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MENTAL HEALTH AT SCHOOLS: BETWEEN SAFETY AND RISK

Svitlana Shchudlo

Doctor of Sociological Sciences, Professor,
Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine,
Ukrainian Educational Research Association
ORCID: 0000-0002-5038-5290; e-mail: svitlana.shchudlo@gmail.com

Iryna Mirchuk

PhD in Philosophy, Associate Professor
Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine,
Ukrainian Educational Research Association
ORCID: 0000-0001-9761-9210; e-mail: iruna0405@gmail.com

Oksana Zelena

PhD in Political Sciences, Associate Professor
Drohobych Ivan Franko State Pedagogical University, Drohobych, Ukraine,
Ukrainian Educational Research Association
ORCID: 0000-0002-2148-6439 e-mail: OksanaZel@ukr.net

Abstract. The authors study the school environment and its impact on youth mental health. The authors also analyze different aspects of mental health, namely: lack of symptoms of mental disorders, mental or psychological well-being; the process of seeking and maintaining the balance. As the result of the discussion, the authors consider the youth mental health as a system of externalizing and internalizing disorders.

As a theoretical base, authors use the following theories: the problem-behavior theory (PBT) by R. Jessor, Erikson's theory of psychosocial development, and the conception of resilience by K. Ostaszewski. Though these theories, the authors empirically identified manifestations of risky behavior in school. The main forms of risky behaviour are violence and fights in or near the school, cyberbullying at school, skipping classes.

The empirical basis of the study includes the results obtained from the Ukrainian-Polish survey under the title "Mental Health and Risky Behaviour of Adolescents" conducted in October – December 2016 among adolescents from Ukraine and Poland. It was based on the methodology of an authoritative study on adolescents' mental health in Poland that is more commonly known as the Mokotow Study and has been regularly conducted since the late 1980s.

In the research, a random stratified-cluster selection of samples of nine grade middle school students were used. The cluster was a grade, stratification designated by the type of

living area: the large city (regional center) – Lviv, the average city – Drohobych, the villages of Drohobych district. In Ukraine, 2001 pupils were surveyed, of whom 1246 were from Lviv (69%), 307 from Drohobych (17%) and 288 from villages of Drohobych district (14%). In the Ukrainian sample, the percentage of girls was 48,2% and boys – 51,8%.

The results of logistic regression analysis show that the school is among the crucial factors that influence all manifestations of the youth risky behaviour. The authors argue that school and family are protective factors in mental health, and peers are a risk factor.

Correlation analysis of the relationship between school attachment and mental health was done. The result shows the existence of a significant correlation between the school environment and the externalizing and internalizing disorders of student youth. Manifestations of externalizing disorders are behaviour manifestations associated with aggression, violence, violation of social behaviour, criminal behaviour, use of psychoactive substances. The positive school environment reduces the manifestations of externalizing disorders. As in the previous case, a positive school environment reduces the manifestations of internalizing disorders such as emotional disorders, especially depression, drug addiction, excessive stress, and so on.

The research of students was designed to develop the prevention of youth risk behaviour. The results of the study show the presence of risk factors, both outside and inside the school. The evidence-based prevention work at school based on a system of risk and protective factors could have a positive effect. In the authors' opinion, measures involving work with teachers, students, and their parents will be useful in reducing the manifestations of risky behaviour of student youth. It is essential to form a model of positive behaviour through the formation of the key life and social competencies.

Key words: mental health, risky behavior, school environment, youth.

Анотація. Автори статті досліджують шкільне середовище та його вплив на психічне здоров'я молоді. Проаналізовано різні аспекти психічного здоров'я, серед яких: відсутність симптомів психічних розладів, відчуття психічного чи психологічного добробуту, процес пошуку та підтримання рівноваги, тощо. У результаті дискусії автори розглядають психічне здоров'я молоді як систему екстерналізаційних та інтерналізаційних порушень. Насамперед, свідченням порушень психічного здоров'я молоді є прояви ризикованої поведінки.

