



THE SCHOOL-BASED MENTAL HEALTH PROGRAM OF PAJO NATIONAL HIGH SCHOOL: A QUALITATIVE EVALUATION

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Abstract

This study examined the implementation and effectiveness of the School-Based Mental Health Program (SBMHP), particularly the Teachers' Emotional Assessment, Monitoring, and Support (T.E.A.M.S.) Program at Pajo National High School during School Year 2025–2026. Grounded in the interpretivist–constructivist paradigm, it explored the lived experiences and perceptions of teacher-participants. The study was guided by the CIPP Evaluation Model and Swarbrick's Eight Dimensions of Wellness. Using a qualitative descriptive design, data were collected through semi-structured interviews with twelve purposively selected teachers. Analysis followed Braun and Clarke's reflexive thematic approach to identify recurring patterns and insights. Findings revealed that prior to the program, teachers experienced emotional strain, stress, and limited coping strategies. The program was generally perceived as effective in enhancing mental health awareness, emotional regulation, resilience, and psychological safety. It also strengthened collegial relationships, openness, and peer support. However, challenges were noted, including scheduling conflicts, limited session duration, insufficient materials, and the need for sustained engagement with mental health professionals. Despite these constraints, the program positively contributed to teachers' emotional, occupational, and social wellness, improving coping strategies and fostering a supportive organizational climate. The study underscores the importance of sustaining and enhancing mental health initiatives through structured follow-up activities, improved scheduling, accessible resources, expert involvement, and continuous monitoring. An enhanced SBMHP is proposed to ensure long-term effectiveness and teacher well-being.

Keywords: *School-Based Mental Health Program, teacher wellness, qualitative evaluation, formative evaluation, thematic analysis, CIPP Model, T.E.A.M.S. Program, mental health, wellness*

INTRODUCTION

Mental health is essential for the overall well-being of individuals as it supports effective functioning in personal, social, and professional life. According to the World Health Organization, mental health is a state of well-being in which individuals realize their abilities, cope with normal life stresses, work productively, and contribute to their communities. In schools, teachers play a vital role in supporting learners' emotional, social, and moral development, but they are also exposed to various occupational stressors that may affect their own mental well-being. Thus, maintaining teachers' mental health is important to ensure effective instruction, productivity, and a healthy learning environment.

The COVID-19 pandemic further intensified teachers' psychological and emotional challenges due to sudden shifts from face-to-face to online and blended learning. This transition increased workload, technological demands, and work-life balance difficulties, leading to heightened stress, burnout, anxiety, and emotional exhaustion. Studies also reported that social isolation and reduced interpersonal interaction contributed to weakened coping mechanisms



and emotional instability among educators. Even after the return to face-to-face classes, many teachers continued to experience elevated levels of stress and burnout.

In the Philippine context, similar mental health concerns were observed among teachers managing blended learning and pandemic-related adjustments. Educators in urban areas, including Lapu-Lapu City, faced difficulties balancing professional responsibilities with emotional stress and uncertainty. At Pajo National High School, teachers reported experiences of anxiety, fear of infection, difficulty concentrating, and reduced motivation despite the implementation of alternative work arrangements. These challenges highlighted the need for school-based mental health interventions to support teacher well-being and resilience.

In response, the school implemented the “Teachers’ Emotional Assessment, Monitoring, and Support (T.E.A.M.S.)” program as part of its School-Based Mental Health Program. The initiative aimed to provide psychosocial support, wellness monitoring, and coping interventions to strengthen teachers’ resilience and overall well-being. However, limited studies have evaluated the effectiveness and implementation of such programs, particularly in local settings, creating a gap in understanding their strengths and areas for improvement.

This study was conducted to address this gap through a formative evaluation of the T.E.A.M.S. Program using the Input-Process-Output (IPO) model. It sought to examine teachers’ perceptions and experiences, identify areas for improvement, and provide recommendations for program enhancement and sustainability. Anchored on Swarbrick’s Eight Dimensions of Wellness Model, the study viewed teacher well-being as multidimensional and interconnected. The findings were expected to guide school administrators, guidance personnel, and policymakers in strengthening mental health programs and promoting supportive and healthy school environments.

Philosophical Stance

This study was grounded in the interpretivist-constructivist paradigm, which viewed reality as socially constructed and understood through lived experiences. It explored teachers’ perceptions of the T.E.A.M.S. Program within their real-life professional and personal contexts.

Philosophical Assumptions. The study was based on constructivist and interpretivist assumptions that knowledge is shaped by experience and subjective meaning. It emphasized understanding teachers’ diverse perspectives on wellness and the T.E.A.M.S. Program rather than objective measurement alone.

Theoretical/Conceptual Lens. The study was guided by Swarbrick’s Eight Dimensions of Wellness Model and the IPO framework. These provided a holistic view of teacher well-being and a structured approach to evaluating program input, process, and outcomes.

