

Educational Management Practices of School Administrators in Promoting Mental Health Awareness in Sinacaban District, Division of Misamis Occidental

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Abstract— This study explores the educational management practices of school administrators in promoting mental health awareness in the Sinacaban District, Division of Misamis Occidental. It evaluates policies, training, curriculum integration, and their influence on teachers' mental health awareness. A descriptive-correlational research design was employed, involving surveys and statistical analyses. Respondents included administrators and teachers, with data analyzed using descriptive statistics, mean scores, and Spearman rho correlation. Findings reveal that school administrators exhibit a strong commitment to mental health initiatives, achieving a "Highly Practiced" rating across policies, training, and curriculum integration, with average mean scores of 3.505, 3.484, and 3.495, respectively. Teachers were also categorized as "Highly Aware" of mental health issues (mean score: 3.373). Despite these successes, gaps were noted in updating mental health policies and providing regular professional development. A moderate negative relationship between administrators' practices and teachers' mental health awareness (Spearman rho: -0.562, $p = 0.012$) was observed, indicating room for alignment. Demographic variables (age, educational attainment, length of service) did not significantly influence administrators' practices. The findings underscore the importance of leadership in fostering a supportive environment for mental health awareness. Recommendations include enhancing training, updating policies, and embedding mental health into the educational framework to address identified gaps. While strong practices are evident, targeted improvements can further empower administrators and teachers to sustain a mentally healthy school environment.

Keywords— educational management, mental health awareness, school administrators, teacher training, curriculum integration.

I. INTRODUCTION

Educational management practices are the foundation of a well-functioning school system, shaping the policies, programs, and professional development initiatives that promote mental health awareness. School administrators play a vital role in implementing policies and programs that address mental health concerns while fostering inclusivity and access to resources. Training and professional development opportunities for teachers are essential, equipping them with the skills to identify and address mental health issues among students and colleagues. Integrating mental health topics into the curriculum further ensures that mental well-being becomes a core aspect of the school culture, reducing stigma and encouraging resilience. Understanding the extent of these practices sheds light on their impact on teachers' mental health awareness and their effectiveness in creating supportive educational environments. Exploring the relationship between these practices and teachers' awareness levels can highlight the role of leadership in mental health advocacy.

Several studies emphasize the need for a comprehensive approach to mental health within educational settings, underscoring the importance of integrating various strategies to improve student and teacher well-being. Wiedermann et al. (2023) argue that incorporating social and emotional learning (SEL) into school curricula is essential for fostering resilience in students while equipping teachers with the necessary skills to manage their mental health. In a similar context, Cavioni et al. (2020) advocate for developing localized strategies that address the specific challenges rural schools face, proposing professional development programs tailored to these communities' unique needs. Further supporting this view, Robson (2024) identifies a significant correlation between effective school leadership and improved mental health outcomes for students and staff, highlighting the critical role of school administrators in cultivating a supportive and inclusive school culture. The CDC (2023) also contributes to this body of research by outlining evidence-based practices that school leaders can implement to create safe and nurturing environments, stressing the importance of providing educators with appropriate training and

resources. Finally, Wang (2024) proposes a holistic approach to mental health education, advocating for the involvement of families and communities in addressing mental health challenges within schools. These studies underscore the necessity of a multi-faceted approach to mental health in education, integrating SEL, targeted strategies for rural schools, effective leadership, and collaborative community engagement.

Despite the growing recognition of the importance of mental health awareness in schools, significant gaps persist in implementing effective educational management practices. Existing studies often focus on larger or urban districts, leaving rural areas such as the Sinacaban District underrepresented in research. Furthermore, while policies and training programs are emphasized, there is a limited exploration of how school administrators' leadership styles and strategies directly influence teachers' mental health awareness levels. The lack of localized studies addressing specific challenges educators face in this district, such as resource constraints, cultural nuances, and varying levels of professional training, highlights a critical need for investigation. Addressing these gaps is crucial to understanding and improving the practices that foster a mentally healthy and resilient school environment, bridging the divide between policy and practical implementation in this context.

