

Teachers' Perception on the Effectiveness of Mental Health Activities and Learning Motivation among Learners

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ABSTRACT

This research aimed to determine teachers' perceptions of the effectiveness of mental health activities in improving the motivation to learn of elementary learners at Maramag Central Elementary School during School Year 2025–2026. In particular, it aimed to determine the perceived effectiveness of mental health activities across emotional, behavioral, and social aspects. It also aimed to determine the perceived improvement in learners' motivation to learn, in terms of academic performance, engagement and participation, behavioral changes, and retention and understanding. The research design adopted was descriptive-correlational. The study employed frequency counts, percentages, means, standard deviations, and the Pearson Product-Moment Correlation Coefficient to collect and analyze data and determine the level of perceived effectiveness and examine relationships among variables based on teachers' responses. The findings showed that teachers viewed the mental health activities as highly effective across the emotional, behavioral, and social domains. This implies a strong and positive implementation of the activities in the school setting. In addition, teachers observed that learners' academic performance improved significantly, learners became more engaged and participated actively in class, their behavior improved, and they retained lessons more effectively. Further analysis revealed a statistically significant relationship between the effectiveness of mental health activities and the extent of improvement in learners' learning motivation. This indicates that higher perceived effectiveness of mental health activities is associated with greater improvements in learners' academic performance, engagement, behavioral development, and retention. The results suggest that structured mental health programs play a crucial role in strengthening learners' overall motivation and academic growth. Therefore, it is recommended that mental health initiatives be continuously enhanced and institutionalized to sustain learners' holistic development and long-term academic success.

Keywords: teachers' perception, mental health activities, learning motivation, academic performance, elementary learners

INTRODUCTION

Elementary education increasingly recognizes that academic success is deeply connected to learners' emotional and social well-being. While schools traditionally prioritize cognitive development, growing concerns about stress, anxiety, disengagement, and behavioral difficulties among learners suggest that emotional health cannot be separated from motivation and academic performance. In many classroom settings, learners struggle not because of limited ability, but because emotional instability, low resilience, and weak social connectedness reduce their willingness to engage in learning tasks. This situation raises a central concern: although mental health activities are being implemented in schools, their measurable contribution to improving learners' motivation remains insufficiently established in the local context.

At the core of this study is the problem of determining whether mental health activities meaningfully improve learners' learning motivation. Specifically, the study examines whether emotional stability, behavioral regulation, and social development fostered through mental health activities are associated with improvements in academic performance, engagement, behavioral adjustment, and retention of learning. While previous

international studies report positive effects of school-based mental health interventions, there remains limited empirical evidence within the local elementary school setting that systematically connects these dimensions.

In recent years, school-based mental health programs have demonstrated measurable benefits. Research has shown that social-emotional learning interventions reduce stress and enhance emotional regulation, leading to improved classroom engagement (Blewitt et al., 2024). Similarly, mindfulness-based programs have been associated with reduced anxiety and improved attention control among elementary learners (Kim et al., 2025). These findings suggest that emotional regulation serves as a foundation for sustained academic motivation. However, motivation is multidimensional and extends beyond emotional calmness.

Moreover, behavioral indicators such as improved discipline, persistence, and task completion reflect the translation of emotional stability into observable academic effort. Studies indicate that learners who develop stronger self-regulation skills are more likely to persist in challenging tasks and demonstrate higher academic engagement (Colomeischi et al., 2022). This supports the inclusion of behavioral indicators as a sub-variable of mental health activity effectiveness. Without examining behavioral changes, conclusions about motivation would remain incomplete.

In addition to emotional and behavioral dimensions, social indicators play a critical role in sustaining learning motivation. Learners who feel a sense of belonging and experience positive peer relationships are more likely to participate actively and demonstrate intrinsic interest in school tasks. Universal mental health programs have been found to enhance empathy, cooperation, and peer connectedness, which indirectly strengthen academic engagement (Cefai et al., 2022). Therefore, the inclusion of social indicators provides a comprehensive assessment of how mental health activities influence the classroom climate and learner motivation.

