Mental Health Awareness at Dominican College of Tarlac: Towards A Mental Health Program

GERALD SAMSON
Dominican College of Tarlac
gesamson23@gmail.com

Abstract — The objective of this study was to evaluate students' mental health awareness at Dominican College of Tarlac and to provide a comprehensive mental health program to enhance their understanding, knowledge, and management of mental health issues and challenges in their environment. The study included 120 students who provided information about their demographics, their knowledge of mental health issues, and how these factors were related. The results showed that students were very aware of mental health issues, especially how common they are among teens. However, they did not know enough about the resources available to them or how confident they were in asking for help. There were strong links between the learners' mental health awareness and their parents' education and jobs. Based on these results, the school should focus on teaching more about mental health, strengthening resources, involving parents more, and encouraging peer support programs. To ensure students receive help when they need it and to promote a welcoming, supportive environment, a mental health policy should also be implemented. This proposed program aims to equip students with the necessary skills.
They have the knowledge and skills to manage their mental health effectively and create a more aware and proactive school community.

Keywords — Mental Health, Mental Health Program, Descriptive-correlation, Mental Health Awareness, Health Education

I. Introduction

Mental health is a key element of overall health that significantly influences many aspects of a person's life, including educational development. Have grown more aware of the importance of mental health problems. People have become more conscious of how important it is to deal with mental health problems in the last few years, especially students who are going through many changes in their lives and schoolwork. This study surveys approaches to further mental health awareness and addresses mental health issues at Dominican College of Tarlac, Capas, during the 2024–2025 school year. The goal was to propose a complete and effective mental health program. The conceptual framework guiding this evaluation focuses on several key components, beginning with an understanding of the learner profile. This profile circumscribes aspects such as gender, parental education, and occupation. Age can influence mental health awareness, as different developmental stages affect understanding and attitudes toward mental health issues (moitabai et al., 2015) Documented gender imbalance in mental health knowledge and stigma impact how different genders' view and address their issues (Kuehner, 2017) moreover the grade level of

children might reflect their assorted mental health necessity and degrees of awareness, as older kinds may confront issues unique to their age group (Guellive et al.,2015)

Literature Review

Theoretical Framework

This study is grounded in several contemporary theories that provide a comprehensive view of how kids learn about and are aware of mental health. Bronfenbrenner's 2019 socio-ecological model provides a comprehensive perspective on the various factors, spanning from the individual to the community level, that influence students' mental health. This approach posits that effective mental health interventions must consider not only individual attitudes but also the overarching social settings and policies that impact mental well-being (McLeroy, Bibeau, Steckler, & Glanz, 2018). This framework emphasizes that promoting mental health requires a concerted effort across multiple levels of influence, including family, school, and community.

Mental Health Literacy Theory

Mental health literacy theory, developed by Jorm et al. (2017), highlights the crucial role of information and understanding about mental health issues in shaping various attitudes and behaviors. The approach characterizes mental health issues as the capacity to identify, comprehend, regulate, and prevent mental diseases. By improving mental health literacy, individuals who are more educated about mental health issues are better at understanding the symptoms and knowing that they can get immediate help from a professional doctor. Recent progress in this area has strengthened the theory's importance. Showing the different kinds of educational programs enhances students' capability to understand mental health issues and respond effectively. Jorm (2015) highlights that such programs not only increase awareness but also reduce stigma by fostering a better understanding of mental health. Motivation for students notably enhances their abilities to understand and cope with mental health issues. Showing the basic integration of mental health education into the school curriculum to encourage proactive and informed mental health policy. The study also focuses on how much learners currently know about mental health issues, as this knowledge is essential for recognizing and properly addressing them. The study scrutinizes the correlation between learners' profiles and their mental health awareness, revealing a strong association that may highlight areas requiring targeted treatment. For instance, Demographic factors such as age and gender can have a significant impact on mental health issues, which shows how salient it is to have educational programs that are particular to each group. The study presented a comprehensive mental health program, based on the findings, aimed at boosting learners' comprehension and management of mental health concerns. The goal of this initiative was to raise awareness about mental health, make it easier for people to talk about it, provide information, and assist them with their needs. The suggested program aimed to establish a supportive and effective mental health environment at Dominican College of Tarlac by incorporating learner feedback and addressing the specific difficulties identified in this study.he

II. Methodology

This chapter presents the research design and data sources, including the study locale and research population, the instrumentation and data collection methods, and the tools for data analysis.