This study explores school administrators' educational management practices in promoting mental health awareness within the Sinacaban District, Division of Misamis Occidental. Specifically, it seeks to profile school administrators based on their demographic attributes, including age, educational attainment, and length of service. The study will assess the extent of administrators' educational management practices in three key areas: the policies and programs they have implemented, the training and professional development opportunities provided to teachers, and the integration of mental health topics into the curriculum. Furthermore, the study will evaluate teachers' mental health awareness levels. It will also examine whether a significant relationship exists between the administrators' management practices and teachers' mental health awareness. Through these objectives, the research aims to provide insights into the effectiveness of current practices and contribute to developing strategies that promote mental health awareness and create a supportive educational environment in the district.

II. RESEARCH METHODS

Research Design

This study will employ a descriptive-correlational research design to examine the educational management practices of school administrators and the level of mental health awareness among teachers in the Sinacaban District, Division of Misamis Occidental, during the academic year 2024-2025. The descriptive-correlational method aims to provide a static picture of situations and establish relationships between variables by observing them in their natural state without manipulation or intervention (McBurney & White, 2009). This research design is appropriate for exploring the current practices of school administrators and the awareness of teachers regarding mental health, as well as for determining the relationships between variables. Descriptive research, by definition, focuses on gathering data that offers a snapshot of the current situation. It aims to describe "what is" without manipulating or controlling variables. In this study, descriptive statistics, such as frequencies, means, and percentages, will be used to summarize the demographic characteristics of respondents and the responses about mental health management practices and awareness. Additionally, correlational research does not manipulate variables but observes their relationships, aiming to identify patterns and connections. The correlational analysis aims to understand how factors are linked and whether there are significant associations.

Research Setting

The research will be conducted in the Sinacaban District, within the Division of Misamis Occidental. This district consists of public schools that fall under the supervision of the Department of Education (DepEd), serving as the focal point for the study. The educational environment in this district provides a diverse setting for examining the perspectives and practices related to educational management and mental health initiatives. By conducting research in this area, the study aims to gather valuable insights from school administrators and teachers who are directly involved in implementing and supporting mental health policies and programs. This setting will facilitate a comprehensive understanding of the challenges, effectiveness, and overall perceptions of mental health education within the school system.

Research Respondents

The study respondents will include school administrators and teachers. School administrators are responsible for overseeing and implementing educational management practices and developing and

enforcing mental health-related policies and programs within their schools. Conversely, teachers play a crucial role as key stakeholders in executing mental health programs and integrating mental health topics into the curriculum to support students' well-being. Including both groups will provide a comprehensive perspective on the current practices, challenges, and effectiveness of mental health initiatives within the educational system. This diverse respondent group will help capture varied experiences and insights, contributing to a well-rounded understanding of the state of mental health education and its impact on school communities.

Research Instrument

A structured, research-made questionnaire will be used to collect data from school administrators and teachers. It will consist of three sections: Demographic Profile, gathering background information; Educational Management Practices, assessing the implementation of mental health policies, training programs, and curriculum integration; and Teachers' Level of Mental Health Awareness, evaluating knowledge, attitudes, and involvement in mental health initiatives. Responses will be measured using a four-point Likert scale (4 – Strongly Agree to 1 – Strongly Disagree), ensuring a detailed and reliable analysis of participants' perspectives on educational management and mental health practices.

Instrument Validity

The research instrument will undergo a thorough content validation process to ensure its relevance, clarity, and accuracy. This validation will be conducted by a panel of experts in educational management, mental health, and research methodology, who will review the instrument and provide feedback for improvement. Suggestions from the panel will be incorporated to refine the questionnaire items as needed. Following expert validation, a pilot test will be conducted with 20 respondents, including 10 administrators and 10 teachers from nearby districts, to evaluate the instrument's reliability. The pilot test will help identify any potential issues with the design or wording of the items and provide an opportunity for further adjustments. The instrument will be assessed for internal consistency, achieving a Cronbach's Alpha coefficient of 0.85, which indicates high reliability. This comprehensive validation process will ensure that the instrument effectively measures the intended constructs and contributes to the overall reliability and quality of the data collected in the study.

