Mental Health Management and Students' Academic Success: A Study of Government-Aided Secondary Schools in Mukono District, Uganda

Namakula Halimah[1]; Matovu Musa[2]; Ssali Muhammadi Bisaso[3];
Nabukeera Madinah[4]

[1]Post graduate student, Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda,
[2]Assoc. Prof. Dr., Department of Educational Psychology, Faculty of Education, Islamic University in Uganda
[3]Senior Lecturer., Department of Education Management and Administration, Faculty of Education, Islamic University in Uganda.
[4]Assoc. Prof. Dr., Department of Public Administration, Faculty of Management Studies, Islamic University in Uganda.

Abstract: This investigation examined an association amongst management of health mentally and students' success academically within Mukono district's Secondary schools supported by the government, Uganda. This investigation had been directed through 3 objectives specifically; i) To examine the relationship between guidance & counseling and students' academic success, ii) To examine the relationship between self-care strategies and students' academic success, and iii) To examine the relationship between stress management techniques and students' academic success in government-aided secondary schools in Mukono district. This investigation exposed strong statistical substantial association amongst guidance & counseling as well as students' successs academically within Mukono district's Secondary schools supported by the government. This investigation similarly exposed a moderate statistical substantial association amongst self-care strategies as well as students' successs academically within Mukono district's Secondary schools supported by the government. More so, this investigation exposed a strong statistical substantial association amongst stress management techniques as well as students' successs academically within Mukono district's Secondary schools supported by the government. Consequently, it was concluded that management of mental health in terms of guidance & counseling, self-care strategies, and stress management techniques has an optimistic as well as substantial association regarding a student's success academically forinstance, an upsurge within various forms of management of mental health resultantly leads towards enhancement within students' successs academically within Mukono district's Secondary schools supported by the government. This investigation endorses, schools should develop structured mental health programs that provide awareness, early detection, and intervention strategies as well as conduct regular mental health screenings to identify students who may need professional support and this significantly led towards enhancement within students' successs academically within Mukono district's Secondary schools supported by the government.

Keywords: Management of Mental Health, Guidance & Counseling, Self-Care Strategies, Stress Management Techniques, and Students' Academic Success.

How to Cite: Namakula Halimah; Matovu Musa; Ssali Muhammadi Bisaso; Nabukeera Madinah (2025). Mental Health Management and Students' Academic Success: A Study of Government-Aided Secondary Schools in Mukono District, Uganda. *International Journal of Innovative Science and Research Technology*, 10(7), 3500-3509. https://doi.org/10.38124/ijisrt/25jul953

I. INTRODUCTION

This study focused on examining an association flanked by management towards mental health and a student's success academically within Uganda, Mukono district's Secondary schools supported by the government.

> *Historical Perspective*

Globally, the management of mental health in education systems has evolved significantly over time. Historically, mental health issues were misunderstood or stigmatized, with limited interventions in schools. However, as awareness of mental health's impact on learning has grown, many countries worldwide have gradually incorporated policies and

programs to address students' psychological well-being and improve academic success (Bolinski, Boumparis, Kleiboer, Cuijpers, Ebert & Riper, 2020). In the late 20th century, some African governments and international organizations started recognizing mental health as a public health issue, though school-based interventions remained limited. Countries like South Africa introduced school counseling services and implemented school-based mental health awareness campaigns which saw a reduction in dropout rates and improved student success in different schools (Ngubane, 2023).

➢ Theoretical Perspective

The study was directed by the Maslow's Hierarchy of Needs Theory established by Maslow in 1943. The theory suggests that students must have their basic physiological and psychological needs met before they can focus on higher-order cognitive tasks like learning (McLeod, 2024). In accord to mental health management and academic success, this theory posits that mental health issues can prevent students from reaching the self-actualization stage, affecting concentration and success (Henwood, Derejko, Couture & Padgett, 2016). The authors argue that schools that manage mental health effectively by providing counselling services help students fulfill their safety and belonging needs, enabling better academic engagement (Henwood et al., 2016). Consequently, the theory was embraced since it offers a link on management of mental health and students' successs academically.