This study seeks to determine the effectiveness of mental health activities in improving the motivation of elementary learners. Specifically, it aims to evaluate the effectiveness of these activities in terms of emotional, behavioral, and social indicators; measure the degree of improvement in motivation as reflected in academic performance, engagement and participation, behavioral changes, and retention; and assess the relationship between the effectiveness of mental health activities and learners' motivational outcomes.

According to SDT, human motivation is driven by the fulfillment of three basic psychological needs: autonomy, competence, and relatedness (Ryan & Deci, 2000). When learners feel a sense of choice in their actions (autonomy), perceive themselves as capable of mastering tasks (competence), and experience positive connections with peers and teachers (relatedness), their intrinsic motivation strengthens. Empirical findings affirm that when these needs are satisfied, students demonstrate greater persistence, resilience, and engagement in academic settings (Deci & Ryan, 2000). Mental health activities such as mindfulness sessions, guided emotional reflections, and resilience-building exercises directly support these needs by promoting self-regulation, emotional balance, and a sense of belonging in the classroom. As a result, learners become more engaged, persistent, and motivated to achieve academically.

Integrating SDT and SEL, this study situates mental health activities as both an internal driver of intrinsic motivation and an external support system that fosters positive learning behaviors. SDT provides the psychological explanation for improved persistence, participation, and retention, while SEL accounts for the social and emotional outcomes that shape learners' classroom engagement.

Figure 1 Presents the Schematic Diagram of the Study

Independent Variables

Dependent Variable

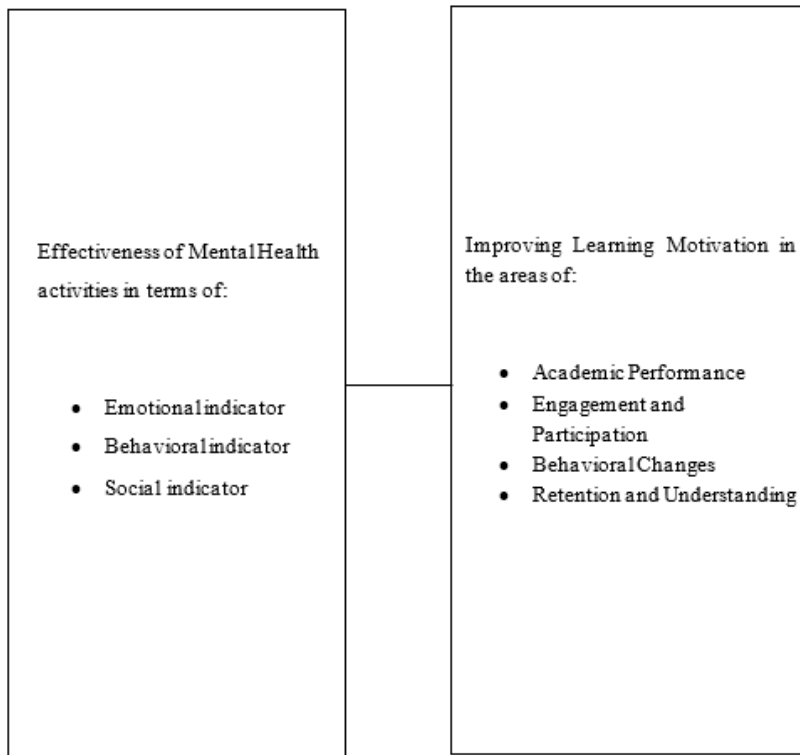


Figure 1. Schematic Diagram showing the Relationship of the Independent and Dependent Variables of the Study

This study aimed to determine the effectiveness of mental health activities in improving elementary learners' learning motivation. Specifically, it sought to answer the following questions:

1. What is the level of effectiveness of Mental Health Activities in terms of Emotional Indicator, Behavioral Indicator, and Social Indicator?
2. What is the level of improvement on learning motivation in the areas of Academic Performance, Engagement, and participation, Behavioral Changes, and Retention and understanding?
3. Is there a significant relationship between the Effectiveness of Mental Health activities and the level of improvement in learning motivation?