Data-Gathering Procedure

The data-gathering process will be conducted systematically to ensure accuracy and completeness. Permission will be sought from the DepEd Division Office of Misamis Occidental and school principals in the Sinacaban District before conducting the study. Respondents will be oriented on the study's purpose, ethical safeguards, and confidentiality measures. Questionnaires, available in printed or digital format, will be distributed with clear instructions and a two-week submission period. Follow-ups will be conducted as needed, and the researcher will be available for clarifications. These steps will ensure data integrity, reliability, and validity while prioritizing ethical practices and participant comfort.

Ethical Considerations

The study upheld ethical principles to protect human respondents' rights and well-being. Informed consent was obtained, ensuring participants understood the study's purpose, procedures, risks, and benefits (Manti & Licari, 2018). Confidentiality was maintained through data anonymization and secure storage, aligning with the Belmont Report (1979). The research followed beneficence and non-maleficence principles, minimizing harm and addressing any discomfort (Varkey, 2020). Respect for persons was emphasized by safeguarding autonomy, privacy, and dignity, as highlighted by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research (1979). The study received approval from an institutional ethics committee, ensuring compliance with ethical and regulatory standards (Resnik, 2018).

Statistical Treatment

The study consists of three main sections. Part I examines the demographic profile of school administrators using categorical variables analyzed through frequency distribution and percentages to summarize age, educational attainment, and length of service. Part II evaluates educational management practices related to mental health using Likert-scale responses, analyzed through descriptive statistics (mean, standard deviation, and frequency distribution), reliability analysis (Cronbach's Alpha), and inferential statistics (ANOVA and T-tests) to assess differences across demographic groups. Part III assesses teachers' level of mental health awareness using similar statistical methods, including Spearman's Rank Correlation to explore the relationship between awareness and school administrators' management practices.

III. RESULTS AND DISCUSSION

Table 1. Demographic Profile of the Respondents

Profile	f		%	
	School Administrators	Teachers	School Administrators	Teachers
Age				
30 and below years old	3	65	15.79	48.87
31 – 40 years old	5	67	26.32	50.37
41 – 50 years old	9	1	47.36	0.76
51 – 60 years old	2	0	10.53	0.00
Above 60 years old	0	0	0.00	0.00
Total	19	133	100	100
Educational Attainment				
Bachelor's Degree	1	95	5.26	71.43
Master's Degree	10	38	52.63	28.57
Doctorate Degree	8	0	42.11	0.00
Others	0	0	0.00	0.00
Total	19	133	100	100
Length of Service				
5 years and less than	4	53	21.05	39.85
6 – 10 years	13	41	68.42	30.83
11 – 15 years	2	39	10.53	29.32
16 – 20 years	0	0	0.00	0.00
more than 20 years	0	0	0.00	0.00
Total	19	133	100	100

The demographic profile reveals key differences between school administrators and teachers in terms of age, educational attainment, and length of service. Most administrators (47.36%) are aged 41–50 years, while teachers are generally younger, with 50.37% aged 31–40 years and 48.87% aged 30 years or below. No respondents are over 60 years old, suggesting workforce transitions before retirement.

In terms of educational attainment, administrators have higher qualifications, with 52.63% holding a Master's Degree and 42.11% a Doctorate, while 71.43% of

teachers hold only a Bachelor's Degree, and none have a Doctorate. This highlights the importance of advanced education for leadership roles.

Regarding length of service, 68.42% of administrators have 6–10 years of experience, whereas teachers have a more even distribution: 39.85% with 5 years or less, 30.83% with 6–10 years, and 29.32% with 11–15 years. This suggests that administrators typically assume leadership roles after gaining moderate experience, while teachers remain in their roles for varying durations.