В якості теоретичної основи автори використовували такі теорії, як: теорію проблемної поведінки Р. Джессора, теорію психосоціального розвитку Е. Еріксона, концепцію стійкості К. Осташевського, на основі яких обґрунтовано прояви ризикованої поведінки в школі. Основними формами ризикованої поведінки є насилля та бійки в школі, кібернасилля, пропуски занять, тощо.

Емпіричною базою дослідження слугують результати українсько-польського опитування під назвою «Психічне здоров'я та ризикована поведінка підлітків», проведеного протягом жовтня – грудня 2016 року серед підлітків з України та Польщі на основі методології авторитетного дослідження щодо психічного здоров'я підлітків у Польщі, яке більш відоме як Мокотовське дослідження і регулярно проводиться з кінця 1980-х.

У дослідженні було використано випадковий стратифіковано-кластерний відбір учнів дев'ятих класів середньої школи. Відбір шкіл визначався типом і розміром населеного пункту: велике місто (обласний центр) – Львів, середнє місто –

Дрогобич, села Дрогобицького району. В Україні було опитано 2001 учня, з них 1246 – зі Львова (69%), 307 – з Дрогобича (17%) та 288 – із сіл Дрогобицького району (14%). В українській вибірці відсоток дівчат становить 48,2%, а хлопців – 51,8%.

Результати логістичного регресійного аналізу показують, що школа є одним із вирішальних факторів, що впливають на всі прояви ризикованої поведінки учнівської молоді. Автори стверджують, що школа та сім'я є захисними факторами психічного здоров'я, а однолітки – фактором ризику.

Проведено кореляційний аналіз взаємозв'язку між зв'язком учнів зі школою та їх психічним здоров'ям. Результати вказують на існування суттєвого зв'язку між шкільним середовищем та екстерналізаційними й інтерналізаційними порушеннями учнівської молоді. Проявами зовнішніх розладів є поведінка, пов'язана з агресією, насиллям, порушенням соціальної поведінки, злочинами, вживанням психоактивних речовин, тощо. За нашими висновками, позитивне шкільне середовище зменшує прояви зовнішніх розладів. Так само, позитивне шкільне середовище зменшує прояви внутрішніх розладів, таких як емоційні розлади, особливо депресія, наркоманія, надмірний стрес, тощо.

Дослідження учнів було розроблено для розвитку системи превенції ризикової поведінки молоді. Результати дослідження показують наявність факторів ризику як зовні, так і всередині школи. Ефективна профілактична робота в школі, яка ґрунтується на наукових даних, що враховує фактори ризику та захисні фактори, може мати позитивний вплив. На думку авторів, заходи, пов'язані з роботою із вчителями, учнями та їхніми батьками, будуть корисними для зменшення проявів ризикованої поведінки молоді. Важливо створити модель позитивної поведінки шляхом формування ключових життєвих та соціальних компетентностей.

Ключові слова: психічне здоров'я, ризикована поведінка, шкільне середовище, молодь.

Introduction.

School is a vital socialisation factor of youth, together with family and peers. Numerous studies (Ostaszewski, 2013; Barboza, Schiamberg, 2009; Eccels, Roeser, 2011) substantiate the relationship between the characteristics of the school environment and student behaviour. The Ukrainian scientific tradition of studying the school environment focuses on learning processes, and a constructivist approach to the influence of school on the process of student socialisation is dominant. The topic of problem behaviour of educational actors remains out of Ukrainian researchers' attention. In particular, we focus on the impact of the school environment on the risk behaviour of youth and their mental health.

The term “mental health” is defined differently depending on the adopted theoretical perspective, views of the nature of the human being or psychological and philosophical concepts (Domaradzki, 2013; Heszen, Sęk, 2007). The authors understand it as:

- lack of symptoms of mental disorders and ailments;
- mental or psychological well-being or, more broadly, biopsychosocial well-being;
- disposition, in other words, potential or resource;
- the process of seeking and maintaining the balance;
- a value. (Bobrowski, Ostaszewski, Pisarska, 2017, p. 1).