Hypothesis of the Study

The hypothesis was tested at a 0.05 level of significance.

Ho: There is no significant relationship between the Effectiveness of Mental Health activities and the level of improvement in learning motivation.

Delimitation and Limitations of the Study

This study **evaluated the effectiveness of mental health activities in improving the motivation to learn of elementary learners**, as observed by teachers at Maramag Central Elementary School for the School Year 2025–2026. It **specifically assessed** how the mental health activities implemented in the school influenced

learners' emotional, behavioral, and social development, and how these improvements contributed to greater motivation in terms of academic performance, engagement, behavior, and retention.

The participants of this study **were** all teachers of Maramag Central Elementary School, who served as key informants. Total enumeration **was used** to include the entire teaching population. Data collection **focused** on teachers' perceptions of learners' emotional stability, behavioral changes, social interactions, and overall classroom motivation following the implementation of mental health activities.

The study **was delimited** to one public elementary school; therefore, the findings may not be generalizable to other educational settings.

This study relied exclusively on teachers' perceptions and observations, which may not fully capture learners' actual experiences and outcomes. Future research is recommended to incorporate multiple data sources such as student self-reports, parent feedback, and objective academic indicators (e.g., grades, attendance records, and disciplinary referrals) to triangulate findings and enhance the validity of results.

METHODS

This chapter presents the research methodology, including the research design, locale, respondents, sampling procedure, research instrument, data gathering procedure, scoring procedure, statistical treatment, and ethical considerations.

Research Design

This study employed a quantitative descriptive–correlational research design. The descriptive component was used to determine the perceived effectiveness of mental health activities in terms of emotional, behavioral, and social indicators, as well as the level of improvement in learners' motivation in terms of academic performance, engagement and participation, behavioral changes, and retention and understanding.

The correlational component examined whether a significant relationship existed between the effectiveness of mental health activities (independent variable) and improvements in learners' motivation (dependent variable).

This design is appropriate as it allows the researcher to describe existing conditions and determine relationships between variables without manipulating them.

Research Locale

The study was conducted at Maramag Central Elementary School, one of the largest public elementary schools in the Schools Division of Bukidnon, Philippines. The school serves learners from diverse socio-economic backgrounds and actively implements programs that support learners' academic and socio-emotional development.

The school was selected due to its integration of mental health-related activities such as mindfulness sessions, wellness programs, peer-support initiatives, and socio-emotional learning activities, making it an appropriate setting for the study.

The mental health activities implemented in the school included weekly mindfulness sessions, daily classroom check-ins, guided reflection activities, peer-support programs, and socio-emotional learning (SEL) exercises integrated into regular instruction. These activities were conducted consistently throughout the school year to support learners' emotional, behavioral, and social development.

Respondents of the Study

The respondents were all teachers of Maramag Central Elementary School during the School Year 2025–2026. Teachers were selected as respondents because they directly observe and facilitate mental health activities and learners' classroom behaviors.

Table 1. Distribution of Respondents

School	Population
Maramag Central Elementary School	132
Total	132

Sampling Procedure

The study used total enumeration sampling, in which all teachers in the identified population were included as respondents.

This method was appropriate due to the manageable population size and ensured complete representation, minimizing sampling bias and enhancing the reliability of the findings.

Research Instrument

The study used a researcher-developed questionnaire based on an extensive review of the related literature.

The instrument consisted of two parts:

Part I: Effectiveness of Mental Health Activities

- Emotional indicators
- Behavioral indicators
- Social indicators

Part II: Improvement in Learners' Motivation

- Academic performance
- Engagement and participation
- Behavioral changes
- Retention and understanding

Items were constructed based on observable classroom behaviors to ensure clarity and measurability. The instrument followed established scale development principles and was validated by experts for content validity.

Responses were measured using a 5-point Likert scale.

The reliability of the instrument was established using Cronbach's alpha coefficient. The overall instrument obtained a Cronbach's alpha of **0.96**, indicating excellent internal consistency.

