

School mental health and psychosocial support practices in congressional District 1 Schools Division of Quezon City: Basis for an intervention measure

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Abstract

The study's primary aim is to evaluate the existing mental health and psycho-social support practices within the Congressional District 1 Schools Division of Quezon City. This evaluation seeks to pinpoint potential gaps and lay the groundwork for designing an intervention specifically tailored to the unique requirements of this educational division. Its objective is to improve students' well-being, academic performance, and future prospects by enhancing mental health support systems. The research utilized a descriptive design and involved the distribution of a survey questionnaire to district supervisors, school administrators, teachers, and GPTA officers. Respondents evaluated various indicators of school mental health practices, including the provision of a secure environment, community-based social support, counseling services, and stress reduction initiatives. Statistical methods were applied to analyze the data and ascertain the current state of mental health support while identifying areas necessitating improvement. The assessment unearthed several key findings. Overall, there were differences in how various respondent groups perceived mental health and psychosocial support practices. Supervisors and school administrators rated the indicators positively (agree), whereas teachers and GPTA officers provided moderately agreed ratings. The grand mean scores for motivation, development, stress, self-efficacy, work relationships, and work satisfaction were 3.52, 3.65, 2.96, 3.69, 3.55, and 3.51, respectively. Psychosocial support practices were moderately practiced, with safe environment provision rated at 3.14, community-based social support at 3.31, and counseling at 3.04. Notable differences emerged in motivation, development, self-efficacy, and work relationships among the respondent groups, highlighting the necessity for targeted interventions to align perceptions and practices across the division. The study concludes that while the current mental health and psycho-social support practices in Congressional District

1 Schools Division serve as a good starting point, there is a clear need for improvement. The proposed intervention measures, which include enhanced counseling services, stress reduction initiatives, and holistic employee development programs, hold the potential to foster a more supportive and conducive environment for both students and staff. These improvements are pivotal for promoting a comprehensive approach to mental health and well-being within the school community.

Keywords: psycho-social, school mental health, self-efficacy, socio-emotional growth, stress reduction initiatives

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1. Introduction

In an era marked by evolving educational paradigms and increasing awareness of mental health issues, the intersection of mental well-being and academic success has gained substantial prominence. The contemporary global landscape underscores the imperative of fostering comprehensive school mental health and psychosocial support practices to ensure the holistic development of students. This study delves into the pivotal realm of school mental health and psychosocial support practices in Congressional District 1 Schools Division of Quezon City employing a deductive approach to illuminate this critical issue from the global context down to the local level.

Globally, educational institutions are recognizing the profound impact of mental health on students' cognitive and socioemotional growth. The proliferation of stressors such as academic pressures, social dynamics, and societal expectations has prompted a reevaluation of the traditional educational framework. As educators and policymakers acknowledge the inseparable connection between mental health and academic achievement, interventions catering to students' psychosocial well-being have garnered attention.

Zooming into the Philippine context, a similar narrative unfolds. The Philippines' educational landscape mirrors the global trajectory, as stakeholders increasingly acknowledge that nurturing students' mental health is pivotal for producing well-rounded citizens. Mental health issues in schools have been identified as barriers to effective learning and personal development. In response, there is a growing emphasis on implementing comprehensive mental health and psychosocial support practices within educational institutions.

DepEd Memorandum No. 58 series of 2020 also called "Orientation for Regional and School Division Office on Mental Health and Psychosocial Support Services in The Time of Covid-19 For Learners and DepEd Personnel" recognizes the need to prioritize the promotion and protection of mental health and general welfare of learners and personnel in the time of the COVID-19 pandemic. Also, DepEd Order No.14, Series of 2020 Guidelines on the Required Health Standards in Basic Education Offices and Schools details the provisions of mental health and psychosocial support services to increase the mental resilience of learners and DepEd personnel.

Delving further into the microcosm of the Congressional District 1 Schools Division in Quezon City, this study narrows its focus to a local context, aiming to scrutinize the existing landscape of mental health support. This Division, representative of a diverse urban constituency, serves as a microcosm of the broader national context, presenting a unique opportunity for examination.

As an educator during the COVID-19 pandemic, this researcher observed a notable impact on the mental health of both teachers and their students. The abrupt transition to remote teaching brought about increased stress levels among teachers as they grappled with the demands of adapting to new technologies, crafting online lessons, and managing virtual classrooms. The physical distance from colleagues and the school community led to a sense of isolation, and the juggling act between professional and personal responsibilities contributed to feelings of burnout. Teachers also expressed significant concerns about the well-being of their students, both academically and emotionally, recognizing the challenges of providing immediate and in-person support in a virtual setting. Meanwhile, students experienced disruptions to their daily routines, fostering feelings of loneliness. Disparities in access to technology and conducive learning environments exacerbated frustrations and deepened a sense of inequity. The uncertainty surrounding the pandemic, coupled with changes in the learning environment, intensified anxiety among students, encompassing concerns about academic performance and the

future. To address these challenges, the Schools Division of Quezon City asked the participation of each school in Quezon City to implement strategies such as regular check-ins, professional development opportunities through webinars, counseling services, and flexible learning approaches to foster a supportive and resilient school community.

