

The third question is analyzed by using thematic analysis (Ladejo, 2023); these themes are discussed by using focus group discussions (Moser & Korstjen, 2018), in terms of the practices among two undergraduate and two postgraduate students on the mental knowledge and the effectiveness of guidance services and individual and group counseling service, students who participated and confirmed to be interviewers in this study, after they have done the questionnaires. The findings have had different opinions among undergraduate and postgraduate students; there are examples as follows:

For example, an undergraduate student, argued that she practiced her guidance and individual and group counseling services with mental health knowledge by **improving her depression** (academic stress problems or personal problems) as follows:

*"I was very terrified of failing the examination because I was a first-year students and had some academic adjustment problems, so I asked my counselor /supervisor to give me the mental health knowledge to deal with such academic problems; these problems caused me stress, depression, and anxiety. She/he advised me on how to solve my academic depression, she/he gave me some techniques, and such advice helped me to pass the examination. Her suggestions also helped me to improve my depression" (Respondent 1, P. 1).*

For example, a postgraduate student said when **he lost interest or displeasure in something**. He went to see his guidance counselor to provide mental health knowledge through guidance and individual and group counseling services as follows:

*"I agreed on the effectiveness of guidance and individual and group counseling services with the mental health knowledge provided by a guidance counselor. When I lost interest or was unhappy, I asked my guidance counselor who has experience about how to increase interest or pleasure in something. She helped me to give advice, and then I felt happy after I had talked to her. The mental health knowledge that I received from my guidance counselor there had helped me to improve my emotional control and increased my pleasure" (Respondent 2, P. 2).*

For example, an undergraduate student thought that guidance and individual and group counseling services were beneficial for him, and he sometimes used the mental health knowledge to deal with his **anxiety disorder, which caused him to panic, or sometimes he tried to avoid situations that he feared** as follows:

*"I tried to talk to a counselor who could help me individually to understand myself. My counselor used her existing abilities to improve my stress problems relating to academic issues in the classroom. When I faced the situation in the classroom, I felt anxiety, which caused me to panic, so I tried to avoid the situation that I feared. After I had talked with my counselor, I felt better because she gave me some advice, and I have found the best solutions to deal with such situations" (Respondent 3, P 3).*

For example, a postgraduate student described that guidance and individual and group counseling services with mental health knowledge were adequate for because she could **talk over the problems** with a counselor /supervisor for **improving mental health** follows:



*“My counselor solved my problems by providing mental health knowledge to me, and she gave me suggestions about how to solve these problems, I lacked confidence. My counselor/supervisor suggested some suggestions to increase my confidence” (Respondent 4, P. 4).*

The qualitative results confirmed that the guidance and individual and group counseling services effectively impart mental health knowledge to undergraduate and postgraduate students.

## Discussions

The results of this present study demonstrated that postgraduate students had a higher mean on the guidance service, 4.16 (Table 5), compared to 3.91 (Table 5) for undergraduate students. Based on a previous study by Playsopon et al. (2023), they claimed that the guidance service helped students at university to raise mental health awareness (Shim et al., 2022; Ploysopon et al., 2023; Lewis & Bolton, 2023).

This study showed that postgraduate students had a higher mean on the individual and group counseling services; the mean is 3.96 (Table 5), and the mean of undergraduate students is 3.93 (Table 5). In a study by Moro et al. (2023), they argued that individual and group counseling was effective for students' problems; they practiced individual counseling service to solve their problems (Roufet al., 2022; Dessauvague et al., 2021).

Moreover, the findings from the interviews with a post graduate student and an undergraduate student, they confirmed that students needed practices such as guidance and individual and group counseling services with mental health knowledge. A similar view was shared in the previous study; some students expressed that they were relieved when they shared some things with a counselor and that problems had gone, and they always heard comforting words from the counselor (Daudi et al., 2023). In addition, this study found that students interviews, they also increased their awareness and understanding about the mental health knowledge and the effectiveness of guidance and individual and group counseling services; this study determined the important knowledge on students' mental health and the practices to deal with the mental health issues (Shim et al., 2023).