➢ Contextual Perspective

An examination had been conducted along Mukono district's Secondary schools supported by the government to examine an association amongst management of health mentally and students' success academiclly. Mukono district was well-thought-out as a result of augmented poor students' academic success in government-aided secondary schools designated with a reduction in student UCE/UACE examination grades, high student absence rates, and lack of participation in class activities (Mukono District Local Government, 2022).

➢ Conceptual Perspective

Management of mental health refers to the processes, strategies, and interventions aimed at promoting psychological well-being, preventing mental health disorders, and providing support and treatment for individuals experiencing mental health challenges (Ngubane, 2023). Students' academic success denotes to the measurable outcomes of a student's learning progress, knowledge acquisition, and skills development within an educational setting. It is typically assessed through grades, test scores, coursework, assignments, and overall achievements in school or college (Duncan, Patte & Leatherdale, 2021). For the case of this study, management of mental health was conceptualized in terms of guidance & counseling, self-care strategies, and stress management techniques, and students' academic success is conceptualized in terms of grades or scores, communication skills, classroom participation, proficiency in subjects, and completion of tasks.

➢ Statement of the Problem

The Ugandan government has increasingly recognized a need to address mental health problems within the educational system advocating for school-based psychological health management programs including stress management, counseling, and coping skills training aimed at improving students' academic success as well as overall well-being through implementing several policies and programs. The Ministry of Education and Sports has integrated mental health education into the national curriculum. This initiative aims to offer students with acquaintance and skills to handle stress, anxiety, and other mental health challenges, thereby fostering a supportive learning environment that contributes to improved academic outcomes (Ministry of Education and Sports, 2018).

However, in spite of all noteworthy efforts, academic success of students in government-aided secondary schools in Mukono district is somewhat struggling with a deterioration in student UCE/UACE examination grades, high student absence rates, and lack of participation in class activities (Mukono District Local Government, 2022). Evidence indicates a fall in students' success in UCE exams from 78.6% (2019) to 72.4% (2021) who passed in first and second grades in government-aided secondary schools in Mukono district (Mukono District Local Government, 2022). This subsequently has led to augmented dropouts at O-level failing to transition to A-level, as well as a deterioration within Mukono district's Secondary schools supported by the government. Consequently, this present investigation examined an association amongst management towards mental health as well as a student's success academically within Secondary schools supported by the government under Mukono district.

➢ Objectives of the Study

• General Objective

The main purpose was to examine the relationship between management of mental health and students' academic success in government-aided secondary schools in Mukono district, Uganda.

• Specific Objectives

✓ To examine the relationship between guidance & counseling and students' academic success in government-aided secondary schools in Mukono district.
✓ To examine the relationship between self-care strategies and students' academic success in government-aided secondary schools in Mukono district.
✓ To examine the relationship between stress management techniques and students' academic success in government-aided secondary schools in Mukono district.

• Study Hypotheses

These following alternative hypotheses directed this study specific objectives;

✓ *Ha1:*

There's a statistical substantial association amongst guidance & counseling and students' success academically within Mukono district's Secondary schools supported by the government.

✓ *Ha2:*

There's a statistical substantial association amongst self-care strategies and students' success academically within Mukono district's Secondary schools supported by the government.

✓ *Ha3:*

There's a statistical substantial association amongst stress management techniques and students' success academically within Mukono district's Secondary schools supported by the government.