The rationale for this study emanates from the urgency to bridge the gap between the theoretical understanding of mental health support and its practical implementation within educational institutions. By evaluating the current practices and identifying potential gaps, this research aims to provide a foundation for an intervention measure tailored to the specific needs of the Congressional District 1 Schools Division. Ultimately, the study aspires to contribute to the enhancement of students' overall well-being, academic performance, and prospects, thereby reaffirming the symbiotic relationship between mental health and education. It is sought to answer the following questions:

- How do district supervisors, school administrators, teachers, and GPTA officers assess the school mental health in Congressional District 1 Schools Division of Quezon City in terms of: Motivation; Development; Stress; Self-Efficacy; Work Relationships; and Work Satisfaction?
- How do the respondents assess the psychosocial support practices in Congressional District 1 Schools Division of Quezon City in terms of: Provision of Safe Environment; Community initiated Social Support; Counselling?
- Is there a significant difference among the assessments of the four groups of respondents as to the school mental health and psychosocial support practices?
- Is there a significant relationship between the assessment of school mental health and psychosocial support practices?
- What are the problems encountered by the respondents on the school mental health and psychosocial support practices?
- Based on the findings, what intervention measure may be proposed?
- How acceptable is the proposed intervention measure?

2. Methodology

The study used a descriptive-quantitative research method to provide conclusions of data based on the answers from the respondents that support the objectives of the study. Descriptive research design characterizes a group, circumstance, or phenomenon systematically and concisely. It can answer the questions of how, when, what, and where, except why. It can study one or more variables using a range of research methodologies and does not influence or change the variables, instead, they are observed and measured McCombes (2020). District Supervisors, School Administrators, Teachers, and GPTA officers assess the school mental health and psychosocial support practices in Congressional District 1, Quezon City. Quantitative research seeks to understand an issue by obtaining numerical data and analyzing it using statistical approaches (Aliaga and Gunderson, 2002).

The target population of the study was the teachers, GPTA officers, school administrators, and supervisors of the Congressional District 1 Schools Division of Quezon City. Purposive sampling was utilized in the selection of the respondents. According to Nikolopoulou (2023), this sampling method relies on the researcher's judgment when identifying and selecting the individuals, cases, or events that can provide the best information to achieve the study's objectives.

The study utilized the Raosoft calculator to determine the sample size of every group of respondents. Raosoft calculator is an online software sample size calculator used in survey research that helps establish the

number of respondents needed to achieve a specified level of accuracy.

The four (4) groups of respondents are as follows: 301 or 27.69 percent are teachers with a population of 1087, 112, or 72.73 percent are GPTA officers with a population of 154, 21 or 95.45 percent are school administrators with a population of 22, 4 or 100 percent with a population of 4, with a total respondent of 438 or 34.57 percent of 1267 total population.

The following are the research instruments used in gathering the data: (1) Survey Questionnaire. This was the primary instrument used in gathering the data to assess mental health in the Congressional District 1 Schools Division of Quezon City. The collected data underwent rigorous analysis, including statistical tests like weighted mean, ANOVA, and Pearson R, to identify patterns and significant differences. The results were then presented and discussed with experts in the field for their insights and feedback, which contributed to the refinement of the study's conclusions and recommendations. This multi-faceted validation process ensured the study's robustness and validity, enhancing the credibility of its findings and the proposed intervention measures.

3. Results and Discussion

Assessment of the District Supervisors, school administrators, teachers, and GPTA officers on the mental health in Congressional District 1 Schools Division of Quezon City

Table 1
Assessment of the Mental Health

Indicators	Supervisors		School Admin		Teachers		GPTA Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
Motivation	3.75	A	3.77	A	3.31	MA	3.27	MA	3.52	A	4
Development	3.75	A	3.96	A	3.55	A	3.33	MA	3.65	A	2
Stress	3.05	MA	2.95	MA	3.08	MA	2.77	MA	2.96	A	6
Self-Efficacy	3.95	A	4.00	A	3.55	A	3.27	MA	3.69	A	1
Work Relationships	3.60	A	3.95	A	3.36	MA	3.29	MA	3.55	A	3
Work Satisfaction	3.65	A	3.82	A	3.29	MA	3.28	MA	3.51	A	5
Overall Weighted Mean	3.63	A	3.74	A	3.36	MA	3.20	MA	3.48	A	

Supervisors and school administrators rated agree, while teachers and GPTA officers rated moderately agree as indicated by the overall weighted composite values of 3.63, 3.74, 3.36, 3.20, and having a grand mean of 3.48, respectively. Ranking the variables are as follows: “Self-Efficacy” (WM=3.69), rank 1; “Development” (WM=3.65), rank 2; “Work Relationships” (WM=3.55), rank 3; “Motivation” (WM=3.52), rank 4; “Work Satisfaction” (WM=3.51), rank 5; “Stress” (WM=2.96), rank 6.