The study employed a descriptive-correlation approach to evaluate the effectiveness of mental health awareness initiatives at Dominican College of Tarlac, Capas, during the 2024-2025 academic year. Random sampling was used to pick the 120 high school learners for this study at Dominican College of Tarlac. This procedure randomly selected participants from all high school learners at that school to ensure each learner had an equal chance of receiving the survey. The goal of simple random sampling is to obtain a representative sample, thereby reducing selection bias and making the results more applicable to other situations. This approach captures the diverse views and skills of learners in the community, thereby enhancing the accuracy and validity of the study's conclusions. The study used a researcher-developed questionnaire as its primary instrument. The study utilized a researcher-developed questionnaire as its primary instrument. The questionnaire is divided into three parts to address the study's objectives effectively:

Part I collects information on the learners' profiles, including their gender, parental education, and occupation.

Part II evaluates learners' current level of awareness of mental health issues.

The survey questionnaire was developed based on a considerable review of relevant literature, incorporating previous studies, professional publications, and both published and unpublished theses. In developing the instrument, careful attention was paid to the design of practical data-collection tools. For example, the vernacular used in the survey questionnaire was tailored to respondents' levels of knowledge and understanding, ensuring that questions were clear and well-worded to elicit accurate responses. The following tools were used to analyze the data statistically: frequency and percentage were used to describe the learners' profiles by gender, parental education, and occupation. Used. Frequency refers to the number of cases, while percentage is computed using the formula,

$$\% = f/N \times 100$$

where

$\bar{X}$ Weighted Mean

W Weight

X Raw Scores

n Number of Cases

The data will be interpreted as:

4.50-5.00 Very High

3.50-4.49 High

2.50-3.49 Moderately High

1.50-2.49 Moderately Low

1.00-1.49 Very Low

In testing the relationships between the profiles of learners and their awareness and understanding of mental health, Pearson's r was used. It could be computed using the formula,

where

r Pearson r

X Profiles of the Learners

Y Their Awareness and Understanding of Mental Health n Number of Cases

Ethical Considerations

Ethical considerations are fundamental to the study of teacher job satisfaction, ensuring it is conducted with integrity and respect for participants. Informed consent was a basis of the research process. Participants were fully briefed on the study's purpose, procedures, and potential impacts before agreeing to take part. A consent form was provided to affirm their understanding and voluntary participation. To protect confidentiality, personal identifiers were removed, and responses were nameless to protect the privacy of the student participants. The study ensured anonymity by not collecting personal identifiers and presenting data in aggregate form. Student participants also have the right to withdraw from the study at any time without facing any adverse consequences, thereby respecting their freedom. We are implementing cybersecurity measures, including encryption for electronic data and secure storage of physical documents, to protect the integrity and privacy of the collected information. Additionally, ethical review by an appropriate board or committee ensures that all ethical standards are met and that participants' rights and welfare are protected.

III. Results and Discussion

This chapter presents the discussion of findings brought from the data gathering procedure. The data gathering procedures were based on the questions posited at the beginning of this study.

1. Profile of the Learners

Table 1.1

Gender

N = 120

Gender	f	%
Male	40	33
Female	80	67
Total	120	100

In Table 1.1, the distribution of genders at Dominican College of Tarlac shows that there are more female learners than male learners. There are 120 learners in the study: 40 (33%) are male learners, and 80 (67%) are female learners. This reveals a significant difference in the number of male and female students, with more females than males. This demographic element could be influential when assessing mental health awareness, since gender dissimilarity may influence the insight, experience, and conversation surrounding mental health concerns within the student community. The unequal representation of females may indicate trends in mental health research, wherein specific mental health disorders, such as anxiety and depression, are regularly documented with greater frequency among women. Understanding how males and females differ in mental health awareness could help create programs that are more inclusive and better serve both groups of students.

Table 1.2

Parent Education

N = 120

Parent Education	f	%
Doctoral degree	2	2
Earned doctoral units	29	24
Master's degree	58	48
Earned masteral units	24	20
Bachelor's degree	7	6
Total	125	100

Among the 120 participants, the highest percentage of parents (48%) have earned a Master's degree, followed by 24% who have earned a doctoral degree, and 20% who have completed their Master's degree. Only 6% of parents have a Bachelor's degree, and only 2% have a PhD degree. This suggests that the students' parents are well educated, with most having at least a Master's degree. This could mean that the students come from residential homes that value

education, and that their parents are more likely to understand how important it is to be aware of mental health issues, and may even help with them.