➢ *Conceptual Framework*

• *Independent Variable*
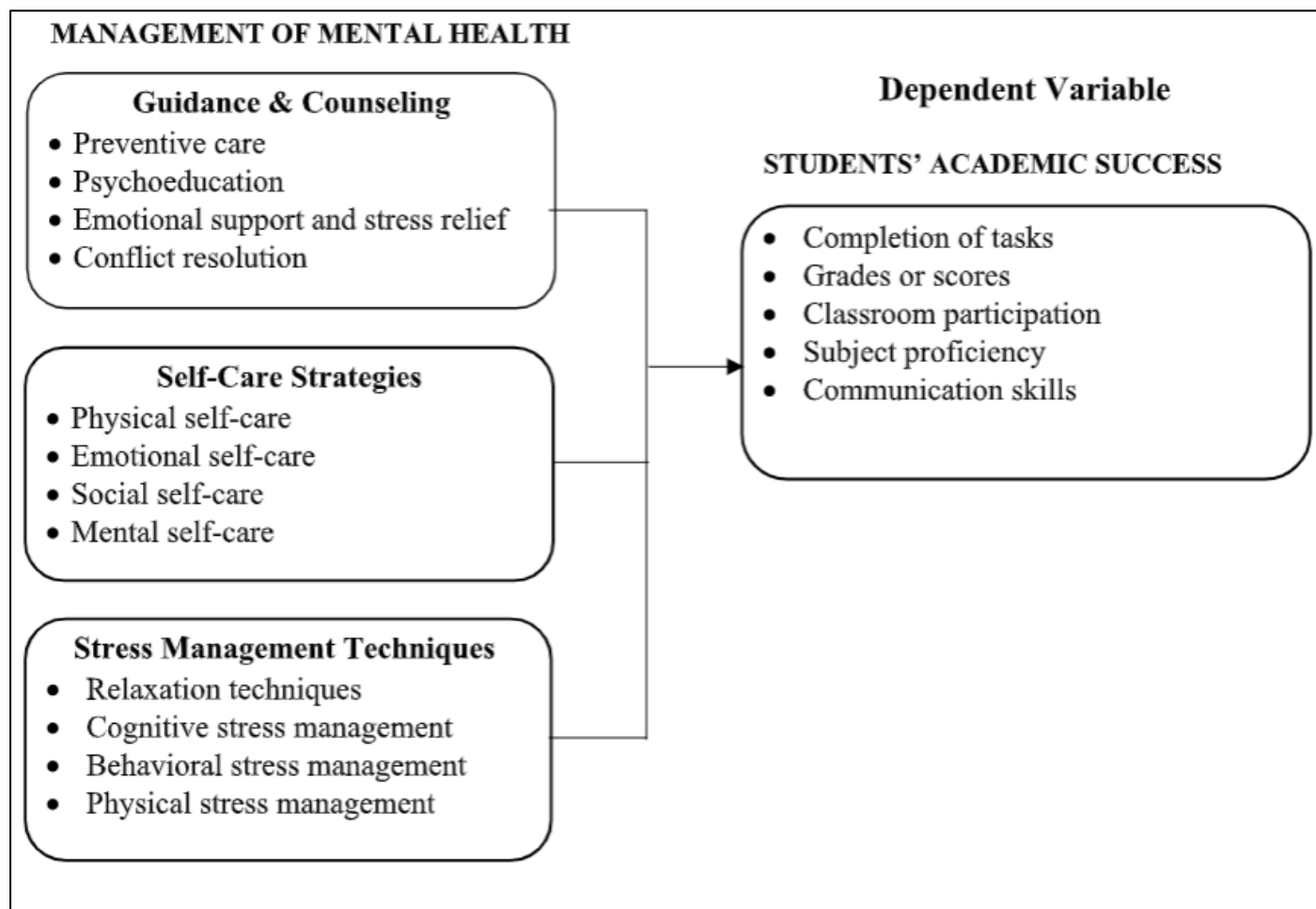
II. LITERATURE REVIEW

➢ *Management of Mental Health and Students' Academic Success*

Effective Management of health mentally plays a crucial part in modelling students' academic achievement. Schools that implement mental health support systems help students focus, retain information, and perform well academically. Poor mental health, can overload cognitive capacity, hindering students to focus in class (Bolinski et al., 2020). The author asserts that schools that provide mental health support such as counseling and mindfulness programs help reduce stress, allowing students to process information effectively and improve retention. As a result, students perform better in exams, assignments, and overall academic tasks (Bolinski et al., 2020).

According to Elshewey, Ibrahim, Abdelhamid, Marwa, Singla and Farhan (2024) mental health management strategies, such as positive reinforcement, peer support, and therapy, help boost students' motivation to attend school and participate actively. When students feel emotionally supported, they are more engaged in lessons, complete assignments on time, and develop a strong academic drive. On the other hand, the authors argue that unmanaged mental health issues may lead to disinterest in school, procrastination, and absenteeism, lowering students' academic success (Elshewey et al., 2024).