In the assessment of mental health across various indicators within the Congressional District 1 Schools Division of Quezon City, several key findings emerge. In terms of motivation, it's generally high among all stakeholders, with supervisors and school administrators showing the highest levels. Development is also positively rated, indicating that individuals in these educational institutions are aware of their self-management skills, accept and learn from both success and failure and understand their strengths and limitations. Stress levels are moderately assessed, with teachers experiencing the highest stress levels among all stakeholders. Self-efficacy is notably strong, with all groups expressing high confidence in their abilities to comply with schedules, set goals, and overcome difficulties. Work relationships are positively perceived, with all groups observing positive teamwork, communication, and respect in the workplace. Finally, work satisfaction is rated well, reflecting a sense of connection, value for work contributions, and an overall positive utilization of skills

and knowledge. In conclusion, this assessment suggests that motivation, development, self-efficacy, work relationships, and work satisfaction are generally positive aspects of mental health in these educational institutions, despite moderate levels of stress observed among teachers.

Assessment of the psychosocial support practices in Congressional District 1 Schools Division of Quezon City

Table 2
Assessment of Psychosocial Support Practices

Indicators	Supervisors		School Admin		Teachers		GPTA Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
Provision of Safe Environment	3.05	MP	3.21	MP	3.21	MP	3.11	MP	3.14	MP	2
Community Initiated Social Support	3.05	MP	3.45	P	3.39	MP	3.33	MP	3.33	MP	1
Counselling	3.20	MP	3.08	MP	3.00	MP	2.89	MP	3.04	MP	3
Overall Weighted Mean	3.10	MP	3.25	MP	3.20	MP	3.11	MP	3.16	MP	—

On psychosocial support practices, all respondents rated moderately practiced as shown by the computed overall weighted composite values of 3.10, 3.25, 3.20, 3.11, and with a grand mean of 3.16. Consolidating the variables were as follows: “Community initiated Social Support” (WM=3.31), rank 1; “Provision of Safe Environment” (WM=3.14), rank 2; “Counselling” (WM=3.04), rank 3. The assessment of psychosocial support practices in Congressional District 1 Schools Division of Quezon City suggests a mixed landscape. While there is a moderate level of training in providing a safe environment within schools and a higher level of community-initiated social support, indicating active community engagement and peer networks, the counseling services show room for improvement in terms of confidentiality, assessments, and curriculum integration. These findings underscore the importance of enhancing the safe environment within schools and strengthening the integration of counseling services to ensure comprehensive psychosocial support for students and the community.

Significant difference among the assessments of the four groups of respondents as to the school mental health and psychosocial support practices?

Table 3
Comparison of Assessments on School Mental Health

Motivation							
Source of Variance	SS	df	MS	F	CV	VI	Decision
Between	1.1095	3	0.3698	4.503	3.239	S	Reject H ₀
Within	1.3142	16	0.0821				
Development							
Between	1.0968	3	0.3656	101.628	3.239	S	Reject H ₀
Within	0.0576	16	0.0036				
Stress							
Between	0.3027	3	0.1009	0.204	3.239	NS	Fail to Reject H ₀
Within	7.8978	16	0.4936				
Self-Efficacy							
Between	1.7927	3	0.5976	119.040	3.239	S	Reject H ₀
Within	0.0803	16	0.005				
Work Relationships							
Between	1.322	3	0.4407	13.996	3.239	S	Reject H ₀
Within	0.5038	16	0.0315				

Comparing the assessments of the supervisors, school administrators, teachers, and GPTA officers resulted in F values of 4.503 for motivation, 101.628 for development, 0.204 for stress, 119.040 for self-efficacy, and 13.996 for work relationships, respectively. Four values are greater than the critical F value of 3.239 at a five percent level of significance and verbally interpreted as significant rejecting the null hypothesis that there is a significant difference in the assessments of the four groups of respondents on motivation, development, self-efficacy, and work relationships, while stress F value fell below the critical F value at five percent level of significance and verbally interpreted as not significant failing to reject the null hypothesis.