Another recommendation is that it is important to develop and provide effective services such as guidance and individual and group counseling to undergraduate and postgraduate students on mental health knowledge. Mental health knowledge could be implemented for students' mental health knowledge counselors who could be given guidance and do their role in providing individual and group counseling service to undergraduate and postgraduate students.

## Implication

The implications for the effectiveness of mental health knowledge and the guidance and individual and group counselling services among undergraduate and postgraduate students are the following:

**The government** seems to have had an impact on the public's mental health (Rhein & Nanni, 2022); the mental health scores among undergraduate and postgraduate students can be helpful in developing specific guidance and individual and group counseling services for enhancing mental health knowledge (Molla, 2022).

**The university** should ensure students; they are appropriately supported in the effectiveness of guidance and individual and group counseling services throughout the, which could ultimately enhance their mental health knowledge (Cage et al., 2021; Omari et al., 2023).

**Guidance counselors** should provide the guidance and individual and group counseling services such as coordination services, and personal growth and development services. Counsellors also had a role in calling and checking students with problems and giving counseling approaches (Ro'uf, et al., 2022).

**Parenting is necessary to** support students, parenting influences the success of individual counseling for students (Jinan et al., 2022; Purnomo, et al., 2023).

**Undergraduate and postgraduate** students' view that guidance counselors should provide guidance and counseling services such as individual and group counseling services, to enhance mental health knowledge. In addition, these services have a significant positive association with the students' mental health knowledge and status of the students (Cao et al., 2022). Moreover, all students agreed that the assessment of guidance and counseling service is helpful for university students with mental health knowledge (Siddique et al., 2022).

## Conclusions

In conclusions, efforts must still be made to improve the effectiveness of guidance and counseling services, enhancing mental health knowledge among undergraduate and postgraduate students. There is a need for professional skill training and supervision training among guidance counselors to effectively offer and enhance the services of guidance and individual and group counseling with mental health knowledge (Bastemur & Ucar, 2022). Nevertheless, this study reviewed the effectiveness of guidance and individual and group counseling services among undergraduate and postgraduate students' mental health knowledge which could be considered for future research. To deal with the mental health issues among undergraduate and postgraduate, it could focus on the effectiveness of guidance and individual and group counseling services providing mental health knowledge and compare the effectiveness of different services of guidance and counseling services such as coordination, consultation, etc.

## Limitations

Due to the limited scope of this study, not all students in Thailand could be. In addition, faculty members were not collected to be respondents in this study.

## References

- Adeoye, A. M. (2023). Review of sampling techniques for education. *ASEAN Journal for Science Education*, 2(2), 87-94.
- Bastemur, S., & Ucar, S. (2022). Mixed method research on effective psychological counsellor characteristics and empowerment needs of Turkish school counsellors. *Participatory Educational Research*, 9(1), 1-21.
- Bichoualne, A., Oubibi, M., & Rong, Y. (2023). The impact of mental health literacy intervention on in-service teachers' knowledge attitude and self-efficacy. *Cambridge Prisms: Global Mental Health*, 10(e88), 1-7.
- Bohon, M. L., Cotter, A. K., Kravitz, L. R., Cello Jr, C. P., & Garcia, F. E. (2016). The theory of Planned Behavior as it predicts potential intention to seek mental health services for depression among college students. *J Am Coll Health*, 64(8), 539-603.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.
- Braun, V., & Clarke, V. (2020). One size fit all? What counts as quality practice in (reflexive) thematic analysis? *Qualitative Research Psychology*, 18(3), 328-352.
- Broglia, E., Millings, A., & Barkham, M. (2021). Student mental health profiles and barriers to help seeking when and why students seek help for a mental health concern. *Counselling & Psychotherapy Research*, 21(4), 816-826.
- Broglia, E., Ryan, G., Williams, C., Fudge, M., Knowles, L., Turner, A., Dufour, G., Percy, A. & Barkham, M. (2021). Profiling student mental health and counselling effectiveness: Lessons