Mental health disorders when not managed effectively, especially depression and chronic stress, can cause students to feel apathetic and lose interest in academic tasks. Depression can lead to a lack of energy, feelings of

hopelessness, or a sense that academic achievement is futile, leading students to disengage from schoolwork (Agnafors, Barmark & Gunilla, 2023). The authors assert that students may avoid academic tasks or procrastinate due to fear of failure or lack of self-efficacy, further impacting their success and grades (Agnafors et al., 2023). Additionally, House, Neal and Kolb (2020) posit that some mental health situations, can interfere with cognitive functions like memory, problem-solving, and decision-making. For example, students with depression may have difficulty recalling information or may experience 'brain fog', which hinders their ability to process and retain academic content, directly affecting their academic success.

According to Zhang, Peng and Chen (2024) schools that implement mental health management strategies such as early intervention programs, teacher training on mental health awareness, and access to counseling services help prevent students' withdrawal from school. This leads to higher attendance rates and better academic consistency, resulting in improved academic success. However, the authors assert that mental health disorders, if unmanaged can lead to chronic absenteeism and school dropouts as students with certain mental health disorders, such as ADHD, may experience difficulties with impulse control, restlessness, and hyperactivity. This can lead to disruptions in the classroom, affecting both their own academic success and that of their peers (Zhang et al., 2024).

Effective mental health management equips students with coping mechanisms to handle academic stress, peer pressure, and personal challenges. Programs like stress management workshops, emotional intelligence training, and social-emotional learning (SEL) help students develop resilience, which improves their ability to adapt to challenges and succeed academically (Ramos-Monsivais, Rodriguez-Cano, Lema-Moreira & Delgado-Benito, 2024). The authors argues that students who learn how to manage anxiety, self-regulate emotions, and seek help are more likely to stay focused on their studies as they can effectively communicate, form friendships, or collaborate in group work, important for academic success (Ramos-Monsivais et al., 2024).

Management of health mentally problems like anxiety, depression, as well as panic disarrays leads to improved students' academic success. Schools that prioritize mental health create supportive teacher-student relationships, making students feel valued and understood creating a positive learning environment that positively affects the academic success of students (Jabbarov, Azimzadeh, Namazova, Abbasova & Guliyev, 2024). The authors also argued that teachers trained in mental health awareness can recognize when students struggle and provide timely interventions, reducing disruptive behavior and enhancing classroom participation. An inclusive class setting fosters better academic engagement and cooperation among students resulting into an enhancement in students' academic success (Jabbarov et al., 2024).

Proper management of students' mental health leads to better academic success by enhancing focus, motivation,

attendance, and resilience. Schools that invest in mental health awareness, counseling services, and emotional support programs help students overcome psychological barriers, allowing them to reach their full academic potential (Stebleton, Soria & Huesman, 2019). Additionally, the authors postulate that when mental health is poorly managed, students may resort to self-harm, substance abuse, or violent behavior, which disrupts their education. Schools that offer mental health services and teach students healthy coping strategies reduce the risk of self-destructive behaviors that negatively affect academic success (Stebleton et al., 2019).

According to Takayanagi, Tianshu, Lui, Matsushita and Kishimoto (2022) guidance and counseling as an aspect in mental health management plays a vital role in modelling students' academic attainment by providing emotional support, coping approaches, and problem-solving abilities. Schools that offer structured counseling services support students handle anxiety, stress, and other mental health problems, leading to improved academic success. The authors assert that many students experience academic pressure which can lead to anxiety, stress, and burnout. School counselors provide coping approaches, such as relaxation practices and time management skills, that help students manage stress and stay focused on their studies. Reduced stress levels lead to better concentration, improved memory retention, and higher academic achievement (Takayanagi et al., 2022).

III.   METHODOLOGY

➤ Research Design
The subsequent investigation presumed the design towards correlation together as well as an approach quantitatively. Correlational strategy focused upon inspecting an association amongst two or more variable quantity within certain populace (Kassu, 2019). Thus, the strategy enabled examining an association amongst management towards mental health as well as a student's success academically Secondary schools supported by the government from Mukono district. A quantitative approach allowed to attain quantitative data used to offer a thoughtful knowledge to study objectives.