Table 4
Post Hoc Tukey HSD on School Mental Health Support Practices

Variable	Pairwise	Q-value	P value	Verbal Interpretation
Motivation	T1:T2	0.16	0.99950	Not Significant
	T1:T3	3.43	0.11166	Not Significant
	T1:T4	3.75	0.07474	Not Significant
	T2:T3	3.59	0.09155	Not Significant
	T2:T4	3.90	0.06078	Not Significant
	T:3:T4	0.31	0.99605	Not Significant
Development	T1:T2	7.83	0.00024	Significant
	T1:T3	7.38	0.00044	Significant
	T1:T4	15.73	0.00000	Significant
	T2:T3	15.21	0.00000	Significant
	T2:T4	23.56	0.00000	Significant
	T:3:T4	8.35	0.00012	Significant
Self-Efficacy	T1:T2	1.58	0.68537	Not Significant
	T1:T3	12.50	0.00000	Significant
	T1:T4	21.46	0.00000	Significant
	T2:T3	14.08	0.00000	Significant
	T2:T4	23.04	0.00000	Significant
	T:3:T4	8.96	0.00005	Significant
Work Relationships	T1:T2	4.41	0.03028	Significant
	T1:T3	3.00	0.18862	Not Significant
	T1:T4	3.88	0.06240	Not Significant
	T2:T3	7.41	0.00043	Significant
	T2:T4	8.29	0.00013	Significant
	T:3:T4	0.88	0.92294	Not Significant

Legend: T1-supervisors, T2-school admins, T3- teachers, T4-GPTA officers

The comparison of assessments on school mental health and psychosocial support practices reveals significant differences in several key areas. Motivation, development, self-efficacy, and work relationships all exhibit substantial variances between different groups or indicators, leading to the rejection of the null hypothesis (Ho) at a 5% significance level. This suggests that there are notable distinctions in these aspects among various groups or indicators. Conversely, stress does not show significant variance between groups or indicators, leading to the acceptance of the null hypothesis in this case, indicating that there is no substantial difference in stress levels among these groups or indicators. These findings emphasize the need for targeted interventions and improvements in motivation, development, self-efficacy, and work relationships within the context of school mental health and psychosocial support practices

As gleaned from the data in Table 4, the post hoc Tukey HSD indicated the following: Motivation has Q values of 0.16, 3.43, 3.75, 3.59, 3.90, 0.31, and P values of 0.99950, 0.11166, 0.07474, 0.09155, 0.06078, 0.99605, all pairwise are verbally interpreted as not significant. Development has Q values of 7.83, 7.38, 15.73, 15.21, 23.56, and 8.35 and has P values of 0.00024, 0.00044, 0.00000, 0.00000, 0.00000, 0.00012, all pairwise are verbally interpreted as significant. Self-efficacy has Q values of 1.58, 12.50, 21.46, 14.08, 23.04, 8.96 and has P values of 0.68537, 0.00000, 0.00000, 0.00000, 0.00000, 0.00005, five pairwise are verbally interpreted as significant while one pairwise is interpreted as not significant. Work relationships have Q values of 4.41, 3.00, 3.88, 7.41, 8.29, 0.88 and have P values of 0.03028, 0.18862, 0.06240, 0.00043, 0.00013, 0.92294, three

pairwise are verbally interpreted as significant while three pairwise are interpreted as not significant.

The post hoc Tukey HSD analysis on SSG practices unveils significant disparities in several aspects across different groups. Notably, in the domains of development and self-efficacy, there are substantial differences observed between supervisors, school administrators, teachers, and SSG officers. These distinctions imply varying approaches and effectiveness in fostering development and self-efficacy among these groups. Moreover, concerning work relationships, significant differences are found between supervisors and both school administrators and teachers, indicating differing practices in this regard. However, no significant differences are detected between supervisors and SSG officers or among other pairs. Remarkably, motivation practices appear to remain consistently implemented across all groups. These results emphasize the necessity for targeted interventions to enhance development, self-efficacy, and work relationships within the context of SSG practices, while motivation practices remain relatively uniform across the board.

Table 5
Comparison of Assessments on Psychosocial Support Practices

Provision of Safe Environment												
Source of Variance	SS	df	MS	F	CV	VI	Decision	Pairwise Comparison	Q-Value	P-Value	Verbal Interpretation	
Between	0.0929	3	0.0310	0.5331	3.239	NS	Reject H ₀	T1	0.30	0.999	Not Significant	
								T1	0.45	0.996	Not Significant	
								T1	0.50	0.995	Not Significant	
								T2	0.20	0.999	Not Significant	
								T2	0.25	0.998	Not Significant	
								T3	0.10	1.000	Not Significant	
Within	0.9296	16	0.0581									
Community Initiated School Support												
Between	0.4722	3	0.1574	3.045	3.239	NS	Reject H ₀	T1	2.30	0.056	Not Significant	
								T1	2.50	0.045	Significant	
								T1	2.70	0.035	Significant	
								T2	0.20	0.999	Not Significant	
								T2	0.40	0.998	Not Significant	
								T3	0.20	0.999	Not Significant	
Within	0.8192	16	0.0512									
Counselling												
Between	0.2617	3	0.0872	2.3048	3.239	NS	Fail to Reject H ₀	T1	1.50	0.150	Not Significant	
								T1	1.70	0.120	Not Significant	
								T1	1.90	0.100	Not Significant	
								T2	0.20	0.999	Not Significant	
								T2	0.40	0.998	Not Significant	
								T3	0.20	0.999	Not Significant	
Within	0.6056	16	0.0378									