Following the key international documents of the World Health Organization, the

mental health is interpreted as "a state of well-being in which each individual realises his or her potential, can cope with normal stresses of life, work productively and fruitfully and can make a contribution to his or her community" (The conception, 2017).

The student's mental health and the determination of its factors are in the focus of many researchers. Interest in the problem of adolescent mental health indicators primarily relates to the concept of problem-behaviour theory (PBT) by R. Jessor (Jessor, 1987, Jessor, 1991), in which youth risk behaviours are the essential behavioural risk factors considered in the context of health, safety, proper socialisation and development of the young generation. An essential theoretical framework for understanding the specifics of youth development, normative and non-normative crises is Erikson's theory of psychosocial development (Erikson, 1997). The conception of resilience by K. Ostaszewski (Ostaszewski, 2008, 2014) gives a modern holistic idea of risky and protective factors of youth risky behaviour. In the article, we also refer to the antisocial behaviour theory and prevention of this behaviour within the schools by G. Roy Mayer (Mayer, 2001).

Along with the concept of "risky behaviour", the term "problem behaviour" or "anti-health behaviour" are used, which are in the focus of mental health issue research (Bobrowski, 2007, p. 17). "In both cases, these categories include not only the use of psychoactive substances but also inappropriate student role, aggressive and antisocial behaviour, as well as a long list of behaviour characteristics associated with the development of modern technologies - computer/Internet. These new types of risky behaviour include excessive social media presence, excessive involvement in online computer games, watching pornography and other sexual online behaviour, and aggressive cyberbullying." (Ostaszewski, 2014). According to R. Jessor's theory, "problematic" is applied to the behaviour that violates the usual requirements for a given age, social norms and values adopted for adolescence (adolescence) (age 11-18 years). (Jessor, Jessor, 1977). Borucka and Ostaszewski (1977) present risk as a "trigger" - a sequence of events, processes that cause aggravation of problems (Borucka, Ostaszewski, 2008, p. 588). Numerous researchers (Jessor, 1987; Donovan, Jessor, Costa, 1999; Bobrowski, Czabała, Brykczyńska, 2008) have emphasised the functional importance of problem behaviour in the context of developmental tasks typical for the adolescence period. Problem behaviour allows young people to fulfil their essential needs, such as achieving peers' acceptance, independence or approaching adulthood (Bobrowski, 2007, p. 18).

We consider the youth mental health to be a system of externalising and internalising disorders. The relevance of the study of youth mental health and its components is described in more detail in the publications of S. Shchudlo (Shchudlo, 2017, 2019). Figure 1 shows the structure of mental health, the model of which we will use in our study (Ostaszewski, 2017, p. 57).

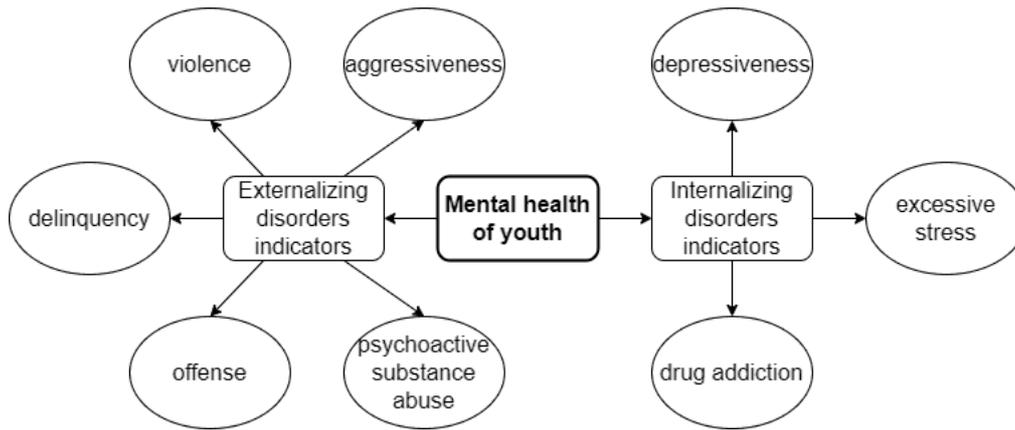


Figure 1. Indicators of mental health disorders (Source: Compiled by the authors)