➤ Target Population and Sample Size
This investigation took to account a populace from16 Mukono district's Secondary schools supported by the government (Mukono District Local Government, 2022). Though, due to a time restraint the researcher focused only on 3 Secondary schools supported by the government where model had been attained which took part within this investigation. This investigation based on 60 responders' model which comprised of at least a teacher as of three designated within Mukono district's Secondary schools supported by the government towards offering primary numerical data.

➤ Sampling Procedure
This researcher engaged sampling utilizing simple random towards choosing respondents who took part within this investigation. Simple random selection had been

employed towards choosing educators as of the different selected Secondary schools supported by the government to partake within this investigation towards making available statistics quantitatively. Simple random selection provides equivalent chances to each one of the population entities of selection and inclusion within a model (Elfil & Negida, 2017).

➤ *Data Collection Methods*

• *Questionnaire Survey Method*

A questionnaire survey method was the technique utilized while achieving statistics by variety of queries purposively to gather statistics of individuals (Mathiyazhagan, 2018). The method of questionnaire survey is vibrant to obtain undeviating data which guaranteed the comparison of data by means of easy-to-understand well-aligned questions.

➤ *Data Collection Instruments*

• *Structured Questionnaire*

A structured questionnaire was a tool utilized towards generating data as of responders comprising of closed-door answers towards queries where individuals were mandatory towards selecting (Acheung, 2019). This investigation utilized organized inquiry form towards gathering numerical statistics of instructors comprising of closed-door queries as well as coded responses administered to teachers.

• *Data Analysis*

Quantitative data analysis permits the quantification, scrutinization and comprehension of phenomena by taking arithmetical tests as well as descriptive analytics. This investigation utilized equally examination techniques for correlation and descriptive towards evaluating the prime statistics gathered from teachers. Teachers' demographic bio-data was evaluated via analysis for description. correlation of Spearman's rank analysis had been utilized towards examination of an association amongst the variable quantity .01 significance levels. A correlation for Spearman's rank assesses relatedness amongst nominal variable or double ordinal variable (Jerrold, 2016).

• *Ethical Consideration*

Prior to this investigation, this investigator obtained a letter of introduction from Islamic University in Uganda to act as prior requirement towards attaining approval as of administrators within every school towards conducting an investigation within each school. This investigator initially asked for teachers' permission towards partaking within this investigation prior to inquiry forms being served out towards every one and this study purpose is described towards them at the start of this investigation. Additionally, the researcher guaranteed confidentiality for the teachers as well as statistics provided is handled with care and was only used for academic purposed since it's a critical ethical research pre-requisite.

• *Study Findings*

These conclusions are obtainable relating to terms of correlation and descriptive statistics for provision of an understanding towards objectives under investigation.

• *Findings on Demographic Compositions*

This investigation evaluated responders' demographical alignments for those participating within this investigation and outcomes were revealed within Tableau 1;

Table 1 Demographic Composition of Respondents

Demographic Composition			
Category	**Items**	**Frequency**	**Percentage**
Gender	Male	34	56.7
	Female	26	43.3
	Total	**60**	**100.0**
Age Bracket	(25-30) years	8	13.3
	(31-35) years	13	21.7
	(36-40) years	15	25.0
	Above 40 years	24	40.0
	Total	**60**	**100.0**
Education Level	Diploma	3	5.0
	Bachelors	47	78.3
	Masters	10	16.7
	Total	**60**	**100.0**
Marital Status	Married	43	71.7
	Single	17	28.3
	Total	**60**	**100.0**
Period Worked at the Secondary School	1-3 years	9	15.0
	4-5 years	16	26.7
	Above 5 years	35	58.3
	Total	**60**	**100.0**

Source: Primary data, 2025

In Tableau 1, it's revealed 34 (56.7%) responders who partook within investigation are men as well as 26 (43.3%) responders are female. These results exposed that 24 (40.0%) of respondents were above 40 years, 15 (25.0%) were 36-40 years, 13 (21.7%) were 31-35 years, and 8 (13.3%) were 25-30 ages.