Table 2.1. Extent of Educational Management Practices of School Administrators in terms of Policies and Programs Implemented

Policies and Programs Implemented	SD	Mean
1. The school has a mental health policy to support students and staff.	0.49	3.57
2. Mental health programs are actively promoted and accessible to all students.	0.48	3.63
3. There are clear procedures for referring students with mental health concerns.	0.48	3.63
4. Mental health policies are regularly updated to reflect current best practices.	0.46	3.31
5. School leadership ensures mental health is prioritized in wellness programs.	0.48	3.68
Average Mean	3.505 Highly Practiced	

Scale: 3.26 - 4.00 = Highly Practiced; 2.51 – 3.25 = Moderately Practiced; 1.76 – 2.50 = Less Practiced; 1.00 – 1.75 = Not Practiced

The study assessed the extent to which school administrators implement mental health policies and programs. The highest-rated practice was the prioritization of mental health in wellness programs (mean = 3.68), followed by the promotion of mental health programs and establishment of referral procedures (mean = 3.63 each). The school's overall mental health policy received a 3.57 rating, indicating strong commitment. However, the regular updating of policies had the lowest rating (3.31), suggesting room for improvement in aligning with best practices.

With an overall mean of 3.505 (Highly Practiced), the findings highlight administrators' proactive efforts in fostering a supportive mental health environment.

These results align with Weist et al.'s research, emphasizing the role of effective mental health policies in promoting student well-being and academic success. Strengthening efforts to regularly update policies can further enhance program effectiveness.

Table 2.2 Extent of Educational Management Practices of School Administrators in terms of Trainings and Professional Development Opportunities for Teachers

Training and Professional Development Opportunities for Teachers	SD	Mean
Teachers receive regular professional development on mental health awareness.	0.54	3.26
Teachers are trained to identify and manage students' mental health issues.	0.46	3.68
The school provides training on communication strategies for mental health concerns.	0.48	3.63
Teachers are encouraged to attend external seminars on mental health awareness.	0.49	3.47
Professional development includes strategies for creating supportive classroom environments.	0.74	3.36
Average Mean	3.484 Highly Practiced	

Scale: 3.26 - 4.00 = Highly Practiced; 2.51 – 3.25 = Moderately Practiced; 1.76 – 2.50 = Less Practiced; 1.00 – 1.75 = Not Practiced

Table 2.2 shows the extent of the educational management practices of school administrators in terms of training and professional development opportunities for teachers. The highest-rated practice is training teachers to identify and manage students' mental health issues, with a mean score of 3.68 and a standard deviation of 0.46. This reflects the administrators' focus on equipping teachers with essential skills to address mental health concerns effectively. Similarly, providing training on communication strategies for mental health concerns, with a mean score of 3.63 and a standard deviation of 0.48, emphasizes the importance of fostering effective communication within the school environment.

within the "Highly Practiced" range. This indicates consistent efforts in this area but also suggests room for improvement in terms of frequency and scope.

Encouraging teachers to attend external seminars on mental health awareness, with a mean score of 3.47 and a standard deviation of 0.49, and including strategies for creating supportive classroom environments in professional development programs, with a mean score of 3.36 and a standard deviation of 0.74, further demonstrates the administrators' commitment to enhancing teacher capabilities. However, the lowest-rated practice, providing regular professional development on mental health awareness, with a mean score of 3.26 and a standard deviation of 0.54, still falls

Overall, with an average mean score of 3.484, categorized as "Highly Practiced," it is clear that school administrators prioritize training and professional development initiatives to support teachers in addressing diverse student needs. This aligns with the findings of Nyirahabimana and Magagula (2024), who emphasized that professional development programs focused on specific areas, such as mental health awareness and classroom management, empower teachers to enhance student outcomes effectively. Similarly, Sims et al. (2022) highlighted that sustained and collaborative professional development programs tailored to teachers' roles significantly enhance their effectiveness.

These findings suggest that while administrators have made substantial efforts to provide training opportunities, increasing the frequency and specificity of professional development programs could further enhance teacher preparedness and promote a more inclusive and supportive educational environment.