The first category includes risky behaviours related to violations of social norms, such as psychoactive substance abuse, being a perpetrator of violence, delinquency. The second category includes emotional problems, such as depressive and anxiety symptoms, excessive stress, and others.

The objectives of the presented study were:

- to assess the prevalence of mental health problems in the population of the nine grade, Lviv region middle school students;
- to describe the connection between the school environment and the manifestations of the risky behaviour of young people and their mental health.

Method.

General Background of Research. The empirical basis of the study includes the results obtained from the Ukrainian-Polish survey under the title "Mental Health and Risky Behaviour of Adolescents" conducted in 2016 (October, November and December) among adolescents from Ukraine and Poland based on the methodology of an authoritative study on adolescents' mental health in Poland that is more commonly known as the Mokotow Study and has been regularly conducted since the late 1980s.

In Poland, the study was conducted by the specialists from the Institute of Psychiatry and Neurology under the guidance of Krzysztof Ostaszewski, Dr hab. In Ukraine, the author of this article Svitlana Shchudlo was the coordinator of the study conducted by a team of sociologists from Ivan Franko Drohobych State Pedagogical University and Lviv Polytechnic National University (Larysa Klymanska, Halyna Herasym, Iryna Mirchuk, Olga Gerus, Viktor Savka). The initiator of the project in Ukraine was the State Agency for Prevention of Alcohol-Related Problems (PARPA, Poland), which provided all organisational support for the survey.

The survey was conducted in order to discover in-depth and reliable information about the mental health of adolescents in Ukraine and in Lviv region in particular. This information served as a scientific basis for initiating and developing a system to prevent mental health disorders in children and adolescents in the region with the help of the best European practices, including Polish experience.

Study samples. In our research a random stratified-cluster selection of samples of nine grade middle school students were used. The cluster was a grade, stratification, it was designated by the type of living area: the large city (regional center) – Lviv, the average city – Drohobych, the villages of Drohobych district. In Ukraine, 2001 pupils were surveyed, of whom 1246 ones were from Lviv (69%), 307 ones – from Drohobych (17%) and 288 ones –

from the villages of Drohobych district (14%). In the Ukrainian sample, the percentage of girls is 48,2% and boys – 51,8%.

Research procedure. Our research was carried out according to the methodology of Mokotow Study (Ostaszewski, 2018). The self-administered anonymous questionnaire had been completed during school lessons with respect for anonymity as well as guaranteeing the confidentiality of group and school data. Voluntary participation of students as well as the right of parents to not agree for their child's participation in the study was respected. The surveys were conducted by trained interviewers, according to the standard procedure.

Detailed information on all indicators used in the survey questions can be found in the monography "Monitoring risky behaviour, addictive behaviour, and mental health problems of a 15-year-old youth. Mokotowsky Research 2004–2016. Ukrainian Research, Lviv Region 2016" (Ostaszewski, 2018). When assessing the significance of intergroup differences by gender, the χ^2 test was used, always calculated for 2×2 tables, with a commonly accepted significance threshold $p \leq 0.05$.

Results.

Mental health and factors of youth socialisation. We will begin the analysis of our results by identifying the place of school among other factors of socialisation and their role in influencing the mental health of students. To do this, we conducted a logistic regression analysis. We gradually introduced into the model the factors that could affect the student's mental health. The polar positions are common: some respondents place all responsibility for raising a child on the family and others on the school. Our results empirically show that both the family and the school play an equal role (Table 1).