The subscale reliability coefficients were as follows:

- Emotional Indicator = **0.94**
- Behavioral Indicator = **0.92**
- Social Indicator = **0.93**

• Learning Motivation = **0.95**

These values exceed the acceptable threshold of 0.70, confirming that the instrument is highly reliable.

Data Gathering Procedure

Permission to conduct the study was obtained from the Schools Division of Bukidnon and the school head.

After approval:

- Informed consent was secured from all participants
- Questionnaires were distributed personally and/or electronically
- Clear instructions were provided to respondents
- Sufficient time was given for completion
- Completed questionnaires were collected, checked, and encoded

All data were treated with strict confidentiality and used solely for academic purposes.

Scoring Procedure

A 5-point Likert scale was used to interpret responses.

Effectiveness of Mental Health Activities

Scale	Mean Range	Description	Interpretation
5	4.21–5.00	Always	Very Highly Effective (VHE) – The activity is consistently observed and perceived as highly effective
4	3.41–4.20	Often	Highly Effective (HE) – The activity is frequently observed and effective
3	2.61–3.40	Sometimes	Moderately Effective (ME)
2	1.81–2.60	Rarely	Less Effective (LE)
1	1.00–1.80	Never	Not Effective (NE)

Improvement in Learning Motivation

Scale	Mean Range	Description	Interpretation
5	4.21–5.00	Always	Great Improvement
4	3.41–4.20	Often	Significant Improvement
3	2.61–3.40	Sometimes	Moderate Improvement
2	1.81–2.60	Rarely	Low Improvement
1	1.00–1.80	Never	Very Low Improvement

Statistical Treatment of Data

The following statistical tools were used:

- Mean and Standard Deviation Used to determine the level of effectiveness of mental health activities and the level of improvement in learners’ motivation.
- Pearson Product–Moment Correlation Coefficient (r) Used to determine the significant relationship between the two variables.

A 0.05 level of significance was used as the basis for decision-making.

Ethical Considerations

The study adhered to ethical standards in research:

- Participation was voluntary
- Informed consent was obtained
- Confidentiality and anonymity were ensured
- No identifying information was disclosed
- Participants were free to withdraw at any time

Approval was secured from relevant authorities, and all data were used strictly for academic purposes.

RESULTS AND DISCUSSION

This section presents, analyzes, and interprets the study's findings on the effectiveness of mental health activities and the level of improvement in learners’ motivation among public elementary school teachers at Maramag Central Elementary School. The presentation follows the sequence of the research questions and utilizes mean, standard deviation, and Pearson correlation for analysis.

Level of Effectiveness of Mental Health Activities

Table 1. Overall Level of Effectiveness of Mental Health Activities

Variable	Mean	SD	Interpretation
Emotional Indicator	4.55	0.525	Very Highly Effective
Behavioral Indicator	4.29	0.581	Very Highly Effective
Social Indicator	4.40	0.541	Very Highly Effective
Overall	4.41	0.549	Very Highly Effective

The findings reveal that mental health activities are very highly effective ($M = 4.41$, $SD = 0.549$) across emotional, behavioral, and social domains. Among the indicators, the emotional dimension obtained the highest mean, followed by social and behavioral indicators.

The very high rating on the emotional indicator suggests that mental health activities effectively support learners’ emotional regulation, reduce anxiety, and promote a positive outlook toward learning. This aligns with the Social-Emotional Learning (SEL) Framework, which emphasizes the development of self-awareness

and self-management as foundational competencies for academic success (Greenberg, 2023; Cipriano et al., 2024). When learners feel emotionally supported, they are better able to manage stress and engage meaningfully in classroom activities.

Similarly, the high effectiveness of the social indicator indicates that mental health activities strengthen learners’ interpersonal relationships, communication skills, and sense of belonging. This reflects the SEL domains of relationship skills and social awareness, highlighting that supportive peer interactions contribute to a positive learning environment.

The behavioral indicator also shows a very high level of effectiveness, suggesting that learners demonstrate improved focus, discipline, and task engagement. From the perspective of Self-Determination Theory (Deci & Ryan, 2000), these improvements can be explained by the fulfillment of learners’ psychological needs for competence, autonomy, and relatedness, which enhance intrinsic motivation and behavioral regulation.