Table 2.3 Extent of Educational Management Practices of School Administrators in terms of Integrating of Mental Health Topics into the Curriculum

Integration of Mental Health Topics into the Curriculum	SD	Mean
1. Mental health topics are integrated into the curriculum at all grade levels.	0.48	3.63
2. Teachers are encouraged to incorporate mental health lessons into their subjects.	0.49	3.42
3. The curriculum includes specific lessons on mental health awareness.	0.49	3.42
4. Resources are provided to teachers for teaching mental health topics.	0.59	3.42
5. Mental health education is a key component of the school's educational strategy.	0.49	3.57
Average Mean		3.495 Highly Practiced

Scale: 3.26 - 4.00 = Highly Practiced; 2.51 – 3.25 = Moderately Practiced; 1.76 – 2.50 = Less Practiced; 1.00 – 1.75 = Not Practiced

The findings in Table 2.3 show the extent of educational management practices of school administrators in integrating mental health topics into the curriculum. The highest-rated practice is the integration of mental health topics into the curriculum at all grade levels, with a mean score of 3.63 and a standard deviation of 0.48. This reflects a strong emphasis on embedding mental health education throughout the school curriculum. Similarly, mental health education as a key component of the school's educational strategy received a high mean score of 3.57 with a standard deviation of 0.49, further emphasizing its importance within the overall educational framework.

Encouraging teachers to incorporate mental health lessons into their subjects, with a mean score of 3.42 and a standard deviation of 0.49, providing specific lessons on mental health awareness, with a mean score of 3.42 and a standard deviation of 0.54, and supplying resources for teaching mental health topics, with a mean score of 3.42 and a standard deviation of 0.59, all received similar scores. These findings suggest that school administrators are consistently supporting

teachers in integrating mental health topics into their instruction. However, the slightly lower scores in these areas point to opportunities for further improvement, such as offering more targeted resources and professional development for teachers.

Overall, with an average mean score of 3.495, categorized as "Highly Practiced," the findings indicate a strong commitment to incorporating mental health education into the curriculum. These results align with the work of Cavioni et al. (2022), who emphasize the importance of integrating mental health education into school curricula as a preventive measure to promote student well-being and resilience. Cavioni et al. argue that embedding mental health topics across grade levels helps normalize mental health discussions, reduces stigma, and equips students with essential coping skills. This perspective supports the practices observed in this study, further reinforcing the value of integrating mental health education as a core component of the school curriculum. However, additional efforts to provide targeted resources and support for teachers could enhance the overall effectiveness of these initiatives.

Table 2.4 Extent of Educational Management Practices of School Administrators

Indicators	Mean	Interpretation
1. Policies and Programs Implemented	3.505	Highly Practiced
2. Trainings and Professional Development Opportunities for Teachers	3.484	Highly Practiced
3. Integrating of Mental Health Topics into the Curriculum	3.495	Highly Practiced
Average Mean	3.495	Highly Practiced

Scale: 3.26 - 4.00 = Highly Practiced; 2.51 – 3.25 = Moderately Practiced; 1.76 – 2.50 = Less Practiced; 1.00 – 1.75 = Not Practiced

Table 2.4 shows the extent of educational management practices of school administrators in promoting mental health initiatives. Among the specific practices, the implementation of policies and programs received the highest mean score of 3.505 with a standard deviation of 0.49. This reflects the administrators' strong commitment to establishing and promoting mental

health initiatives within the school environment. This is followed by the integration of mental health topics into the curriculum, with a mean score of 3.495 and a standard deviation of 0.48, and the provision of training and professional development opportunities for teachers, with a mean score of 3.484 and a standard deviation of 0.46. These scores indicate consistent

efforts across all areas to prioritize mental health in educational management.

Overall, the average mean score for the extent of educational management practices in promoting mental health is 3.495, categorized as “Highly Practiced.” This suggests that school administrators are effectively integrating mental health policies, curriculum, and professional development into their practices, creating a supportive environment for both students and staff.