Table 1 presents the results of the logistic regression analysis. The dependent variable is the level of the mental health of youth. Independent variables the influence of which turned out to be significant are school climate, parent and peer support, family openness and control.

Table 1

Logistic regression analysis of results

Variables	Significance	Odds ratio	95% confidence interval	
			lower	higher
School environment	0,000	0,936	0,916	0,956
Parental control	0,010	0,967	0,942	0,992
School attachment	0,418	0,944	0,822	1,085
Family openness	0,008	1,202	1,048	1,378
Parental support	0,045	0,926	0,859	0,998
Peers support	0,380	1,019	0,977	1,063

The results of logistic regression analysis show that the school is among the crucial factors that influence all manifestations of risky behaviour of student youth. According to our results, the most important are open relationships with parents (1,202) and a positive school environment (0,936).

Students' connection with the school. To find out how comfortable teenagers feel at school, the authors chose a block of questions that characterise students' connection with a school, as well as the impact of youth risky behaviour. The scale consists of 6 items (with 4-point answers scale each) concerning the school attachment. It had good reliability and normal distribution. Fig. 2 shows the answers "agree" and "somewhat agree" regarding the

stated statements about the school environment.

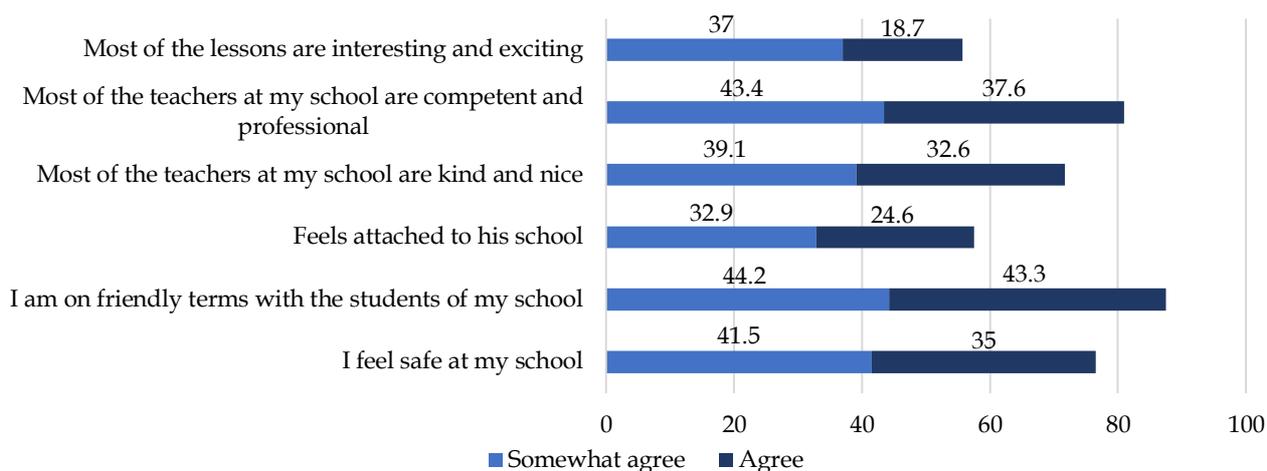


Figure 2. Evaluation of students' connection with the school (Source: Compiled by the authors)

Figure 2. shows the students' responses of their attachment to the school and teachers. We observe a close connection between students and their peers at school, with whom they spend a significant part of the day at school ("agree" - 43,3% and "somewhat agree" - 44,2%). At the same time, the content of the educational process is the lowest, which cannot help but worry ("agree" - 18,7% and "somewhat agree" - 37,0%).

The gender analysis of the students' connection with the school did not show significant differences in the attitudes to school.

Mental health and school attachment. Correlation analysis of the relationship between school attachment and mental health was done. Separately followed the correlation of elements of the school environment with the externalising and internalising disorders of student youth (Table 2).