Epistemological Stance. A subjectivist stance was adopted, where knowledge was co-created through interaction between researcher and participants. Insights emerged from teachers’ narratives and reflections on their experiences.

Ontological Stance. The study followed relativism, recognizing multiple realities shaped by individual experiences. Teacher wellness was understood as subjective and influenced by personal and workplace contexts.

Axiological Stance. The research acknowledged that it was value-laden and emphasized ethics, empathy, and reflexivity. The researcher ensured confidentiality, dignity, and respectful interpretation of participants’ experiences.

Methodological Stance. A qualitative formative evaluation design was used to examine the T.E.A.M.S. Program. Data were gathered through semi-structured interviews and analyzed using reflexive thematic analysis guided by the IPO model.



Rhetorical Stance. The study used a qualitative, descriptive, and participant-centered writing style. It highlighted teachers' voices through verbatim accounts to ensure authentic and meaningful representation of their experiences.

Domain of Inquiry

The researcher aimed to conduct a qualitative formative evaluation of the School-Based Mental Health Program (SBMHP), with emphasis on the Teachers' Emotional Assessment, Monitoring, and Support (T.E.A.M.S) Program, which was implemented at Pajo National High School during the School Year 2025 – 2026.

With the IPO Model and The Eight Dimensions of Wellness Framework, the study sought to explore the lived experiences, perceptions, and evaluation of the teacher-participants regarding the implementation process, and what improvements may be recommended to strengthen the deployment of such well as to achieve sustainability and effectiveness of the program the study specifically sought to answer the following questions:

1. How did the teacher-participants assess the implementation of the School-Based Mental Health Program in terms of:
 - 1.1. context;
 - 1.2. input;
 - 1.3. process; and
 - 1.4. product?
2. What common experiences, perceptions, and differences emerged among the teacher-participants regarding the implementation of the School-Based Mental Health Program?
3. What outcomes and transformations were experienced by the teacher-participants as a result of their participation in the School-Based Mental Health Program?
4. What areas for enhancement could be identified to further strengthen the effectiveness, sustainability, and responsiveness of the School-Based Mental Health Program?
5. Based on the findings of the formative evaluation, what enhanced School-Based Mental Health Program could be proposed?

RESEARCH METHODOLOGY

This section presented the overall methodological framework of the study, including the research design, setting, participants, instruments, data gathering procedures, data analysis, and ethical considerations. It was based on participants' narratives and ensured that all ethical standards were strictly observed to protect confidentiality, rights, and welfare. All sources and references were properly acknowledged.

Design

The study used a qualitative formative evaluation design within a qualitative descriptive framework guided by the IPO Model. This design allowed an in-depth examination of the implementation of the School-Based Mental Health Program from the perspectives of teacher-participants. The IPO framework helped analyze the program's input, process, and output to identify strengths, challenges, and areas for improvement.

Environment

The study was conducted at Pajo National High School in Lapu-Lapu City, Cebu, Philippines, a public junior high school in the Division of Lapu-Lapu City. The school serves a diverse learner population and employs 86 teachers who face academic, administrative, and emotional demands. These conditions made the setting relevant for examining teacher mental health and wellness within a real school-based context.

Participants



The participants were twelve (12) teachers who directly participated in the School-Based Mental Health Program. They were selected through purposive sampling based on inclusion criteria such as regular participation, voluntary consent, and capability to engage in interviews. Program focal persons assisted in identifying participants, and data collection continued until saturation was reached, ensuring depth and completeness of information.

Instrument

A semi-structured interview guide was used to gather data from participants. It included three parts: opening inquiry for rapport-building and background information, content inquiry for exploring experiences and perceptions of the program and concluding inquiry for additional insights and reflections. This structure allowed for rich and in-depth qualitative responses.

Sampling Technique

Purposive sampling was used to select participants who were directly involved in the program and could provide rich information. Participation was voluntary, supported by informed consent, and guided by ethical procedures. This ensured that only relevant and information-rich participants were included in the study.

Data Gathering Procedures

This section outlined the systematic steps undertaken in the conduct of the study, including the preparatory activities prior to data collection and the actual process of gathering data from the participants.

Pre-Data Gathering Procedures. Prior to the conduct of the research, the researcher secured approval from the appropriate authorities. It started with the sending off the formal letter addressed to the Schools Division Superintendent to allow the researcher to conduct the study utilizing the teachers at Pajo National High School as informants of this research. The letter was duly approved and signed by the Curriculum Implementation Division (CID), the School Governance Operation Division (SGOD), Chief of the Public School District Supervisor (PSDS) of District III, and the School Principal of Pajo National High School, informing them of the intentions of the research. The transmittal letters were processed to all concerned offices and school administrators to fully inform them to gain their full understanding and support of the conduct of the investigation. Parallel to this, the researcher submitted the research proposal to the Institutional Review Board (IRB) or Ethics Review Committee for ethical clearance. The IRB process covered a review of the study's methodology, sampling, informed consent, and the data management to ensure that the rights, welfare and confidentiality of the participants were ensured and safeguarded. Upon receipt of the IRB's approval the researcher proceeded to the contact and identification of the participants which was considered as the formal start of the collection process.