- from four UK services using complete data and different outcome measures. *British Journal of Guidance & Counselling*, 51(2), 204-222.
- Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & Quantity*, 56, 1391-1412.
- Cage, E., Jones, E., Ryan, G., Hughes, G., & Spanner, L. (2021). Student mental health and transitions into, through and out of university: students and staff perspectives. *Journal of Further and Higher Education*, 45(8), 1076-1089.
- Cao, H., Lin, W., & Chen, P. (2022). Counselling services and mental health for international Chinese college students in Post-Pandemic Thailand. *Education. Sciences*, 12 (12), 1-13.
- Chiddaycha, M., & Wainipitapong, S. (2021). Mental health among Thai medical students: Preadmission evaluation and service utilization. *Health Science Report*, 4 (4), e416.
- Cogan, A. N., Liu, X., Chau, C. Y., Kelly, W. S., Anderson, T., Flynn, C., Scott, L., Zaglis, A., & Corrigan, P. (2023). The taboo of mental health problems, stigma, and fear of disclosure among Asian international students: implications for help-seeking, guidance, and support. *British Journal of Guidance & Counselling*. <http://doi.org/10.1080/03069885.2023.2214307>
- Cresswell, W. J., & Cresswell, D. J. (2018). *Research design* (5<sup>th</sup> eds.). *Qualitative, quantitative & mixed methods approach*. United Kingdom: SAGE.
- Cresswell, W. J., & Guetterman, C. T. (2021). *Educational research: planning, conducting, and evaluating quantitative and qualitative research*. United Kingdom: Pearson Education Limited.
- Dare, O., Jidong, E. D., & Premkumar, P. (2023). Conceptualizing mental illness among university students of African, Caribbean, and similar ethnic heritage in the United Kingdom. *Ethnic & Health*, 28(4), 522-543.
- Daudi, E., Lyakurwa, E. S., & Amani, J. (2023). University students' attitudes toward seeking psychological help for psychosocial problems in two selected public universities in Tanzania: a mixed methods study. *Sage Open*. <https://doi.org/10.1177/21582440231179200>
- Debate, R., Gatto, A., & Bleck, J. (2022). A qualitative assessment of mental health literacy and help-seeking behaviours among male college students. *Discover Mental Health*, 2, 23.
- Dessauvage, S. A., Dang, H. M., Nguyen, A. T. T., & Groen, G. (2022). Mental health of university students in Southeastern Asia: a systematic review. *Asia Pacific Journal of Public Health*, 34(2-3), 172-181.
- Granada-Lopez, M. J., Ramon-Arbues, E., Echaniz-Serrano, E., Juarez-Vela, R., Cobos-Rincon, A., Satustegui-Dorda, J. P., Navas-Echazarreta, N., Santolalla-Arnedo, I., & Nash, M. (2023). Mental health knowledge and classroom experiences of school teachers in Aragon, Spain. *Frontiers in Public Health*, 11(1171994), 1-10.
- Gunawan, E. N., & Foreman, T. (2021). Ecological counselling as an integrative cognitive complexity intervention framework for students with COVID-19 pandemic-caused mental health challenges: a practical perspective. *Journal of Professionals in Guidance and Counselling*, 2(2), 38-50.
- Hao, W. (2021). *Research on college students' ecological mental health education system based on BD technology* (pp. 1550-1554). In *Proceeding of the ICISCAE 2021: 2021 4th International Conference on Information Systems and Computer Aided Education*. China: Ya'an Polytechnic College.
- Ivankova, V. N., Cresswell, W. J., & Stick, L. S. (2006). Using Mixed-Methods Sequential Explanatory Design: From Theory to Practice. *Field Methods*, 18(3), 1-20.
- Jackman, C. P., Sanderson, R., Allen-Collinson, J., & Jacobs, L. (2022). There's only so much an individual can do: an ecological systems perspective on mental health and wellbeing in the early stages of doctoral research. *Journal of Future and Higher Education*, 46(7), 931-946.