Table 2

Correlation analysis of the relationship between school attachment and mental health

Pearson's R	Value	Asymp. Std. Error	Approx. T	Approx. Sig.
Externalizing disorders	-0,270	0,024	-11,417	0,000
Internalizing disorders	-0,200	0,025	-8,425	0,000

Source: compiled by the authors

Table 2 shows the existence of a significant connection between the school environment and the externalising and internalising disorders of student youth. Manifestations of externalising disorders are behaviour associated with aggression, violence, violation of social behaviour, criminal behaviour, use of psychoactive substances. The positive school environment reduces the manifestations of externalising disorders. As in the previous case, a positive school environment reduces the manifestations of internalising disorders such as emotional disorders, especially depression, drug addiction, excessive stress, and so on.

Table 3 shows the results obtained from surveying the adolescents from Ukraine that characterise externalising disorders in mental health and sex-based distribution of indicators.

Table 3

**Externalising disorders in the mental health of adolescents:
abuse of psychoactive substances, unlawful behaviour, violence,
the integrated indicator of externalising disorders**

Sex	The number of respondents	Indicators of externalising disorders (%)			
		Abuse of psychoactive substances	Violence Against others	Unlawful behaviour	Integrated indicator of externalising disorders
<i>Girls</i>	840	13,9	20,1	34,3	17,0
<i>Boys</i>	865	16,0	31,5	32,8	23,1
<i>Overall</i>	1705	14,9	25,9	33,5	20,1

Source: Compiled by the authors

The results show that one in five students (20,1%) has externalising disorders. Boys' indicators are higher (by 23,1%) than girls' (17,0%). If we analyse the structure of indicators in more detail, we will see dominates unlawful behaviour (33,5%). The level of violence is relatively high. This was felt by every fourth student at or near the school (25,9%). Students' responses varied: one in five girls (20,1%) and one in three boys (31,5%) reported violence. Moreover, 13,9% of girls and 16,0% of boys reported abuse of psychoactive substances.

In order to analyse internalising disorders in the mental health of adolescents, the data presented in Table 4 should be considered. Table 4 also contains the indicators of the data distribution among boys and girls.

Table 4

**Internalising disorders in the mental health of adolescents: high risk for depression,
negative assessment of mental health and a general indicator**

Sex	The number of respondents	The indicators of internalising disorders (%)		
		High risk for depression	Negative assessment of mental health	The general indicator of internalising disorders
<i>Girls</i>	884	8,7	15,7	18,8
<i>Boys</i>	887	2,0	9,3	10,3
<i>Overall</i>	1751	5,3	12,5	14,4

Source: Compiled by the authors

The presence of internalising disorders in adolescents is also shown by negative assessment of their own mental health (at least for 14 days of the last month prior to the study) in combination with the answers that indicate a high risk for depression.

The general indicator of internalising disorders is 14,4%. The indicator among girls (18,8%) are almost twice as high as this among boys (10,3%). As one can see, girls are more likely to suffer from mental health disorders. The comparison of the obtained answers indicates statistically significant differences in the data obtained between girls and boys ($p < 0.001$).

Students risk behaviour in or near the school. Let us take a closer look at risky behaviour at school. Table 5 shows the respondents' answers about whether they became victims of physical or psychological violence in or near the school during the last year prior to the study. The presence of these problems can be proved by the answers "daily or almost daily", "at least once a week" taken into account while combining the integrated indicator.

Table 5

Experiences of physical or psychological violence in or near the school

Sex	The number of respondents	During the last year (%)			
		Daily or almost daily	At least once a week	More seldom than once a month	Never
Girls	868	2,1	6,2	18,5	73,2
Boys	893	2,4	4,3	14,2	79,2
Overall	1761	2,2	5,2	16,4	76,2

Source: Compiled by the authors

Results show that every fourth student experienced violence in or near the school during the last year. 76,2% of students lacked such experience. Suppose, the real indicators may be even higher, since not all the respondents are ready to speak about their negative experience, and some of them may not even be aware of psychological violence against them. Girls were abused more often ("at least once a week" - 6,2%).

