

Review of: "Training Teachers to Become Mental Health Promoters: Impact on Their Well-Being"

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Potential competing interests: No potential competing interests to declare.

This article presents a comprehensive analysis of the impact of teacher training on mental health and well-being, focusing on the context of Portuguese schools. Here are the identified positive and negative aspects:

Representative Sample: The study included a significant sample of 276 teachers who participated in the ES´COOL training program. However, the representativeness of the sample in relation to the total population of teachers in Portugal is not clear. It would be helpful to provide information on the geographical and demographic distribution of the participants compared to the population of teachers in the country.

Measurement Instruments: The study used a variety of standardized scales and questionnaires to measure different aspects of teachers' mental health, well-being, and competencies. However, it would be beneficial to provide more details on the validity and reliability of these instruments, including information on their adaptation for the specific study context.

Study Design: The study adopted a longitudinal design with pre- and post-training measures, which is appropriate for evaluating the effects of the training program over time. However, it was not mentioned whether there was a control or comparison group, which could provide a stronger basis for inferring the effectiveness of the training.

Data Collection Procedures: Data collection was conducted through an online questionnaire, which may be convenient for participants but may raise concerns about the validity of responses. It would be helpful to discuss measures taken to ensure data quality, such as ensuring confidentiality and voluntary participation.

Statistical Analysis: The study conducted appropriate statistical analyses, including significance tests and multiple regression to examine relationships between variables. However, it would be useful to provide additional information on the underlying assumptions of these analyses and considerations regarding potential uncontrolled confounding variables.

Ethics and Approval: The study mentions obtaining informed consent from all participants and following ethical guidelines established in the Helsinki Declaration. However, it does not provide specific details on the ethical procedures followed or approval of the study by an institutional ethics committee.

Limitations: The study acknowledges some limitations, such as the lack of a control group and the possibility of bias due to self-assessment by participants. However, it would be useful to discuss other potential sources of bias or confusion that may affect the validity of the results.

Overall, the study's methodology appears robust in terms of design and analysis, but would be enhanced with a more

detailed discussion of sample representativeness, validity of measurement instruments, and ethical considerations. Additionally, a more comprehensive discussion of study limitations would help readers interpret the results more critically.