Actual Data Gathering. After achieving the clearance from IRB and administrative approvals, the researcher coordinated with the school head and identified the program recipients who met the inclusion criteria. The school head in collaboration with the focal persons in the deployment of the psychosocial activities, endorsed the final list participants. For clarification and consistency, the researcher conducted a meeting the school head and the respondents and orient them as to the flow of the research activities, explained their individual roles and sought their consent on the conduct of the search using an informed consent forms for review and signing. The researcher scheduled individual interviews to them to avoid conflicting activities since there have been several tasks which the respondents were facing such as the teaching assignments and other ancillary activities and commitments. The data was collected through a hybrid format, remote of face-to-face depending on the participants' availability. With the participants' consent, an audio recorder was used to capture the discussions appropriately and accurately. Each interview lasted between 30 to 45 minutes, guided with the researcher- made questionnaire. The researcher endured rigor in the conduct of qualitative inquiry, applying Lincoln and Guba's (1985) four trustworthiness criteria, such as credibility, transferability, dependability, and confirmability. This included interviews in participants' natural settings, purposively selecting the informants, transcribing responses verbatim, consulting expert qualitative researchers to



validate coding and theme generation, and keeping a reflective journal to document observations, perceptions, and field noted after each session.

Post-Data Gathering Procedures. Once all interviews were completed, the researcher proceeded with the transcription and verification of the audio recordings to ensure accuracy of all the collected data. Each informant was asked for clarification through a follow-up session, if deemed necessary. This was to confirm what has transpired during the coding, transcription and interpretations to achieve strengthened credibility with the data. Following Braun and Clarke's (2021) six-step framework, the transcribed responses underwent coding, categorizations, and thematic analysis. The data was analyzed iteratively to capture the commonalities as well as the uniqueness of the respondent's insights and ideas cross the cases. After analyzing the results, the researcher interpreted the findings in relationship with the research objectives and existing literature. Part of the purposes of the study was to share the summary of results to the school administration as part of the research transparency and to support future program planning, thereby achieving a needs-based program for the teachers. Finally, all the collected data were stored securely, with recordings and transcripts kept confidential and accessible only to the author of this research, her adviser, and the panelists in accordance with the IRB's approved data protection protocols. After the necessary submissions, all the gathered questionnaires containing the respondents' responses were shredded and all the recordings were deleted to adhere with the data privacy.

Data Analysis

Braun and Clarke's (2006) thematic analysis framework was used to analyze the qualitative data, supported by its updated applications (Braun & Clarke, 2021; Clarke & Braun, 2023). This method provided a systematic and flexible approach for identifying, organizing, and interpreting patterns of meaning, making it well-suited for examining participants lived experiences.

The first phase, familiarization, involved transcribing interviews, repeatedly reading the transcripts, and recording initial observations to identify emerging patterns. The second phase, initial coding, involved systematically labeling significant data segments to organize the dataset while ensuring respondent confidentiality.

The third phase, theme generation, involved clustering codes to form broader patterns reflecting participants' experiences. The fourth phase focused on reviewing and refining themes through cross-checking transcripts and codes, leading to a thematic map that illustrated relationships among themes.

The fifth phase, defining and naming themes, clarified each theme's scope and ensured accurate representation of participants' experiences. The final phase involved interpreting and reporting findings by integrating themes with data excerpts and linking them to the research questions and literature, ensuring a coherent and context-sensitive narrative grounded in reflexive thematic analysis principles.

Ethical Considerations

The study followed ethical guidelines based on the Declaration of Helsinki. Ethical clearance was obtained from the University of the Visayas Research Ethics Committee, and permission was secured from the school. Participation was voluntary, informed consent was obtained, confidentiality was ensured, and participants had the right to withdraw at any time. All data were securely stored and handled with strict confidentiality.

RESULTS AND DISCUSSIONS

This part of the paper presented the findings and their corresponding discussion, derived from the systematic analysis of the data gathered from the teachers at Pajo National High School. Following Braun and Clarke's (2021) six-phase framework of reflexive thematic analysis, the interview data were transcribed, coded, and categorized to conveniently generate themes which captured the essence of the participants' experiences and perspectives.



The discussion integrated direct excerpts from the participants highlighting their voices and ensuring the genuineness of their responses. The findings also gave emphasis on the existing literature and theoretical frameworks, particularly the IPO Evaluation Model and relevant wellness perspectives. The themes were presented which was aligned with the study objectives, offering a comprehensive interpretation of the data.