Table 1.3

Parental Occupation

N = 120

Parental Occupation	f	%
Government worker	35	29
Administrative	10	8
Professional/Technical	19	16
Managerial/Executive	26	22
Micro-enterprise worker	6	5
Self-employed worker	24	20
Total	120	100

Table 1.3 presents the occupational profiles of the learners' parents at Dominican College of Tarlac. Among the 120 participants, the largest group, comprising 29% of respondents, is 64 parents who are government workers. This is followed by 22% of parents working in managerial or executive positions, 20% who are self-employed, 16% in professional or technical roles, 8% in administrative positions, and 5% in micro-enterprise roles. This distribution suggests that there are many different jobs, indicating that the students come from diverse economic backgrounds. The large number of government personnel and managers/executives indicates sufficient stability and resources to support the 67 mental health program implementations at home. However, the varying 67 occupations—especially among self-employed workers and micro-enterprise 67 workers— suggest that there may be differences in the availability of resources 67 or in the time parents have to support their children's mental health awareness actively.

2. Awareness of Mental Health Issues

Table 2

Awareness of Mental Health Issues

Statements	Mean	Verbal Description
I believe that mental health issues are common among teenagers.	4.89	Very Much Aware
I occasionally think about mental health in my daily life.	4.81	Very Much Aware
Including more mental health topics in the school curriculum is important.	4.8	Very Much Aware
My school adequately addresses mental health issues.	4.42	Very Much Aware
I rate my own understanding of mental health issues as moderate.	3.80	Much Aware
Mental health topics are addressed in my school's activities or programs.	3.77	Much Aware
I am knowledgeable about the available mental health resources at my school.	3.61	Much Aware

I am somewhat confident in recognizing signs of mental health issues in myself or others.	3.45	Much Aware
I am likely to seek help if I experience mental health issues.	3.4	Much Aware
I am comfortable discussing mental health issues with peers or school staff.	2.87	Moderately Aware
I am familiar with the term 'mental health.	2.73	Moderately Aware
I frequently hear about mental health issues in media (e.g., news, social media).	2.71	Moderately Aware
Mental health issues are openly discussed in my school.	2.62	Moderately Aware
I have received formal education or training about mental health.	2.53	Slightly Aware
I am fairly confident in seeking help for mental health issues from school staff.	2.41	Slightly Aware
General Weighted Mean	3.52	Much Aware

Table 2 shows what learners at Dominican College of Tarlac know about mental health issues. Unlike statements show how much they know, how certain they are, and how they notice about mental health. The overall weighted mean is 3.52, indicating that most of the time, learners are "Much Aware" of mental health issues. The statement "I am comfortable discussing mental health issues with peers or school staff" also got a poor (2.87), which means that kids may still feel embarrassed or ashamed about talking about mental health issues. Standard scores were also given to statements like "I have received formal education or training about mental health" and "Mental health issues are openly discussed in my school." This shows that people know about mental health problems, but there needs to be more formal education and open discussion about them.

3. Significant Relationship between the Profiles of Learners and their Awareness and Understanding of Mental Health

Table 3

Significant Relationship between the Profiles of Learners and their Awareness and Understanding of Mental Health

Profile		Awareness
Gender	Pearson r:	0.117
	p-value:	0.538
	Interpretation:	Not Significant
Parent Education	Pearson r:	0.809
	p-value:	0.000
	Interpretation:	Significant
Parental Occupation	Pearson r:	0.713
	p-value:	0.000
	Interpretation:	Significant
Total	Pearson r:	0.393
	p-value:	0.031
	Interpretation:	Significant

4. Proposed Comprehensive Mental Health Program to Improve Learners' Understanding and Management of Mental Health Issues

The analysis indicates that gender does not have a strong influence on mental health awareness and issues, as the Pearson r value is low (0.117) and the p-value is high (0.538). This means that a student's gender does not affect how much they realize about mental health issues. On the other hand, parental education shows a strong and significant relationship with students' awareness of mental health. The Pearson r value for parental education is 0.809, with a p-value of 0.000, which is below the 0.05 threshold. This suggests that adolescents whose parents possess higher levels of education are more likely to exhibit increased knowledge and comprehension of mental health issues. This research underscores the significant influence of parents' educational backgrounds on students' attitudes and understanding of mental health. Similarly, parental occupation also demonstrates a significant correlation with students' mental health awareness. The Pearson r value of 0.713 and a p-value of 0.000 suggest that students whose parents hold professional or managerial positions are more likely to be aware of mental health issues. This may be due to greater access to information and discussions about mental health in families with higher professional standing.