- Jinan, N., Yusof, N., Vellasamy, V., Ahmad, A., Rahman, N. B. A. M., & Motevalli, S. (2022). Review of Parenting Styles and Their Impact on The Adolescents' Self-Esteem. *International Journal of Academic Research in Progressive Education and Development*, 11(2), 31-47.
- Jueajinda, S., Stiramon, O., & Ekpanyaskul, C. (2021). Social intelligence counselling intervention to reduce bullying behaviours among Thai lower secondary school students: a mixed-method study. *Journal of Preventive Medicine & Public Health*, 54(5), 340-351.
- Keinanen, A. L., Lahdesmaki, R., Juntunen, J., Tuomikoski, A. M., Kaarianen, M., & Mikkonen, K. (2023). Effectiveness of mentoring education on health care professionals mentoring competence: a systematic review. *Nurse Education Today*, 121, 105709.
- Khombo, S., Khombo, K., Stoddart, R. S., Sifelani, I., & Sibanda, T. (2023). Knowledge, attitudes, and uptake of mental health services by secondary school students in Gweru, Zimbabwe. *Frontier in Psychology*, 14, 1002948.
- Kleiman, M. E., Yeager, L. A., Grove, L. J., Kellerman, K. J., & Kim, S. J. (2020). Real-time mental health impact of the COVID-19 pandemic on college students: ecological momentary assessment study. *JMIR Ment Health*, 7(12), e24815.
- Ladejo, J. A. (2023). Thematic analysis of the reported effect anxiety has on university students. *Education and Urban Society*, 55(3), 289-313.
- LaMontagne, D. A., Shann, C., Lolicato, E., Owen, J. P., Tomin, J. A., & Reavley, J. N. (2023). Mental health-related knowledge, attitudes, and behaviors in a cross-sectional sample of Australian university students: a comparison of domestic and international students. *PMC Public Health*, 23(170), 1-12.
- Lee, J., & Shin, Y. (2020). Using the Theory of Planned Behavior to predict Korean college students help-seeking intention. *Journal of Behavioral Health Services & Research*, 49(1), 76-90.
- Lewis, J. & Bolton, P. (2023). *Commons Library research briefing. Students mental in England: statistic, policy, and guidance*. Retrieved from <http://commonslibrary.parliament.uk/research-briefings/cbp-8593/>
- Li, W., Denson, L. A., & Dorstyn, D. S. (2018). Understanding Australian university students' mental health help-seeking: An empirical and theoretical investigation. *Australian Journal of Psychology*, 70(1), 30-40.
- Lisnjj, T. K., Pearl, L. D., McWhirter, E. J., & Papadopoulos, A. (2021). Exploration of factors affecting post-secondary students' stress and academic success: application of the socio-ecological model for health promotion. *International Journal of Environmental Research and Public Health*, 18(7), 1-21.
- Mesidor, K. J. (2014). Mental health help-seeking intentions among international and African American college students: an application of the Theory of Planned Behavior. *Journal of International Students*, 4(2), 137-149.
- Molla, S. (2022). Help-seeking behavior, belief in counselling service effectiveness and academic self-concept of college students. *Cogent Education*, 9(1), 1-12.
- Moro, L. G., Gualano, M. R., Vicentini, C., Marengo, N., Bert, F., & Siliquini, R. (2024). Effectiveness of university-provided individual counselling for healthcare students: A systematic review. *Student Success*, 15(1), 22-34.
- Moser, A., & Korstjen, I. (2018). Series: Practical guidance to qualitative research. Part 3: Sampling, data collection and analysis. *European Journal of General Practice*, 24(1), 9-18.
- Nair, B., & Otaki, F. (2021). Promoting university students' mental health: A systematic literature review introducing the 4M-model of individual-level interventions. *Frontiers in Public Health*, 9, 1-10.