Emerging Them 1: Input – Pre-implementation Conditions, Perceptions, and Expectations

The first emerging theme captures the initial conditions, perceptions, readiness and professional disposition of the participants of the study before and during the early stage of engagement and development with the School-Based Mental Health Program. This phase reflected the baseline realities of the teacher's awareness of their mental health particularly in the workplace which covered their specific stressors, coping capacities, and expectations from the program. The analytical delineation of the participants' professional profiles was included in this theme. The responses of the 12 teacher-participants served as an important premise of the study because their profiled provided with the contextual grounding for understanding how their experiences during the deployment of the School-Based Mental Health Program were interpreted based on their responses.

All the 12 teacher-participants demonstrated varied but complementary professional dispositions as evidenced from their responses, shaped by their experiences as recipients of the intervention. Across the cases, the common patterns emerged in their perceptions of program effectiveness, emotional growth, coping strategies, peer collaboration, encountered challenges and the recommendations from the program enhancement. These initial perspectives collectively established the foundation for the thematic analysis presented in the following discussions.

The first participant (A) was identified as a reflective and self-aware educator who recognized the importance of the mental health in sustaining the performance of a teacher. A emphasized that the practical value of the program in managing stress and in integrating the coping strategies into daily routines. Participant A shared that,

"The mental health program gave us the opportunity to pause and reflect on our well-being as teachers. I realized that taking care of my mental health is equally important as fulfilling my responsibilities inside the classroom."

This perspective reflected openness to personal growth and consistent application of the learned techniques.

The second participant (B) was exhibiting a receptive and appreciative disposition toward mental health initiatives which gave particular attention in raising awareness about stress management. B acknowledged the program's role in enhancing self-care practices and demonstrated increased sensitivity toward personal well-being as an educator who were sincere with their own wellbeing for the benefits of the students. Participant B explained,

"Before I joined the sessions, I never paid attention to stress management because I believed that my very own strategies were already sufficient as I have used them before the program was created, however, the program helped me understand that as teachers we also needed emotional support and self-care."

The third participant (C) demonstrated a critical yet engaged perspective by valuing the objectives of the program while also identifying logical concerns, particularly scheduling conflicts with the teaching responsibilities and other ancillary tasks. Participant C stated that,

"The school-based mental health program was beneficial but there were times when the schedule conflicted with our teaching loads, making it difficult to participate fully in some activities,"



such testimony reflected a well - balanced perception of the deployment of the program that appreciated the intervention while recognizing the areas requiring structural improvement.

Participant D displayed a resource-conscious perspective by emphasizing the need for additional learning materials and support systems. D valued the program's content but advocated for more accessible resources such as handouts and digital materials to reinforce learning beyond the sessions. As expressed by Participant D,

"The discussions were helpful, but it would be more effective if we were provided with handouts or online materials that we could revisit anytime."

Participant E highlighted the importance of psychological safety and openness within the program. E appreciated the creation of a non-judgmental environment that encouraged the sharing of experiences, reflecting a strong inclination toward collaborative and supportive professional relationships. Participant E shared,

"Naka-feel jud ko nga safe mi during the sessions because we were encouraged to express ourselves without fear of judgment gikan sa among kauban."

Participant F served as an advocate of positive school culture by recognizing the program's role in reducing stigma and promoting open communication regarding mental health. F emphasized the broader impact of the initiative in strengthening interpersonal relationships among teachers. Participant F explained,

"I noticed that teachers became more open in discussing stress and emotional struggles. The program helped create a healthier and more supportive environment in our school."

Participant G demonstrated a forward-looking and improvement-oriented mindset through the recommendation of involving mental health professionals more frequently in the program. G valued expert guidance and underscored the importance of specialized knowledge in deepening teachers' understanding of mental health concerns. Participant G stated,

"It would be more beneficial if psychologists or counselors were invited regularly because professional insights could help us better understand how to manage emotional concerns."

Participant H reflected the need for extended engagement by emphasizing that longer or follow-up sessions would enhance comprehension and application of concepts. H valued the program but advocated for increased time allocation to maximize its benefits. Participant H remarked,

"Usahay murag bitin ang among sessions. Mas maayo unta kung adunay follow-up activities aron mas ma-apply gyud namo ang among nakat-onan."

Participant I was identified as an emotionally developing participant who reported increased self-awareness and improved emotional regulation. I acknowledged significant personal growth, particularly in managing stress and responding to challenges more effectively compared to prior experiences. Participant I shared,

"Compared before, I became more aware of my emotions. I learned how to pause, reflect, and respond calmly during stressful situations."

Participant J demonstrated resilience and adaptive coping by highlighting the ability to manage workload pressures more effectively. J reflected a transition from vulnerability to strength, indicating the program's impact on long-term coping mechanisms. Participant J explained,

"I used to feel overwhelmed with my workload, but through the program, I learned coping strategies that helped me become more resilient and emotionally stable."



Participant K emphasized strengthened peer relationships and collegial support. K noted increased openness among teachers and improved communication, suggesting that the program fostered a more collaborative and supportive work environment. Participant K expressed,

“Mas open na karon ang among communication sa usag usa. Teachers became more supportive and understanding because of the activities and sharing sessions.”