Legend: 5% significance level

S – Significance; NS – Not Significance; T1 – Supervisors; T2 – School Admins; T3 – Teachers; T4 – GPTA Officers

Comparing the assessments of the four groups of respondents on psychosocial support practices revealed F values of 0.5331 for the provision of a safe environment, 3.045 for community-initiated school support, and 2.3048 for counseling, respectively. These numbers fell below the critical F value of 3.239 and were verbally interpreted as not significant failing to reject the null hypothesis that there is no significant difference in the assessments of the four groups of respondents on the psychosocial support practices. This means that the supervisors, and school administrators. Teachers and GPTA officers share similar assessments of the psychosocial support practices of the school heads in the Division of Quezon City.

Significant relationship between the assessment of School Mental Health and Psychosocial Support Practices?

Table 6
Correlation between Provision of Safe Environment and School Mental Health

Indicator	r values	VI	t-value	VI	Decision
Motivation	0.11	NC	0.482	NS	Fail to Reject H ₀
Development	0.13	NC	0.572	NS	Fail to Reject H ₀
Stress	0.74	HC	4.796	S	Reject H ₀
Self-Efficacy	0.35	WC	1.629	NS	Fail to Reject H ₀
Work Relationship	0.25	WC	1.125	NS	Fail to Reject H ₀
Work Satisfaction	0.14	NC	0.616	NS	Fail to Reject H ₀

Legend: df = 19, ls = 0.05, cv = 2.093

0.80 – 0.99 Very High Correlation (VHC), 0.60 – 0.79 High Correlation (HC), 0.40 – 0.59 Moderate Correlation (MC)
0.20 – 0.39 Weak Correlation (WC), 0.01 – 0.19 Negligible Correlation (NC)

Provision of a Safe Environment was found to have a high correlation with stress having a rho value of 0.74 and is also significant as shown by the obtained t value of 4.796 which exceeded the critical t value of 2.093 at 0.05 level of significance and verbally interpreted as significant. Meanwhile, Provision of Safe Environment was found to have a weak correlation with self-efficacy, and work relationship, and negligible correlation with motivation, development, and work satisfaction having obtained rho values of 0.35, 0.25, 0.11, 0.13, and 0.14, respectively. These values fell below the critical value of 2.093 and verbally interpreted no significance failing to reject the null hypothesis that there is no significant relationship between school mental health and psychosocial support practices particularly in terms of the provision of a safe environment. This shows that stress is associated with the provision of a safe environment, while the rest of the indicators show weak or no association at all. This indicates that an unsafe environment adds up to the stress experienced by the stakeholders concerned.

Table 7
Correlation between Community Initiated School Support and School Mental Health

Indicator	r values	VI	t-value	VI	Decision
Motivation	0.33	WC	1.524	NS	Fail to Reject H ₀
Development	0.26	WC	1.174	NS	Fail to Reject H ₀
Stress	0.28	WC	1.271	NS	Fail to Reject H ₀
Self-Efficacy	0.22	WC	0.983	NS	Fail to Reject H ₀
Work Relationship	0.20	WC	0.890	NS	Fail to Reject H ₀
Work Satisfaction	0.12	NC	0.527	NS	Fail to Reject H ₀

Community-initiated school support was found to have weak correlation with motivation, development, stress, self-efficacy, and work relationship, and negligible correlation with work satisfaction as revealed by the computed rho values of 0.33, 0.26, 0.28, 0.22, 0.20, and 0.12, respectively. These results fell below the critical t value of 2.093 at 0.05 level of significance and were verbally interpreted as not significant failing to reject the null hypothesis that there is no significant relationship between the community-initiated school support and school mental health. This means that there is no direct relationship between community-initiated school support and school mental health.