Additionally, this investigation exposed 47 (78.3%) respondents attained a bachelors' education, 10 (16.7%) attained a masters' education, and 3 (5.0%) attained a diploma education. In regards to marital status, the study results exposed that 43 (71.7%) of respondents were married and 17 (28.3%) were single.

Further, the results exposed that 35 (58.3%) of respondents had worked at the school for above 5 years, 16 (26.7%) worked at the school for 4-5 years, and 9 (15.0%) had worked at the school for 1-3 ages.

➢ *Findings on the Objectives of the Study*
It provides conclusions relative towards investigation goals specifically.

Relationship between Guidance & Counseling and Students' Academic success in Government-Aided Secondary Schools in Mukono District

Inspecting an association amongst guidance & counseling and a student's success academically within Mukono district's Secondary schools supported by the government using Spearman's Rank correlation analysis as shown within Tableau 2.

Table 2 Correlation on the Relationship Between Guidance & Counseling and Students' Academic Success in Government-Aided Secondary Schools in Mukono District

		Guidance & Counseling	Students' Academic Success
Guidance & Counseling	Spearman's Correlation Coefficient	1.000	.695**
	Sig. (2-tailed)	.	.000
	N	60	60
Students' Academic Success	Spearman's Correlation Coefficient	.695**	1.000
	Sig. (2-tailed)	.000	.
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data, 2025

Consequences within Tableau 2 exposed robust statistical significant as well as positive association amongst guidance & therapy as well as a student's success academically within Mukono district's Secondary schools supported by the government (r = .695, N = 60, P-value = .000) with .01 significance levels. Conclusions denote an upsurge within guidance & counseling considerably led towards improvement within a student's success academically within Mukono district's Secondary schools supported by the government.

Relationship between Self-Care Strategies and Students' Academic success in Government-Aided Secondary Schools in Mukono District Inspecting an association amongst self-care strategies as well as students' success academically within Mukono district's Secondary schools supported by the government using Spearman's Rank correlation as shown within Tableau 3

Table 3 Correlation on the Relationship Between Self-Care Strategies and Students' Academic Success in Government-Aided Secondary Schools in Mukono District

		Self-Care Strategies	Students' Academic Success
Self-Care Strategies	Spearman's Correlation Coefficient	1.000	.492**
	Sig. (2-tailed)	.	.000
	N	60	60
Students' Academic Success	Spearman's Correlation Coefficient	.492**	1.000
	Sig. (2-tailed)	.000	.
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data, 2025

Consequences within Tableau 3 exposed moderate statistical substantial and optimistic association amongst self-care strategy as well as a student's success academically within Mukono district's Secondary schools supported by the government (r = .492, N = 60, P-value = .000) with .01 significance levels. Conclusions denote an upsurge within self-care strategies discreetly leads to enhanced students' academic success within Mukono district's Secondary schools supported by the government.

Relationship between Stress Management Techniques and Students' Academic success in Government-Aided Secondary Schools in Mukono District

Inspecting an association amongst stress management techniques s well as students' success academically within Mukono district's Secondary schools supported by the government utilizing the analysis for Spearman's Rank correlation as shown within Tableau 4.

Table 4 Correlation Findings on the Relationship Between Stress Management Techniques and Students' Academic Success in Government-Aided Secondary Schools in Mukono District

		Stress Management Techniques	Students' Academic Success
Stress Management Techniques	Spearman's Correlation Coefficient	1.000	.621**
	Sig. (2-tailed)	.	.000
	N	60	60
Students' Academic Success	Spearman's Correlation Coefficient	.621**	1.000
	Sig. (2-tailed)	.000	.
	N	60	60
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary data, 2025

utcomes within Tableau 4 exposed strong statistical substantial and optimistic association amongst stress management techniques as well as students' success academically within Mukono district's Secondary schools supported by the government (r = .621, N = 60, P-value = .000) with .01 significance levels. Conclusions denote an upsurge within stress management techniques substantially results to an enrichment in students' success academically within Mukono district's Secondary schools supported by the government.