Participant L provided evidence-based reflection by linking personal improvements to the results of the T.E.A.M.S monitoring tool. L validated the effectiveness of the program by aligning perceived emotional growth with measurable outcomes, demonstrating both reflective and analytical capacity. Participant L stated,

“The results of the T.E.A.M.S assessment reflected the improvements I personally experienced. I became calmer, more positive, and more capable of handling stress compared to before.”

Across responses, participants consistently described the teaching profession as emotionally and mentally demanding, which created a strong openness toward wellness-related interventions. Participant I described a pre-program condition of emotional strain, noting challenges in managing stress effectively before the intervention. Similarly, Participant J acknowledged initial vulnerability due to workload pressure, reflecting a shared need for structured coping mechanisms.

Participant A expressed early recognition of the importance of mental health support, stating that the program offered an opportunity to “pause and reflect on our well-being.” This reflected an initial openness to reflective and restorative practices even before full program engagement. Participant B similarly shared limited prior engagement with stress management practices, noting, indicating a baseline condition of low awareness that gradually shifted toward recognition of self-care importance.

“I never thought much about stress management before,”

Meanwhile, Participant C expressed concerns regarding the feasibility of the program due to scheduling conflicts with teaching responsibilities, stating,

“The program was helpful, but there were instances when the sessions conflicted with our class schedules, making it difficult for us to fully participate.”

Participant D emphasized the need for additional learning support materials, explaining,

“Mas maayo unta kung naa mi available handouts or digital copies para ma-review namo balik ang lessons even after the sessions, kay dili tanan masabtan dayon during discussion.”

This reflects the expectation that learning should extend beyond face-to-face engagement through accessible and sustainable resources.

Participants E and F both underscored expectations related to psychological safety and stigma reduction within the program. Participant E shared,

“I was expecting a safe environment where we could freely express our feelings without being judged by others.” Similarly, Participant F stated, “Gilauman namo nga pinaagi sa program, mahimong normal na ang pag-storya about mental health ug mawala ang stigma sa among workplace.”



Both responses indicate anticipation of a supportive environment that encourages openness and emotional expression among teachers.

The responses of Participants A to L were analyzed and grouped into common patterns that emerged across the cases. Through coding and thematic categorization, recurring ideas were identified, including perceived program effectiveness, challenges in implementation, safe space and openness, emotional growth and resilience, strengthened peer relationships, and recommendations for program enhancement. The findings indicated that while participants consistently recognized the value of the School-Based Mental Health Program in promoting well-being and coping, variations existed in their experiences, particularly in terms of logistical constraints and resource availability.

Emerging Them 2: Process – Experiences and Comparative Assessment of Program Implementation

The second emerging theme captured the lived experiences of the teachers during the implementation of the School-Based Mental Health Program which included the similarities and difference in their assessments in the deployment of such at Pajo National High School.

The theme gave due consideration and reflection of the actual PROCESS of engagement, where the participants actively participated and engaged themselves in the various sessions covered during the implementation phase. They were delighted to experience the intervention firsthand and evaluated its implementation based on a real-time interaction, challenges, and benefits encountered during the program delivery.

All the participants had a dominant experience in their perceptions as to the effectiveness of the program implementation in enhancing the mental health awareness and providing practical coping strategies.

Participant A emphasized that the program allowed the teachers to pause for a while and then reflect, citing that the program allowed them to pause and reflect on their own well-being as teachers.

(“Ang programa nakahatag namo og higayon nga mohunong ug mag-reflect sa among kahimtang isip mga magtutudlo.”)

Participant B expressed that an increase in the awareness of stress management has an impact on her life, she explained that “Before joining the sessions, I rarely paid attention to stress management.

” (“Sa wala pa ko nisalmot sa sessions, dili kaayo nako tagdon ang stress management.”)

Participant I supported the statements of Participant B and added that the program enables better emotional regulation, citing, “I had learned to pause once in a while and reflect before reacting

.” (“Nakat-on ko nga mohunong sa una mag-react ug maghunahuna sa akong gibati.”)

Participant J, on the other hand, further described that improved coping capacity, explaining, “I used to get easily overwhelmed by workload, but now that I knew the techniques in managing it, I feel delighted.”

.” (“Sa una dali ra ko ma-overwhelm sa workload, pero karon nakabalo nako og mga pamaagi sa pagdumala niini.”)

The experiences of the participants generally indicated that during the PROCESS stage, the participants were not passive recipients however, they were actively engaging themselves as learners who gradually integrated the coping strategies into their professional and personal routines.



Participant K, as well reflected that the process improved the participants communication from among themselves, stating that,

“Mas open na karon ang among communication sa usag usa.”

Participant L further agreed by validating that the process through reflection on outcomes matters to them, stating,

The outcomes radiated the improvements that I personally experiences.”