These findings are supported by previous studies indicating that school-based mental health interventions significantly improve emotional regulation, reduce anxiety, and enhance classroom behavior (Blewitt et al., 2024; Kim et al., 2025; Al Nasiri et al., 2022). Overall, the results confirm that mental health activities play a crucial role in fostering a supportive, structured, and emotionally safe learning environment.

The following tables present the **item-level analysis** of the effectiveness of mental health activities and the level of improvement in learning motivation. Each table includes the mean and standard deviation of individual items under each indicator to provide a more detailed and granular understanding of teachers’ observations.

Table 2. Item-Level Analysis of the Effectiveness of Mental Health Activities in terms of Emotional Indicators

Indicator	Mean	SD	Interpretation
Learners show reduced signs of anxiety during classroom activities	4.61	0.549	Very Highly Effective
Learners express their feelings more openly and appropriately in class	4.60	0.603	Very Highly Effective
Learners feel emotionally supported during mental health activities	4.60	0.636	Very Highly Effective
Mental health activities help learners calm themselves when upset	4.58	0.572	Very Highly Effective
Learners display a more optimistic attitude toward learning	4.55	0.592	Very Highly Effective
Learners show a happier and more positive mood after activities	4.54	0.626	Very Highly Effective
Learners appear more relaxed after participating in activities	4.53	0.627	Very Highly Effective
Learners demonstrate better emotional control	4.53	0.627	Very Highly Effective
Learners show fewer signs of sadness	4.50	0.745	Very Highly Effective
Learners manage classroom-related stress better	4.49	0.577	Very Highly Effective
Overall	4.55	0.525	Very Highly Effective

Table 4 presents an item-level analysis of the effectiveness of mental health activities with respect to emotional indicators. The overall mean of 4.55 (SD = 0.525) indicates that these activities are **Very Highly Effective**, suggesting that they consistently support learners’ emotional well-being.

The highest-rated indicator was the reduction of anxiety during classroom activities ($M = 4.61$), followed by improved emotional expression and perceived emotional support ($M = 4.60$). These results indicate that mental health activities effectively foster a safe, supportive emotional environment for learners.

Although all indicators were rated very highly, the lowest mean ($M = 4.49$) was observed in learners' ability to manage classroom-related stress. Despite being slightly lower, this still reflects a strong positive impact. The low standard deviation values across items indicate consistency in teachers' observations, suggesting that these emotional benefits are widely experienced across classrooms.

These findings are supported by previous studies. Blewitt et al. (2024) reported that social-emotional learning programs significantly reduce stress and improve emotional regulation among learners. Similarly, Kim et al. (2025) found that mindfulness-based interventions effectively decrease anxiety and enhance emotional awareness. In addition, Al Nasiri et al. (2022) concluded that school-based mental health programs strengthen learners' emotional stability and readiness to learn. These studies support the present findings, confirming that mental health activities play a vital role in improving learners' emotional well-being.

Table 3. Item-Level Analysis of the Effectiveness of Mental Health Activities in terms of Behavioral Indicators

Indicator	Mean	SD	Interpretation
Overall classroom behavior improves	4.40	0.682	Very Highly Effective
Learners focus better on tasks	4.33	0.637	Very Highly Effective
Learners show increased motivation to accomplish tasks	4.32	0.665	Very Highly Effective
Learners participate more actively	4.31	0.692	Very Highly Effective
Learners demonstrate responsibility and commitment	4.28	0.766	Very Highly Effective
Learners experience fewer conflicts	4.27	0.633	Very Highly Effective
Learners demonstrate improved discipline	4.25	0.672	Very Highly Effective
Learners become less irritable under pressure	4.24	0.712	Very Highly Effective
Learners manage time effectively	4.24	0.740	Very Highly Effective
Learners follow rules more consistently	4.21	0.686	Very Highly Effective
Overall	4.29	0.581	Very Highly Effective

Table 3 presents the item-level analysis of the effectiveness of mental health activities in terms of behavioral indicators. The overall mean of 4.29 ($SD = 0.581$) indicates that these activities are Very Highly Effective in improving learners' behavior.