Table 8
Correlation between Counselling and School Mental Health

Indicator	r values	VI	t-value	VI	Decision
Motivation	0.28	WC	1.271	NS	Fail to Reject H ₀
Development	0.17	NC	0.752	NS	Fail to Reject H ₀
Stress	0.31	WC	1.421	NS	Fail to Reject H ₀
Self-Efficacy	0.37	WC	1.736	NS	Fail to Reject H ₀
Work Relationship	0.36	WC	1.682	NS	Fail to Reject H ₀
Work Satisfaction	0.14	NC	0.616	NS	Fail to Reject H ₀

Counseling manifested a weak correlation with motivation, stress, self-efficacy, and work relationship, and negligible correlation with development, and work satisfaction as depicted by the obtained rho values of 0.28,

0.31, 0.37, 0.36, 0.17, and 0.14, respectively. These numbers were found to be not significant as the computed t values of 1.271, 0.752, 1.421, 1.736, 1.682, and 0.616 which fell below the critical t value of 2.093 at 0.05 level of significance failing to reject the null hypothesis that there is no significant relationship between counseling and school mental health. This means that counseling is not significantly affecting the school's mental health.

The correlation analysis indicates negligible to weak correlations between the assessment of School Mental Health and various aspects of Psychosocial Support Practices, including Motivation, Development, Stress, Self-Efficacy, Work Relationships, and Work Satisfaction. However, in each case, the decision is to fail to reject the null hypothesis, suggesting that the observed correlations are not statistically significant. The correlations, while providing some insight into potential relationships, do not reach the threshold for significance, emphasizing the need for cautious interpretation of these associations. Likewise, Salimi, Gere, Talley, & Iriogbe (2023) discussed that the additional mental health challenges to students in higher education associated with the novel COVID-19 pandemic may impact students' ability to successfully learn in the present times as well as in the future. The x challenges may also affect other aspects of their lives, such as their general health and wellbeing, levels of stress, anxiety, and overall mental health, and their ability to socialize.

Problems encountered by the respondents on the school mental health and psychosocial support practices?

The problems encountered in school mental health within Congressional District 1 provide a comprehensive overview of stakeholders' perspectives. While supervisors consistently perceive moderate challenges across various indicators, GPTA Officers present a contrasting picture, indicating lower encountered challenges. This difference in perception highlights the importance of considering diverse viewpoints to holistically address school mental health issues. School Admin's recognition of heightened challenges in Development, reflected in the highest overall weighted mean, suggests a critical area for intervention. The close alignment of challenges in Work Relationships and Work Satisfaction underlines the interconnectedness of these aspects, emphasizing the need for a comprehensive approach to improve mental health and foster a harmonious learning environment.

Table 9
Problems Encountered in School Mental Health in Congressional District 1

Indicators	Supervisors		School Admin		Teachers		GPTA Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1.Motivation	3.70	E	4.36	HE	4.42	HE	4.17	E	4.18	E	6
2.Development	3.94	E	4.46	HE	4.49	HE	4.19	E	4.27	HE	1.5
3.Stress	4.20	HE	4.36	HE	4.37	HE	4.16	E	4.27	HE	1.5
4.Self-Efficacy	3.88	E	4.42	HE	4.37	HE	4.18	E	4.21	HE	5
5.Work Relationship	3.94	E	4.46	HE	4.38	HE	4.21	HE	4.25	HE	3
6.Work Satisfaction	3.84	E	4.46	HE	4.38	HE	4.20	HE	4.22	HE	4
Overall Weighted Mean	3.92	E	4.42	HE	4.40	HE	4.19	HE	4.23	HE	

In strategizing for a Teachers' Capacity Building Program, understanding the nuanced challenges outlined by each stakeholder group becomes crucial. Tailoring interventions to address the specific concerns in Development, Work Relationship, and Work Satisfaction, as identified by the School Admin and overall weighted mean, will likely yield more effective outcomes. This collaborative symphony for mental health and academic prosperity requires not only acknowledging diverse perspectives but also orchestrating targeted initiatives to create a harmonious and supportive educational environment.

On the problems encountered in a safe environment, the school administrators and teachers rated this variable as highly encountered while the supervisors and GPTA officers rated this as encountered as indicated by the weighted mean values of 3.96, 4.38, 4.37, and 4.16, respectively. Overall, the respondents rated the

challenges in psychosocial support practices in Congressional District 1 in terms of the provision of a safe environment as highly encountered as shown by the grand mean value of 4.22. The indicators are as follows: “Regular assessment and enhancement of safety protocols to address potential psychosocial stressors within the school environment.”

Table 10

Summary of problems encountered in psychosocial support practices in Congressional District 1

Indicators	Supervisors		School Admin		Teachers		GPTA Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1.Provision of safe environment	3.96	E	4.38	HE	4.37	HE	4.16	E	4.22	HE	3
2.Community initiated social support	4.08	E	4.36	HE	4.38	HE	4.16	E	4.24	HE	1.5
3.Counselling	3.96	E	4.40	HE	4.39	HE	4.22	HE	4.24	HE	1.5
Overall Weighted Mean	4.00	E	4.38	HE	4.38	HE	4.18	HE	4.23	HE	

The summary of problems encountered in psychosocial support practices within Congressional District 1 sheds light on the perceived challenges across different indicators. While supervisors report moderate challenges (4.00, E) overall, School Admin identifies higher challenges in the provision of a safe environment (4.38, HE) and community-initiated social support (4.36, HE). Notably, both Community Initiated Social Support and Counselling share the top rank in terms of overall weighted mean, suggesting these areas require particular attention for improvement. This alignment underscores the importance of addressing community involvement and counseling services in the broader context of psychosocial support practices.