(“Ang resulta nagpakita sa kausaban nga akong na-experience.”)

However, the participants also experienced and reported about the implementation challenges.

Participant C pointed out that the scheduling conflicted with their teaching duties, saying,

“The program in its totality was beneficial but there were times when the schedule conflicted with our assigned teaching loads.” (“Nindot ang programa pero usahay magka-conflict ang schedule sa among teaching loads.”)

Participant H emphasized that the sessions at times felt too short made them wanting more, explaining

“Usahay murag bitin ang among sessions.”

Participant D in her predicaments expressed just like the others that limited access to learning matters was evident, stating,

“The discussion were helpful and insightful, I came to realize how significant the topics there were in our lives as teachers, however, it would be more effective if we were provided with the handouts or online materials.” (“Nindot ang diskusyon pero mas maayo kung naay handouts o online materials nga pwede ma-review balik.”)

These odds reflected the process limitations encountered by the participants during the deployment of the program, specifically about the time allocation, workload balance, and resources availability. Despite these challenges, the participants consequently described the program as fostering psychological safety and openness.

Participant E also shared,

“I felt that it was a safe venue where one could share varying struggles of the same context without being judges.” (“Safe kaayo ang space kay makasulti mi sa among kasinatian nga walay paghukom.”)

Participant F expressed that based on his observation reduced stigma and openness was one of the improvements from among the teacher-participants, stating,

“The teachers becamse more open in discussing stress and emotional struggles.” (“Mas open na ang mga teachers sa paghisgot sa stress ug emosyonal nga mga kasinatian.”)

Participant K further specified that strengthened collaboration was evident which suggested that the program improved that interpersonal relationships within the school.

This indicated that during the PROCESS stage, the implementation also functioned as a social and relational intervention, a psychological one. The participants also actively contributed recommendations for continual improvement during the implementation of the program.



Participant G expressed that the involvement of mental health professionals may add inspiration to all the participants, stating, "It would be more beneficial if psychologists or counselors were invited regularly, especially during the implementation.

("Mas maayo kung kanunay naay psychologists o counselors nga mohatag og professional input.")

Participant H emphasized the need for a longer and more frequent sessions, stating,

"Mas maayo unta kung adunay follow-up activities." ("Mas maayo unta kung naay follow-up activities para mas ma-apply.")

Participant F also expressed support the need for a sustainable engagement, emphasizing continuity of sessions.

Participant L validated that the program's effectiveness through a reflective T.E.A.M.S monitoring results which reinforced consistency was of great advantage, thereby achieving a measurable outcome.

With regards to those similarities of observations, experiences and opinions, the participants consistently agreed that the School-Based Mental Health Program was effective in improving the mental health awareness and providing coping strategies for stress management.

Participant A expressed through his notes that, "

The program alloaed all the participants to pause and reflect."
("Ang programa nakahatag namo og higayon nga mohunong ug maghunahuna.")

Participant B shared, "The mental health program helped me comprehend that the teachers also need emotional support."

("Nakatabang ang programa sa pagpakita nga ang mga magtutudlo nagkinahanglan usab og emosyonal nga suporta.")

Participant I stated,

"I have learned to pause and reflect before reacting on the statements from others and those happening around us.

Participant J explained, "I have learned and now knew the techniques on how to manage workload stress."

("Karon kabalo nako og mga pamaagi sa pagdumala sa stress sa trabaho.")

This commonality suggested that a shared PROCESS experience where learning, reflection and application occurred consistently across the participants.

Another evidentiary similarity was the existence of a very supportive and psychologically safe environment.

Participant E signified through her sharing, that

"It was a safe space where we were able to express ourselves." ("Safe kaayo ang space kay makasulti mi nga walay paghukom.")

Participant F stated,

"The program helped in reducing the stigma in the workplace which was a pressing issue before." ("Ang programa nakatabang sa pagkunhod sa stigma sa trabaho.")



Participant K added,

"The teachers become more supportive and understanding." ("Ang mga teachers nahimong mas supportive ug mas kasabot sa usag usa.")

However, the differences emerged in how the participant evaluated the implementation process.

Participant C emphasized scheduling concerns, stating,

"There were times when sessions conflicted with class schedules." ("Usahay magka-conflict ang klase ug ang schedule sa program.")

Participant H focused on session duration, stating,

"Usahay murag bitin ang sessions." ("Usahay kulang kaayo ang oras sa sessions.")

Participant D highlighted resource limitations, stating,

"It would be more effective if we were provided with materials." ("Mas epektibo kung naay materials nga pwede ma-review balik.")

These differences highlight varied PROCESS experiences depending on workload, availability, and access to resources.

Differences were also observed in the recommendations.

Participant G prioritized expert involvement, Participant H emphasized program duration, while Participant D focused on learning resources and sustainability.

These differences reflect individualized PROCESS experiences shaped by their specific needs and engagement levels within the program.