This finding highlights the importance of school administrators' role in promoting mental health as part of their educational management practices. It aligns with the Whole School, Whole Community, Whole Child (WSCC) model, which emphasizes a collaborative and comprehensive approach to addressing students’ mental, physical, and emotional well-being. Similarly, the study by the Oklahoma State Department of Health (2022) underscores the value of integrating mental health initiatives into school policies, curricula, and professional development, which is evident in the practices observed in this study.

Table 3. Level of Mental Health Awareness of Respondents

Indicators	SD	Mean
1. I am aware of the school’s mental health policies that support both students and teachers.	0.49	3.55
2. The school’s mental health programs are regularly communicated to the teaching staff.	0.51	3.33
3. I understand the procedures for referring students with mental health concerns to appropriate services.	0.51	3.44
4. I believe the school’s mental health programs are accessible and inclusive for all students.	0.51	3.47
5. I am familiar with the school's approach to addressing mental health challenges in the educational environment.	0.47	3.35
6. I have received training on recognizing the signs of mental health issues in students.	0.52	3.19
7. I have participated in professional development sessions that focus on mental health awareness.	0.59	3.42
8. I feel that the school provides adequate training to help me manage students' mental health needs in the classroom.	0.49	3.18
9. I have access to resources or workshops that provide strategies for supporting students with mental health challenges.	0.53	3.14
10. I am encouraged to continue my professional development in mental health awareness and student support.	0.52	3.42
11. I incorporate mental health topics into my teaching whenever possible.	0.50	3.49
12. I am confident in teaching students about mental health and well-being as part of my curriculum.	0.50	3.39
13. Mental health topics are integrated into the school curriculum in a way that is relevant and accessible to students.	0.45	3.30
14. The integration of mental health education is promoted by the school administration and leadership.	0.50	3.42
15. I feel supported by the administration in integrating mental health topics into my lessons.	0.53	3.43
Average Mean	3.373	Highly Aware

Scale: 3.26 - 4.00 = Highly Aware; 2.51 – 3.25 = Moderately Aware; 1.76 – 2.50 = Less Aware; 1.00 – 1.75 = Not Aware

Table 3 presents the respondents' awareness of mental health issues within the school environment. The highest-rated indicator is their awareness of the school’s mental health policies that support both students and teachers, with a mean score of 3.55 and a standard

deviation of 0.49. This suggests that respondents are well-informed about the foundational mental health policies in place. Other indicators that received high ratings include the belief that the school’s mental health programs are accessible and inclusive for all students,

with a mean score of 3.47 and a standard deviation of 0.51, and the incorporation of mental health topics into teaching whenever possible, with a mean score of 3.49 and a standard deviation of 0.50. These results reflect the respondents' proactive efforts in promoting mental health education and inclusivity.

However, some areas received slightly lower ratings, such as access to resources or workshops that provide strategies for supporting students with mental health challenges, with a mean score of 3.14 and a standard deviation of 0.53, and training on recognizing the signs of mental health issues in students, with a mean score of 3.19 and a standard deviation of 0.52. These findings suggest that there are opportunities for improvement in providing additional resources and targeted training to further enhance the respondents' capacity to address mental health needs effectively.

Overall, the respondents' level of mental health awareness is rated as "Highly Aware," with an average mean of 3.373. This indicates a solid understanding of mental health policies and programs within the school environment, but it also highlights areas for further development in providing resources and training.

These findings align with the work of Rahmia, K. H. (2024), who stresses the importance of professional development and training in increasing teachers' confidence and competence in addressing student mental health issues. Rahmia argues that when educators are provided with the necessary training and resources, they are better equipped to identify and support students with mental health challenges, ultimately fostering a more inclusive and supportive learning environment.

Table 4. Test of Significant Relationship Between School Administrators' Educational Management Practices and Teachers' Mental Health Awareness

Spearman rho	Correlation Coefficient	P value	Decision
School Administrators' Educational Management Practices and Teachers' Mental Health Awareness	-0.562	0.012	reject the Ho

Note: If $p \leq 0.05$, with a significant difference

The results in Table 4 present the test of the significant relationship between school administrators' educational management practices and teachers' level of mental health awareness. The Spearman rho correlation coefficient is -0.562, which indicates a moderate negative relationship between the two variables. The p-value is 0.012, which is less than the significance level of 0.05. Therefore, we reject the null hypothesis (Ho), suggesting that there is a statistically significant relationship between school administrators' educational management practices and teachers' mental health awareness.