Program Component	Objective	Activities	Target Audience	Timeline	Responsible Person/Department	Resources Needed	Expected Outcome
1. Mental Health Awareness Campaign	Increase awareness of mental health issues among students.	- Organize seminars and workshops on mental health. - Distribute informational materials (flyers, posters, etc.).	All learners	Ongoing, throughout the year	Guidance Counselor, Mental Health Professionals	Printed materials, guest speakers, venues	Enhanced understanding of mental health issues.
2. Mental Health Education Integration	Integrate mental health topics into the school curriculum.	- Include mental health topics in Science and Health subjects. - Develop age-appropriate lessons on mental health.	Grade 4 - 12 students	Semester-based	Teachers, Curriculum Development Team	Curriculum materials, teacher training workshops	Improved knowledge and coping mechanisms.
3. Peer Support Programs	Encourage peer-to-peer support for mental health.	- Establish student-led mental health support groups. - Train peer counselors	High school students	Ongoing	Peer Support Program Coordinator	Training materials, mentors, meeting spaces	Stronger peer relationships and reduced stigma.

		to provide emotional support.					
4. Mental Health Workshops	Provide interactive workshops to build coping skills.	- Conduct workshops on stress management, anxiety, and resilience. - Organize role-playing scenarios and group discussions.	All learners	Monthly	Mental Health Professionals, Counselors	Workshop facilitators, activity materials	Increased coping skills and emotional resilience.
5. Counseling and Support Services	Offer individualized support to students struggling with mental health.	- Set up regular counseling sessions. - Provide confidential one-on-one support for mental health concerns.	Students requiring additional support	Ongoing	Guidance Counselors, Mental Health Professionals	Counseling space, professional counselors	Improved mental health support for students in need.
6. Mental Health Resource Hub	Create a centralized space for mental health resources.	- Develop a digital platform or physical resource hub with mental health information. - Provide self-help resources and links to external support.	All learners	6 months from program start	IT Department, Guidance Counselors	Computer equipment, internet access, resource materials	Accessible mental health resources for students.
7. Parental Involvement Program	Educate parents on mental health issues to support their children.	- Host parent seminars on recognizing mental health issues and how to support children. - Send newsletters to parents with mental health tips.	Parents of students	Quarterly	School Administration, Guidance Counselor	Seminar speakers, newsletters, communication tools	Increased parental involvement and awareness.
8. Mental Health Screening	Identify students who may be struggling with mental health issues early on.	- Conduct anonymous surveys or screenings at the beginning of the school year. - Refer	All learners	Beginning of school year	Guidance Counselors, School Health Team	Screening tools, survey platforms, referral system	Early identification of students at risk.

		students to counseling or support services as needed.					
9. Stress-Relief Activities	Provide outlets for students to manage stress.	- Implement relaxation techniques like yoga, meditation, and mindfulness in school. - Organize physical activities like sports and art therapy.	All learners	Weekly	Physical Education Teachers, Counselors	Space for activities, yoga mats, art supplies	Improved stress management and emotional well-being.
10. School Mental Health Policy	Establish policies to promote a mentally healthy school environment.	- Create and enforce anti-bullying policies. - Promote an inclusive school environment where mental health is openly discussed and supported.	School community (students, staff, parents)	6 months from program start	School Administration, Mental Health Professionals	Policy documents, staff training, anti-bullying programs	A supportive and inclusive school culture.

The Comprehensive Mental Health Program at Dominican College of Tarlac aims to help students learn more about mental health challenges, better appreciate them, and healthily address them. The program has many components that work together to create a mentally healthy school environment. The Mental Health Awareness Campaign's first goal is to ensure that students understand the importance of mental health by holding seminars, conducting workshops, and distributing information. Mental Health Education Integration also aims to incorporate mental health subjects into the school curriculum. This will make it normal to talk about mental health and give kids the tools they need to deal with it healthily. The Peer Support Program is a big part of this. It helps people build connections to fight stigma and build a support network. Students will learn how to be peer counselors to help their classmates with their feelings. Mental Health Workshops help students build resilience and learn how to handle stress. They give students real-life tools for dealing with anxiety and other mental health problems. The Counseling and Support Services help students with mental health issues in a private and personalized way, including ongoing counseling sessions. The Mental Health Resource Hub will be built to make it easy for students to get mental health information. It will have both physical and digital materials. The Parental Involvement Program also aims to teach parents how to identify mental health problems

and provide their kids with the necessary support at home, helping the school and family work together. At the beginning of each school year, the Mental Health Screening will be conducted to identify kids at risk, so those who need treatment can receive it right away. In addition to these efforts, kids will be able to engage in stress-relieving activities such as yoga, art therapy, and physical exercise to help them manage stress healthily. Finally, the School Mental Health Policy will be put into place to make sure that students may talk about their mental health issues freely and feel safe asking for help when they need it.

IV. Conclusion

While learners exhibit a high level of awareness regarding the prevalence of mental health issues, they are less familiar with available resources and feel less confident in seeking help for mental health challenges.

The higher the level of parental education, the more professional the parental occupation. The more likely the learners are to have a strong understanding of mental health issues. There is a need for continued mental health education, accessible resources, and avenues for support to ensure that students feel confident in discussing and seeking help for mental health issues.

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