The identified challenges, especially in the provision of a safe environment, imply a need for strategic interventions and targeted capacity building. Collaborative efforts among stakeholders, particularly in enhancing community-initiated social support and counseling services, may contribute significantly to bolstering the psychosocial support system. Recognizing these challenges provides a foundation for developing a holistic approach to mental health and psychosocial well-being in the educational setting.

Proposed Intervention Measure

Based on the findings from the assessment of mental health and psycho-social support practices in Congressional District 1 Schools Division of Quezon City, several targeted intervention measures are proposed to enhance the district's support system. Aligned with the study titled "Harmony in Learning: A Collaborative Symphony for Mental Health and Academic Prosperity," the key interventions include the provision of a safe environment, community-initiated social support, and strengthening counseling services. Emphasis should be placed on developing comprehensive anti-bullying policies, enhancing physical safety measures, and expanding mental health awareness programs. Furthermore, encouraging community engagement in mental health discussions, establishing peer support networks, and increasing the availability of qualified counselors are essential. These measures aim to foster a supportive and inclusive educational environment, addressing the identified challenges and promoting overall mental health and academic success. Alibudbud, R. (2023) found that intervention for mental health problems is usually effective. It was also reported that Filipino sexual minority women had twice the odds of ill mental health such as depression compared to sexual minority men.

Assessment of the acceptability of the proposed intervention measure

After looking at the proposed intervention measure presented, the supervisors and school administrators rated it as highly acceptable, while the teachers and GPTA officers rated is acceptable having weighted mean values of 4.40, 4.38, 3.82, 3.82, and a grand mean of 4.10, respectively. Ranking the indicators are as follows: “It will benefit the school as it identifies the weakness of the School Mental Health and Psychosocial Support

Practices” (WM=4.14), rank 1; “It is practical to warrant adoption and implementation” (WM=4.11), rank 2; “It will guide and assist in developing and enhancing policy guidelines” and “It provides comprehensive knowledge especially in the implementation of corrective actions” (WM=4.10), rank 3.5; “The proposed intervention measures provide completeness of facts” (WM=4.07), rank 5.

Table 11
Assessment of the Acceptability

Indicators	Supervisors		School Admin		Teachers		GPTA Officers		Composite		Rank
	WM	VI	WM	VI	WM	VI	WM	VI	WM	VI	
1.The proposed intervention measures provide completeness of facts	4.31	HA	4.33	HA	3.83	A	3.81	A	4.07	A	5
2.It is practical to warrant adoption and implementation	4.44	HA	4.33	HA	3.83	A	3.85	A	4.11	A	2
3.It will benefit the school as it identifies the weakness of the school <u>School Mental Health and Psychosocial Support Practices</u>	4.38	HA	4.56	HA	3.79	A	3.84	A	4.14	A	1
4.It will guide and assist in developing and enhancing policy guidelines	4.44	HA	4.33	HA	3.82	A	3.81	A	4.10	A	3.5
5.It provides comprehensive knowledge especially in the implementation of corrective actions	4.44	HA	4.33	HA	3.82	A	3.79	A	4.10	A	3.5
Overall Weighted Mean	4.40	HA	4.38	HA	3.82	A	3.82	A	4.10	A	

Legend: 4.20 - 5.00 Highly Acceptable (HA); 3.40 – 4.19 Acceptable (A); 2.60 – 3.39 Moderately Acceptable (MA); 1.80 – 2.59 Least Acceptable, (LA); 1.00 - 1.79 Not Acceptable (NA)

The assessment of the acceptability of proposed intervention measures for improving School Mental Health and Psychosocial Support Practices demonstrates that the measures are highly acceptable across all roles involved. Supervisors, school administrators, teachers, and GPTA officers all rated the proposed interventions as highly acceptable, with weighted means well above 4.20, signifying a strong consensus on their acceptability. These measures are seen as comprehensive, practical, and beneficial for identifying weaknesses in the school's support practices, guiding policy development, and enhancing knowledge for corrective actions. This consensus suggests a positive outlook for the adoption and implementation of these intervention measures to enhance mental health and psychosocial support practices within the school community. Dizon, & Mendoza, (2023) show that as one’s perceived social acceptability rank lowers, the strength of the positive association between depression, anxiety, and stress symptoms to suicidal ideation strengthens. The results held while controlling for age, gender, college year level, and family income.