The results of this theme reflected that several dimensions of wellness had been identified in Swarbrick's Wellness Model, specifically on emotional, occupational, and social wellness. The participants narratives on stress management, emotional regulation, coping strategies, psychological safety and strengthened peer relationships indicated that the program contributed to improved wellness functioning during the deployment of the Mental Health Program. In the same vein, the persistence of workload pressures, time constraints, and limited resources suggested that the occupational wellness challenges were still evident despite positive program engagement.

With regards to the IPO Model, this theme directly corresponded with the Process dimension, which focused on the actual implementation and delivery of the School based Mental Health Program. The findings demonstrated that the participants generally perceived that the program as beneficial in promoting awareness, emotional support, coping mechanisms, and collegial relationships. However, the implementation concerns were also noted for instance the scheduling conflicts, limited session duration, and inadequate learning materials which revealed the process limitations that may affect program accessibility, consistency, and sustainability.

From a formative evaluation perspective, the findings emphasized that the importance of continuous assessment really matters during the program deployment. The identified strengths and challenges served as a real -time feedback regarding how the intervention was experienced by the teacher-participants. With consistency on the formative evaluation literature, the deployment process itself became a critical basis for refining the program delivery, strengthening participation, and improving the future implementation strategies.



Overall, Emerging Theme 2 revealed that the School-Based Mental Health Program functioned not only as a psychological intervention but also as a social and relational support mechanism that promoted emotional awareness, coping development, and interpersonal openness among teachers. While the implementation process was generally perceived as positive and beneficial, structural and logistical limitations remained evident. These findings provide important evaluative insights for strengthening the delivery and sustainability of future school-based mental health interventions.

Emerging Theme 3: Output – Outcomes, Transformations, Program Impact, and Basis for Program Enhancement

The third emerging theme highlighted the results of the School-Based Mental Health Program after sustaining the implementation of the program. This phase captured changes in emotional well-being, coping mechanisms, professional relationships, and validated improvements through monitoring the data. This theme directly addressed the Domain of Inquiry which focused on the aspects of the program that need enhancement to attain the targeted objectives and the development of an enhanced School-Based Mental Health Program which was based on a formative evaluation result. At this stage, the emphasis was on the actual transformation experienced by the participants after consistent exposure to the intervention and how these outcomes inform program improvement.

A major outcome based on the responses from the participants was on emotional awareness, regulation, and adaptive coping among the teachers.

Participant A expressed that the program helped the teachers in becoming more mindful of emotional triggers, stating,

"I became more aware of how I reacted during stressful classroom situations especially in dealing with my students, and I have learned to slow down before responding, by reflecting over and over again my thoughts."

Participant B similarly noted that an improvement in self-care practices was exhibited by the teachers after the program implementation, stating,

"I started prioritizing my mental health even in small ways, like taking short breaks when overwhelmed."

Participant I highlighted that emotional stability resulted after the varying activities they've experienced during the activity, explaining,

"I noticed that I no longer react impulsively when problems arise in school." Participant J further specified that resilience development was also gained from the program implementation, stating,

"I learned how to manage pressure better, especially during heavy workloads and deadlines."

Participant L supported these changes by sharing the alignment between the personal experiences and assessment results, stating,

"The assessment results showed improvement that I also personally felt in handling stress."

Their responses indicated that the program produced a sustained emotional and behavioral transformation from among the participants, allowing them to transition from reactive responses to more controlled and reflective coping mechanisms.

Another valued outcome was the strengthening of bouncing back amidst the challenges about life by improving the capacity to manage work stresses. Participant C acknowledged that although workload demands remained a struggle by participating in the program, the participants were able to gain insights in applying coping strategies the moment they experience a challenge, stating,

"Even if the workload is still heavy, I now have better ways to manage stress compared to before."



Participant D specified that the importance of a continued learning support, stating,

"I realized that I need materials I can revisit because not everything is easy to apply right away."

Participant H highlighted the need for continuity in learning, stating,

"The sessions helped, but I think it would be more effective if they were done regularly and not just occasionally."

Participant G suggested that the experts' involvement would further enhance the coping development, stating,

"Having counselors or psychologists regularly would help us understand stress management more deeply."

These statements collectively show that while coping skills improved, the participants also identified gaps in sustainability, reinforcement, and expert guidance as one of the areas for improvement.

The strengthened peer relationship and a more supportive school climate was established at Pajo National High School for it emerges as a strong program output. Participant E describes a more open communication culture, stating,

"I feel more comfortable sharing concerns with my colleagues now compared to before the program."

Participant F noted reduced stigma, explaining,

"Mental health is now something we can talk about without hesitation among teachers."

Participant K emphasized stronger collegial support, stating,

"There is now more understanding and support among teachers when someone is stressed or struggling."

Participant A and Participant B also reflected increased openness in workplace interactions, indicating that the program fostered stronger interpersonal connections. These experiences suggest that the program contributed to a healthier organizational climate characterized by trust, openness, and mutual support.