The highest-rated indicator was the overall improvement in classroom behavior ($M = 4.40$), followed by improved focus ($M = 4.33$) and increased motivation to accomplish tasks ($M = 4.32$). These findings suggest that mental health activities contribute to better discipline, engagement, and productivity in the classroom.

The lowest mean, though still very highly effective, was observed in learners' consistency in following rules ($M = 4.21$). The low variability in responses indicates agreement among teachers that behavioral improvements are consistently observed.

These findings are consistent with previous research. Blewitt et al. (2024) found that mental health programs reduce disruptive behaviors and improve attention. Kim et al. (2025) also reported increased persistence and task completion among learners exposed to mindfulness interventions. Furthermore, Colomeischi et al. (2022) observed improved cooperation and classroom discipline following socio-emotional learning programs.

Table 4. Item-Level Analysis of the Effectiveness of Mental Health Activities in terms of Social Indicators

Indicator	Mean	SD	Interpretation
Learners show confidence in communication	4.49	0.611	Very Highly Effective
Learners show a stronger sense of belonging	4.43	0.607	Very Highly Effective
Relationships with classmates improve	4.43	0.655	Very Highly Effective
Learners get along better with classmates	4.42	0.622	Very Highly Effective
Learners cooperate during group tasks	4.41	0.698	Very Highly Effective
Learners feel included in group activities	4.40	0.620	Very Highly Effective
Learners show empathy toward others	4.40	0.651	Very Highly Effective
Learners listen attentively	4.36	0.675	Very Highly Effective
Learners respect others' opinions	4.34	0.655	Very Highly Effective
Learners resolve conflicts constructively	4.34	0.699	Very Highly Effective
Overall	4.40	0.541	Very Highly Effective

Table 4 presents the effectiveness of mental health activities in terms of social indicators. The overall mean of 4.40 (SD = 0.541) indicates that these activities are **Very Highly Effective** in enhancing learners' social development.

The highest-rated indicator was increased confidence in communication (M = 4.49), followed by improved sense of belonging and stronger peer relationships (M = 4.43). These findings indicate that mental health activities promote inclusive and supportive classroom environments.

The lowest-rated indicators, though still very highly effective, were respect for opinions and conflict resolution (M = 4.34). The low standard deviations suggest consistency in teachers' observations.

These results are supported by Cefai et al. (2022), who found that school-based mental health programs improve social connectedness. Similarly, Zhou (2023) reported increased cooperation and peer interaction through socio-emotional learning programs.

Level of Improvement in Learning Motivation

Table 5. Overall Level of Improvement in Learning Motivation

Variable	Mean	SD	Interpretation
Academic Performance	4.17	0.593	Significant
Engagement and Participation	4.34	0.602	Great

Behavioral Changes	4.11	0.582	Significant
Retention and Understanding	4.13	0.632	Significant
Overall	4.19	0.602	Significant

The results indicate that learners’ motivation has improved to a significant level ($M = 4.19$, $SD = 0.602$). Among the domains, engagement and participation obtained the highest mean, followed by academic performance, retention and understanding, and behavioral changes.

The high level of engagement and participation suggests that learners are more active, enthusiastic, and involved in classroom activities. This finding strongly supports Self-Determination Theory, which posits that learners become intrinsically motivated when their needs for autonomy, competence, and relatedness are satisfied. Mental health activities appear to create a supportive environment that encourages active participation and sustained effort.

The improvement in academic performance indicates that learners’ motivation translates into better academic outcomes, including improved comprehension, task completion, and performance in assessments. This aligns with research showing that emotionally stable learners demonstrate higher academic achievement and persistence (Nicholson et al., 2023; Orsini et al., 2019).

Behavioral changes, although slightly lower, remain significant and reflect improvements in discipline, self-control, and social interaction. These findings are consistent with SEL principles, which emphasize behavioral regulation and responsible decision-making as key components of learning.