4. Conclusion and Recommendations

Based on the findings of the study, the following conclusions were drawn:

- In terms of motivation, it suggests a need for targeted strategies to boost motivation, acknowledging the variations in perception among these stakeholder groups. Regarding development, implies a potential divergence in expectations and priorities related to professional growth and advancement. The stress assessment indicates the shared experience of stressors within the educational context. Self-efficacy shows the need for interventions supporting self-confidence and efficacy. Work relationships reveal the importance of fostering positive interpersonal dynamics across diverse roles.

Lastly, work satisfaction reflects the need for initiatives that address varying levels of satisfaction among stakeholders.

- The implications highlight the psychosocial support practices within the school environment. In terms of providing a safe environment, emphasize a collective acknowledgment of the importance of safety measures. Community-initiated social support indicates a shared understanding of the significance of community involvement in fostering a supportive atmosphere. The practice of counseling within psychosocial support suggests a common recognition of the role of counseling in addressing the emotional and mental well-being of the school community.
- The findings indicate that while there is alignment in certain areas, there are noteworthy disparities in perspectives among supervisors, administrators, teachers, and GPTA officers, emphasizing the importance of addressing these differences to foster a more cohesive and supportive school environment.
- The assessment in Congressional District 1 reveals a moderate level of challenges in school mental health and psychosocial support practices. Targeted interventions are recommended to address concerns in development, work satisfaction, community-initiated social support, counseling, and a safe environment, providing an opportunity for the district to enhance its overall mental health landscape and support system.
- The disparity in perceptions highlights the need for a collaborative understanding of the challenges faced within the school environment. Bridging this perception gap among stakeholders can contribute to more effective problem-solving strategies and foster a cohesive approach to addressing the encountered issues. It emphasizes the importance of open communication channels and collaborative efforts to collectively navigate and overcome the challenges faced by the school community.
- The evaluation of mental health and psychosocial support practices suggests several potential intervention measures. These measures include enhancing the provision of a safe environment, promoting community-initiated social support, strengthening counseling services, addressing encountered challenges, implementing a holistic employee development program, and initiating stress reduction initiatives. These proposals aim to create a supportive and conducive environment for both students and staff, fostering a holistic approach to mental health and well-being within the school community.
- The assessment of the proposed intervention measures suggests a positive reception among supervisors and school administrators. Similarly, teachers and GPTA officers view the interventions as acceptable, reflecting a shared acknowledgment of their viability and appropriateness for enhancing mental health and psychosocial support practices within the Congressional District 1 Schools Division of Quezon City.

Based on the findings and conclusions presented, the following are highly recommended:

- Prioritize stress management interventions, particularly for teachers and GPTA officers, to address the identified stressors and enhance overall well-being within the school community. The implementation of stress management interventions should be a collaborative effort involving key stakeholders within the school community.
- Implement a comprehensive set of measures to strengthen physical safety, enhance crisis response plans, promote peer support networks, expand community-led initiatives, and improve crisis-time psychosocial support in the community. The implementation of these measures should be a joint effort involving various stakeholders within the community. Key players include school administrators, teachers, local community leaders, and relevant government agencies.

- Develop tailored interventions to address the distinct areas of concern identified among supervisors, school administrators, teachers, and GPTA officers in terms of motivation, development, self-efficacy, and work relationships. The responsibility for implementing these tailored interventions falls upon a collaborative effort involving school administrators, teachers, and GPTA officers.
- Implement targeted interventions to address the common challenges faced by supervisors, school administrators, teachers, and GPTA officers, including time constraints, stigma, privacy concerns, knowledge gaps, and payment issues. The implementation of targeted interventions to address common challenges among supervisors, school administrators, teachers, and GPTA officers requires a concerted effort from multiple stakeholders.
- Targeted interventions should be devised to improve stress management techniques and tackle the identified challenges effectively. Implement strategies to better manage time, reduce stigma, safeguard privacy, increase knowledge, and address payment concerns to create a more supportive and conducive educational environment for both students and staff. School administrators, as leaders, will play a crucial role in orchestrating and overseeing the implementation process.
- Engage all stakeholders, including supervisors, school administrators, teachers, and GPTA officers, in collaborative efforts to ensure the successful execution of these measures. Monitor progress closely and make any necessary adjustments to align with the evolving needs and dynamics of the school community. All stakeholders, including supervisors, school administrators, teachers, and GPTA officers, should actively engage in collaborative efforts to implement these measures successfully.
- Address the disparity in perceptions among stakeholders within the school community by promoting open communication channels and collaborative initiatives. Encourage regular dialogues and forums to facilitate a shared understanding of challenges. All stakeholders within the school community, including supervisors, school administrators, teachers, and GPTA officers, will collectively implement the recommended measures.

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