The following question aimed to find out whether the pupils themselves committed physical or psychological violence against others, namely "how often have you been involved in physical or psychological violence against other pupils in or near school since September last year up till now?" (Table 6).

Table 6

Physical or psychological violence committed in or near the school

Sex	The number of respondents	During the last year (%)			
		Daily or almost daily	At least once a week	More seldom than once a month	Never
Girls	868	1,5	2,6	13,4	82,5
Boys	889	3,0	3,8	19,3	73,8
Overall	1757	2,3	3,2	16,4	78,1

Source: Compiled by the authors

Given the anonymous nature of the survey and the confidentiality of information (the respondent put the completed survey into an envelope and sealed the envelope by himself/herself), we hope to have received quite frank answers to the questions about school violence. In general, the obtained data indicate a relatively high level of violence in school which means that school is not always a safe and peaceful place where the student can feel comfortable.

Cyberbullying is a particular type of violence experienced by youth due to the spread of new information and communication technologies (Table 7).

Table 7

Cyberbullying at school

Sex	The number of respondents	During the last year (%)			
		4 and more	2 or 3 times	At least once	Never
Girls	863	1,2	4,5	11,7	82,6
Boys	889	1,5	1,9	11,1	85,5
Overall	1752	1,3	3,2	11,4	84,1

Source: Compiled by the authors

The analysis of the results shows that 11,4% of students have experienced cyberbullying at school at least once in the last year. In that regard, it is worth noting that 84,1% of adolescents have never had such an experience. 3,2% of students reported experiencing cyberbullying 2 or 3 times during the year. Furthermore, girls used cyberbullying more than twice as often ("2 or 4 times" - 4,5%) than boys ("2 or 4 times" - 1,9%).

The following question of the survey was related to students' involvement in fights in or near the school during the last year (Table 8).

Table 8

Involvement in fights in or near the school during the last year

Sex	The number of respondents	During the last year (%)					
		Never	Once	Two or three times	Four or five times	Six or more times	Frequent fights four or more times
<i>Girls</i>	870	82,2	9,5	6,2	0,8	1,3	2,1
<i>Boys</i>	894	51,9	19,1	20,4	3,6	5,0	8,6
<i>Overall</i>	1764	66,8	14,4	13,4	2,2	3,2	5,4

Source: Compiled by the authors

Table 8 shows the gender analysis of the frequency of students' participation in fights during the last year. Fights at school are not uncommon. As expected, the boys are more involved in aggression. During the last year, 5,4% of the schoolchildren we interviewed took part in the fights (2,1% girls and 8,6% boys). The 66,8% of students, 82,2% of girls, and 51,9% of boys did not have such experience.

Another type of risky behaviour of students is skipping classes without a good excuse. Table 9 shows the results of students' absences from school during the last 4 weeks.

Table 9

Skipping classes without an acceptable excuse during the last four weeks

Sex	The number of respondents	During the last month (%)					
		Never	Once	Two or three times	Four or five times	Six or ten times	Eleven and more times
<i>Girls</i>	867	44,5	18,3	19,5	10,7	3,7	3,2
<i>Boys</i>	878	49,9	16,4	21,0	6,4	2,1	4,2
<i>Overall</i>	1745	47,2	17,4	20,2	6,5	2,9	3,7

Source: Compiled by the authors

Analysis of the data in the table shows that more than half of the school students skip the school without a good excuse. 47,2% of respondents indicated they did not have skips during the last month before the survey. The skips level is very high for students of both genders. It should be noted that girls are more tend to miss school (there were no passes in 44,5%) than boys (there were no passes in 49,9%). The differences are statistically significant.