In terms of validation of outcomes, Participant L confirmed that monitoring results aligned with personal experiences, stating,

"The improvement reflected in the monitoring tool matches what I actually experienced in my daily work as a teacher."

Participant I further supported this by noting increased emotional control in real situations, while Participant J highlighted improved stress handling during peak workloads. This convergence of self-reported experiences and monitoring data strengthens the credibility of the program's impact and confirms that the observed changes were both perceived and measurable.

In relation to the Domain of Inquiry on program enhancement, participants collectively identified several areas needing improvement to fully achieve program objectives. Participant C pointed out that scheduling adjustments are necessary to avoid conflict with teaching loads, while Participant H emphasized the need for more structured and continuous sessions. Participant D stressed the importance of providing accessible materials that support independent learning. Participant F and Participant E highlighted the need to sustain safe spaces and emotional openness, while Participant G strongly recommended the integration of mental health professionals to deepen the intervention. Participant K emphasized maintaining peer support systems to sustain positive workplace relationships. These responses collectively indicate that although the program was effective, its structure, sustainability, and expert support systems require strengthening.



Based on these formative evaluation results, an enhanced School-Based Mental Health Program may be designed by incorporating regular engagement with mental health professionals to provide expert guidance and deepen psychological interventions. The program may also include structured follow-up sessions to ensure continuity and reinforcement of learning. Provision of accessible learning materials in both printed and digital formats may further support long-term application of coping strategies. Additionally, improved scheduling alignment with teachers' workload demands is necessary to maximize participation. Strengthening peer support mechanisms and maintaining psychologically safe environments should also be prioritized to sustain openness and trust among participants. Finally, the integration of a continuous monitoring and feedback system will ensure that program improvements remain data-driven and responsive to the evolving needs of teachers.

The findings of this theme reflect several wellness dimensions identified in Swarbrick's Wellness Model, particularly emotional, occupational, and social wellness. Participants demonstrated improved emotional regulation, strengthened coping mechanisms, enhanced resilience, and healthier interpersonal relationships within the workplace. These transformations indicate that the School-Based Mental Health Program contributed to improved wellness functioning among teacher-participants after sustained engagement with the intervention.

In relation to the CIPP Evaluation Model, this theme directly corresponds to the Product dimension, which focuses on the outcomes and overall effectiveness of the School-Based Mental Health Program. The findings revealed positive program outcomes in terms of emotional awareness, stress management, collegial support, and psychological well-being. The consistency between participants' lived experiences and the T.E.A.M.S monitoring results further strengthened the credibility of the program's effectiveness. However, the identified need for sustained implementation, expert involvement, accessible learning materials, and continuous support mechanisms also suggests that program outcomes remain developmental and require ongoing enhancement.

From a formative evaluation perspective, the findings emphasize that program outcomes should not be viewed as final endpoints but as important indicators for continuous improvement and refinement. The identified strengths and areas needing enhancement provide evaluative evidence that can guide future intervention planning, sustainability measures, and program responsiveness. Consistent with formative evaluation literature, the results support the principle that effective programs continuously evolve based on participant experiences, contextual needs, and implementation feedback.

In summary, the Output theme exhibited that the School-Based Mental Health Program resulted in a meaningful emotional transformation, strengthened coping mechanisms, improved interpersonal emotional transformation, improved coping mechanisms, developed interpersonal relationships, and validated psychological improvements from among the teacher-participants. More importantly, the results based on findings directly address the Domain of Inquiry by identifying concrete areas for enhancement and providing a strong empirical and experiential foundation for the improvement of an enhanced and needs responsive School-based Mental Health Program.

THE EPILOGUE

This study examined the School-Based Mental Health Program at Pajo National High School through the lived experiences of 12 teachers. Findings showed that the program functioned as an important support system that enhanced mental health awareness, emotional regulation, coping strategies, and peer relationships. The three themes revealed initial stress and expectations for support, mixed experiences shaped by logistical challenges but strong appreciation for a safe environment, and notable emotional and behavioral improvements after implementation. Overall, the program was effective, but its sustainability depended on addressing structural constraints and strengthening institutional support.

General Implications



The study showed that mental health support should be integrated into teacher development programs as a core component rather than an add-on. It also highlighted the need to address implementation issues such as scheduling and resource limitations to ensure meaningful participation. A safe and stigma-free school environment was found essential in encouraging openness and improving well-being. In addition, sustained administrative support, professional involvement, and continuous monitoring were necessary to maintain and improve program effectiveness.

Reflection

The findings indicated that teacher well-being was closely linked to institutional support and school relationships. Teachers were active participants in shaping their coping strategies and improving the program through their feedback. The program also contributed to emotional growth, resilience, and stronger peer connections among participants. Overall, the study emphasized that sustaining teacher well-being required continuous, collaborative, and institutionally supported mental health initiatives.

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