RECOMMENDATIONS

This investigation endorses schools should develop structured mental health programs that provide awareness, early detection, and intervention strategies as well as conduct regular mental health screenings to identify students who may need professional support and this would significantly lead towards enhancement within students' success academically

IV. CONCLUSION

This investigation concludes management of mental health in terms of guidance & counseling, self-care strategies, and stress management techniques had optimistic as well as substantial association relating to a student's success academically that an upsurge in various forms of management of mental health resultantly leads to an enhancement within students' success academically within Mukono district's Secondary schools supported by the government.
within Mukono district's Secondary schools supported by the government.

This investigation also commends schools should encourage regular physical activity for students, as exercise helps reduce stress, anxiety, and depression which would significantly influence an enrichment within students' success academically within Mukono district's Secondary schools supported by the government.

REFERENCES

[1]. Acheung, A. K. (2019). Structured Questionnaires. Dordrecht: Springer. Retrieved from https://link.springer.com/referenceworkentry/10.1007%2F978-94-007-0753-5_2888

[2]. Agnafors, S., Barmark, M., & Gunilla, S. (2023). Mental Health and Academic Success: A Study on Selection and Causation Effects from Childhood to Early Adulthood. Journal on Psychiatry and Psychiatry Epidemiology, 56(5), 857-866.

[3]. Bolinski, F., Boumparis, N., Kleiboer, A., Cuijpers, P., Ebert, D. D., & Riper, H. (2020). The Effect of Mental Health Interventions on Academic success in University and College Students: A Meta-Analysis of Randomized Controlled Trials. Journal on Internet Interventions, 20(3), 321-337.

[4]. Duncan, M. J., Patte, K. A., & Leatherdale, S. T. (2021). Mental Health Association with Academic success and Education Behaviors in Canadian Secondary School Students. Canadian Journal of School Psychology, 36(4), 117-129.

[5]. Elfil, M. & Negida, A. (2017). Sampling Methods in Clinical Research: An Educational Review. Journal of Academic Emergency Medicine, 5(1), 52-69.

[6]. Elshewey, A. M., Ibrahim, A., Abdelhamid, A. A., Marwa, M. E., Singla, M. K., & Farhan, A. K. (2024). Understanding the Impact of Mental Health on Academic success in Students Using Random Forest and Stochastic Fractal Search with Guided Whale Optimization Algorithm. Journal of Artificial Intelligence in Engineering Practice, 1(1), 66-82.

[7]. Henwood, B. F., Derejko, K. S., Couture, J., & Padgett, D. K. (2016). Maslow and Mental Health Recovery: A Comparative Study of Homeless Programs for Adults with Serious Mental Illness. Journal on Administration Policy and Mental Health, 42(2), 220-228.

[8]. House, A., Neal, C., & Kolb, J. (2020). Supporting the Mental Health Needs of First Generation College Students. Journal of College Student Psychotherapy, 34(2), 157-167.

[9]. Jabbarov, R., Azimzadeh, N., Namazova, G., Abbasova, N., & Guliyev, C. (2024). The Impact of Mental Health on Students' Academic Success. South Eastern European Journal of Public Health, 25(1), 517-527.

[10]. Jerrold, H. (2016). Encyclopidia of Biostatistics: Spearman's Rank Correlation. Berkshire: Open University Press.

[11]. Kassu, J. S. (2019). Research Design and Methodology. London, United Kingdom: IntechOpen Limited.

[12]. Mathiyazhagan, T. (2018). Survey Research Method. New Delhi: National Institute of Family & Welfare.

[13]. McLeod, S. (2024). Maslow's Hierarchy of Needs Theory. Simply Psychology, 19(4), 1-31.

[14]. Ministry of Education and Sports. (2018). Education System in Uganda: Policies and Regulations . Kampala: Government of the Republic of Uganda.

[15]. Mukono District Local Government. (2022). Mukono District Local Government Education Success Report 2022. Kampala, Uganda: Mukono District Local Government.

[16]. Ngubane, K. V. (2023). Mental Health Literacy and Its Impact on Educational Achievement among University of KwaZulu-Natal Students Residing in Residence. Durban, South Africa: University of KwaZulu-Natal.

[17]. Ramos-Monsivais, C. L., Rodriguez-Cano, S., Lema-Moreira, E., & Delgado-Benito, V. (2024). Relationship between Mental Health and Students' Academic success through a Literature Review. Discover Psychology, 4(1), 119-132.