Discussion.

The research of students was designed to develop the scientific approach to preventing youth risk behaviour. The results of the study show the presence of risk factors, both outside and inside the school. Preventive work at school could have a positive effect. We consider it expedient to popularise the experience of foreign colleagues, in particular,

Poland, in conducting school-based prevention. Prevention shows good results based on a system of risk and protective factors. A breakthrough in this area was the scientific substantiation of the importance of positive development for the effective prevention of various problems of adolescence. "Positive development has become an important complement to concepts focused on preventing youth's risk behaviour. It allowed for a smooth transition from negative prevention, focused on problems and risk factors, to positive prevention, recognising the importance of young people's strengths, resources and development potential" (Ostaszewski, 2014, p. 121)

The development of healthy and potential opportunities for youth through the mechanisms described by K. Ostashevsky is the heart of positive prevention. (Ostaszewski, 2014, p. 124):

- providing support in solving development problems and crises,
- developing constructive interpersonal relationships,
- creating conditions for gaining positive experiences,
- providing pro-development resources,
- developing skills, cultivating skills and talents.

Based on empirical data, we propose goals and objectives for the organisation of preventive work in school, which will ensure its scientifically sound nature (Figure 3).

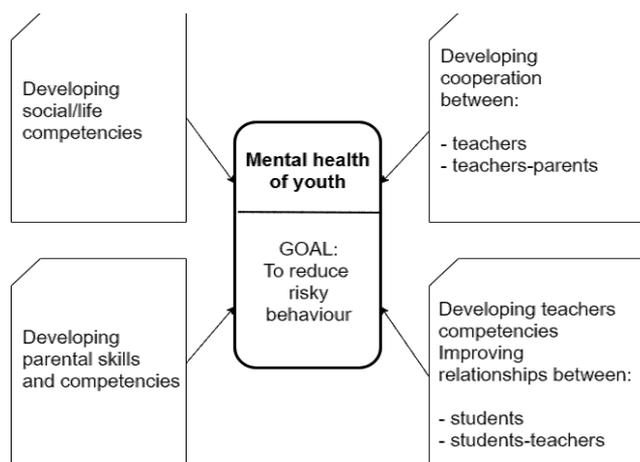


Figure 3. Goals and objectives of prevention of risky behaviour of student youth
(Source: Compiled by the authors)

In the authors' opinion, measures involving work with teachers, students, and their parents will be useful in reducing the manifestations of risky behaviour of student youth. It is essential to form a model of positive behaviour through the formation of key life and social competencies.

Conclusions.

Summarising the research findings presented in the article, we can conclude that this study, regularly conducted in Poland and firstly conducted among adolescents from Lviv region, has provided a vast array of information that is important for comparing adolescents from the two neighbouring countries. The collected array of information can be used by scholars, educators, social service specialists and policy-makers working with the youth.

The obtained indicators prove the presence of risk groups in adolescent samples from both countries under study, which are characterised by the symptoms of internalising and externalising disorders in mental health. The symptoms of mental health disorders are characteristic of Polish adolescents, namely Warsaw pupils. Although the integrated

indicators for Ukrainian adolescents are lower, the individual manifestations of mental disorders are still higher. Thus, the indicators of risky behaviour related to aggression and violence and being components of the integrated indicators are higher for Ukrainian adolescents. The gender analysis of empirical data indicates that girls are more vulnerable to internalising disorders. They are more inclined to suffer from depression and poor emotional well-being than boys. This conclusion is proper for adolescents from both countries under study. Such results point to the need for a differentiated approach to taking preventive measures among boys and girls.

However, one should more profoundly analyse how civilisation development of the social environment in which adolescents grow up influences their mental health. Metropolitan cities and large cities with advanced technological development, a faster pace of life is filled with a wide range of risks that can negatively affect the health of adolescents. New social realities urge to come up with qualitatively new and modern modes of working with adolescents to prevent risky behaviours.

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