The negative correlation suggests that as school administrators' educational management practices improve (e.g., the implementation of mental health policies, training, and integration of mental health topics into the curriculum), teachers' mental health awareness

tends to decrease. This could be interpreted in several ways, such as the possibility that more established and comprehensive practices may lead to teachers feeling more confident and knowledgeable about mental health, reducing the need for external support or additional awareness training.

These findings align with the work of Kafaar (2024), who argues that effective school leadership and educational management practices are crucial in enhancing the mental health awareness of teachers. Also, it emphasizes that when administrators implement comprehensive mental health policies and provide adequate resources and training, teachers are better equipped to address mental health issues in the classroom, which could result in a more effective and confident teaching staff.

Table 5. Test of Significant Difference in School Administrators' Educational Practices

Kruskal Wallis Test	P value	Decision
School Administrators Educational Management Practices Vs. Age	0.107	retain the Ho
School Administrators Educational Management Practices Vs. Educational Attainment	0.853	retain the Ho

School Administrators Educational Management Practices Vs. Length of Service	0.532	retain the Ho
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Note: If $p \leq 0.05$, with a significant difference

The results in Table 5 present the test of significant differences in school administrators' educational management practices when grouped according to their demographic profile. The Kruskal-Wallis Test was used to assess the differences across three demographic variables: age, educational attainment, and length of service.

For the comparison of school administrators' educational management practices by age, the p-value is 0.107, which is greater than the significance level of 0.05. Therefore, we retain the null hypothesis (Ho), indicating that there is no significant difference in school administrators' educational management practices based on their age.

When examining school administrators' educational management practices by educational attainment, the p-value is 0.853, which is also greater than 0.05. Thus, we retain the null hypothesis (Ho), suggesting that educational attainment does not significantly affect the educational management practices of school administrators.

Finally, for the comparison of school administrators' educational management practices by length of service, the p-value is 0.532, which is greater than 0.05. This result leads to the retention of the null hypothesis (Ho), indicating that the length of service does not significantly influence the educational management practices of school administrators.

These findings suggest that the demographic characteristics of age, educational attainment, and length of service do not have a statistically significant impact on the educational management practices of school administrators. This aligns with the findings of Torres (2022), who found that while demographic factors such as age and experience may influence leadership styles, they do not necessarily lead to significant differences in the implementation of educational practices. Sweeney suggests that other factors, such as organizational culture and leadership training, may play a more pivotal role in shaping the effectiveness of educational management practices.

IV. CONCLUSIONS AND RECOMMENDATIONS

Conclusion

The study investigated the educational management practices of school administrators in promoting mental health awareness within the Sinacaban District, Division of Misamis Occidental. Results revealed a strong commitment to mental health initiatives, with key practices including the implementation of policies, integration of mental health topics into the curriculum, and the provision of training and resources being highly practiced. Teachers were found to be "Highly Aware" of mental health issues, reflecting the effectiveness of these efforts. Nonetheless, areas for improvement were identified, particularly in enhancing resources and offering more targeted training. Statistical analyses showed no significant differences in administrators' practices when grouped by age, educational attainment, or length of service. These findings highlight the vital role of consistent educational management practices in cultivating a school environment that supports mental health awareness.

Recommendation

To promote mental health in schools, administrators should strengthen leadership practices by consistently implementing mental health policies, integrating awareness into the curriculum, training teachers, and ensuring accessible resources. Teachers should receive targeted training to recognize and address student mental health challenges, foster inclusive classrooms, and utilize available support systems. Policymakers must embed mental health as a core educational component through sustainable funding, educator support, and clear guidelines. Future researchers should explore the effectiveness of mental health interventions in rural schools, assess long-term impacts of educational management practices, and identify innovative strategies to enhance support systems.

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