[18]. Stebleton, M. J., Soria, K. M., & Huesman, R. L. (2019). First-Generation Students' Sense of Belonging, Mental Health, and Use of Counseling Services at Public Research Universities. Journal of College Counseling, 17(1), 6-20.

[19]. Takayanagi, S., Tianshu, C., Lui, X., Matsushita, T., & Kishimoto, H. (2022). Association between Mental Health and Academic success among University Undergraduates: The Interacting Role of Lifestyle Behaviors. International Journal of Methods in Psychiatric Research, 32(1), 110-138.

[20]. Zhang, J., Peng, C., & Chen, C. (2024). Mental Health and Academic success of College Students: Knowledge in the Field of Mental Health, Self-Control, and Learning in College. Psycological Journal, 248(1), 154-169.

APPENDICES

➢ *Appendix I Structured Questionnaire*

Dear respondent,

You have been chosen to take part in this study and the responses you will provide will be treated with ultimate confidentiality.

Do you agree to partake in the study?   Yes ……   or   No …….

• *Instructions:*
  Please tick where suitable

✓ *Section A: Demographic Characteristics*

▪ *Gender?*

1. Male ☐   2. Female ☐

▪ *Age Category?*

1. 25-30 years ☐   2. 31-35 years ☐   3. 36-40 years ☐   4. Above 40 years ☐

▪ *Level of Education?*

1. Certificate ☐   2. Diploma ☐   3. Bachelors ☐   4. Masters ☐

▪ *Marital Status?*

1. Married ☐   2. Single ☐   3. Divorced ☐

▪ *Time worked at this school?*

1. 1-3 years ☐   2. 4-5 years ☐   3. Above 5 years ☐

• *Section B: Management of Mental Health*
  Taking 1-Strongly Disagree (SD), 2-Disagree (D), 3-Not Sure (NS), 4-Agree (A), and 5-Strongly Agree (SA).

• *Instructions:*
   Please tick where appropriate using the scale above;

Part I Guidance & Counseling

No.	Guidance & Counseling	SD	D	NS	A	SA
1.	There's provision of emotional support and stress relief advises to students by school teachers and counselors at the school					
2.	The school counselors and teachers educate students about the significance of mental health and common disorders at the school					
3.	The school counselors and teachers guide students in adopting healthy mental health coping strategies at the school					
4.	School counselors offer students with tools and guidance to manage interpersonal conflicts whether between peers or teachers at the school					
5.	School counselors and teachers help students develop clear academic goals and provide guidance on career planning at the school					

Part II Self-Care Strategies

No.	Self-Care Strategies	SD	D	NS	A	SA
1.	The students engage in regular physical activities which help decrease stress, anxiety, and depression at the school					
2.	The students recognize and understand their emotions and find healthy outlets for expression at the school					
3.	The students build and maintain positive relationships with family, friends, and peers at the school					
4.	The students practice mindfulness and meditation to remain present and grounded at the school					
5.	The students seek external help and assistance from mental health professionals for issues like depression, anxiety, or trauma at the school					

Part III Stress Management Techniques

No.	Stress Management Techniques	SD	D	NS	A	SA
1.	The students engage in progressive muscle relaxation to release physical tension and promote mental relaxation at the school					
2.	The students are able to identify and change negative thought patterns that contribute to stress at the school					
3.	The students are engaged in regular physical activity such as aerobic exercise to help reduce stress at the school					
4.	The students identify and avoid situations or environments that trigger excessive stress and establish healthy boundaries at the school					
5.	The students participate in peer counseling and group therapy to process stress through shared experience and mutual support at the school					

- *Section C Students' Academic Success*

No.	Students' Academic success	SD	D	NS	A	SA
1.	There's improvement within a student's specific subject mastery in schools					
2.	There's improvement within students' engagement in classroom activities and group discussions at the school					
3.	There is an improvement in the students' grades and examination/test scores at the school					
4.	There is an increase in students' completion of assignments and project tasks at the school					
5.	There is an improvement in student communication and problem-solving skills at the school					

I appreciate your participation.