- Office of Academic Promotion and Registration (2022). *Rajamangala University of Technology Thanyaburi, Pathum Thani Province, Thailand: all students*. Retrieve from <https://oreg.rmutt.ac.th/?p=19820>
- Omari, A. O., Yahyaie, A. A., Wynaden, D., Damra, J., Aljezawi, M., Qaderi, A. M., Ruqaishi, A. H., Shahrour, A. L., & ALBashtawy, M. (2023). Correlates of resilience among university students in Oman: a cross-sectional study. *BMC Psychology*, 11(2), 1-9.
- Playsopon, A., Loungkeaw, R., & Nuchanart, N. (2023). Guidance model to proactive coping skills. *International Journal of Islamicw Educational Psychology*, 4(1), 48-60.
- Purnomo, H., & Azhar, M. (2023). The influence of social spirituality and parenting on the success of counselling program among Spanish high school students. *International Scientific Electronic Journal*, 62(2), 386-399.
- Rasheed, N., Fatima, I., & Tariq, O. (2022). University students' mental well-being during COVID-19 pandemic: the mediating role of resilience between meaning in life and mental well-being. *Acta Psychologica*, 227(2022), 103618.
- Rhein, D., & Nanni, A. (2022). Assessing Mental Health Among Thai University Students: A Cross-Sectional Study. *SAGE Open*, 12(4), 1-10.
- Ro'uf, A., Mu'ammam, A. M., & Chesoh, M. (2022). The role of individual and group counselling for Moral Coaching. *Bulletin Edukasi Indonesia*, 1(22), 45-52.
- Shaheen, S., Iqbal, M., & Shaheen, M. N. (2023). Impact of guidance and counselling services on students' development at the university level. *Journal of Positive School Psychology*, 7(2), 812-827.
- Shi, J., Mo, X., & Sun, Z. (2021). Content validity index in scale development. *Zhong Na Da Xue Xue Bao Yi Xue Ban*, 37(2), 152-155.
- See, C. M. (2004). School Counselling and guidance in the Asia-Pacific Region. *Proceedings of the 5th international conference on education research*. Seoul Korea: Seoul University Seoul Korea.
- See, C. M. (1996). *The role of the secondary school counsellor in Malaysia as perceived by administrators, counsellors, and teachers: Toward role definition* (Doctoral Dissertations). The United States of America: The Ohio State University.
- Shim, R. Y., Eaker, R., & Park, J. (2022). Mental health, education, awareness, and stigma regarding mental illness among college students. *Journal of Mental Health and Clinical Psychology*, 6(2), 6-15.
- Shrotryia, K. V., & Dhanda, U. (2019). Content Validity of Assessment Instrument for Employee Engagement. *Sage Open*, 9(1). <https://doi.org/10.1177/2158244018821751>
- Siddique, A. B. M., Ovi, R. M., Ahammed. T., Chowdhury, A. B. M., & Uddin J. M. (2022). Mental health knowledge and awareness among university students in Bangladesh. *Heliyon*, 8(10), e11084.
- Si, H., Shi, J., Tang, D., Wen, S., Miao, Wei, & Duan, K. (2019). Application of the Theory of Planned Behavior in Environmental Science: a comprehensive bibliometric analysis. *International Journal of Environmental Research and Public Health*, 16(15), 2788.
- The World Mental Health. (2023). *International college student (WMH-ICS): Initiative*. Retrieved from [https://www.hcp.med.harvard.edu/wmh/college\\_student\\_survey.php](https://www.hcp.med.harvard.edu/wmh/college_student_survey.php)
- Woodgate, L. R., Gonzalez, M., Stewart, D., Tennent, P., & Wener, P. (2020). A socio-ecological perspective on anxiety among Canadian University students. *Canadian Journal of Counselling and Psychotherapy*, 54 (3), 486-519.
- World Health Organization (2023). *The World mental health report: Transforming mental health for all*. Retrieved from <https://www.who.int/health-topics/mental-health>

- Wu, Y., Sang, Z., Zhang, X., & Margraf, J. (2020). The relationship between resilience and mental health in Chinese college students: A longitudinal cross-lagged analysis. *Front. Psychol*, 11(108), 1-11.
- Yamane, T. (1976). *Statistics: An introductory analysis* (2nd ed.). New York: Harper & Row.