Retention and understanding also show meaningful improvement, suggesting that learners are able to process and apply knowledge more effectively. This supports studies indicating that positive emotional and social conditions enhance cognitive functioning and knowledge retention (Ji et al., 2021; Mariani et al., 2023).

Overall, the findings demonstrate that mental health activities contribute not only to emotional and behavioral development but also to increased motivation, engagement, and academic success.

Relationship Between Effectiveness of Mental Health Activities and Learning Motivation

Table 6. Test of Significant Relationship Between Variables

Variable	r-value	p-value	Interpretation
Emotional Indicator	0.730	0.000	Significant
Behavioral Indicator	0.725	0.000	Significant
Social Indicator	0.773	0.000	Significant
Overall	0.836	0.000	Significant

The findings reveal a very strong, statistically significant relationship between the effectiveness of mental health activities and improvements in learning motivation ($r = 0.836$, $p = 0.000$). This indicates that as the effectiveness of mental health activities increases, learners’ motivation also improves.

The strongest relationship was observed in the social indicator ($r = 0.773$), suggesting that positive social interactions and a sense of belonging play a critical role in enhancing motivation. This supports the relatedness component of Self-Determination Theory, which emphasizes that learners are more motivated when they feel connected and supported within their learning environment.

The strong relationship in the emotional indicator ($r = 0.730$) further supports the importance of emotional well-being in motivation. According to the SEL Framework, emotional regulation and psychological safety are essential for learners to engage, persist, and succeed academically.

The behavioral indicator also shows a strong relationship ($r = 0.725$), indicating that improved behavior and self-regulation contribute to better learning outcomes. These findings suggest that emotional, social, and behavioral factors work together to influence motivation.

These results are consistent with previous research demonstrating that mental health and motivation are closely interconnected. Studies have shown that social-emotional learning programs and mental health interventions significantly enhance engagement, persistence, and academic performance (Blewitt et al., 2024; Kim et al., 2025; Nicholson et al., 2023; Mariani et al., 2023).

Overall, the rejection of the null hypothesis confirms that mental health activities significantly influence learners' motivation. The findings highlight that mental health interventions are not merely supportive measures but essential components of effective teaching and learning.

CONCLUSION

Considering the findings, the following conclusions were formulated.

The effectiveness of mental health activities across emotional, behavioral, and social indicators was very high. The findings indicate that the school has successfully integrated structured mental health activities into its educational environment, resulting in observable improvements in learners' emotional regulation, classroom discipline, and social relationships. The consistently high ratings reflect that these activities are implemented effectively and are perceived by teachers as valuable components of daily classroom practice. This suggests that when mental health initiatives are systematically embedded in school routines, they contribute significantly to creating a stable, supportive, and learner-centered environment.

The findings indicate that the level of improvement in learning motivation was significant to great across academic performance, engagement and participation, behavioral changes, and retention and understanding. This signifies that learners not only experienced emotional and behavioral growth but also demonstrated tangible academic progress and increased enthusiasm toward learning tasks. The results imply that emotionally supported learners are more engaged, persistent, and capable of deeper comprehension. Mental health activities, therefore, function as enabling mechanisms that strengthen both motivational drive and cognitive development, reinforcing the idea that emotional well-being and academic achievement are closely interconnected.

The findings further revealed a strong, statistically significant relationship between the effectiveness of mental health activities and the degree of improvement in learning motivation. This suggests that enhancements in emotional stability, behavioral regulation, and social connectedness are closely associated with increased academic engagement, persistence, and performance. The strength of the correlation indicates that mental health activities are not merely supplementary programs but foundational contributors to motivational growth. As a result, the null hypothesis was rejected. The study, therefore, concludes that sustained implementation of structured mental health activities is essential in promoting learners' holistic development and strengthening their overall learning motivation.

RECOMMENDATIONS/ IMPLICATIONS

In view of the findings and conclusions, the researcher formulates the following recommendations:

Given that mental health activities were highly effective across emotional, behavioral, and social indicators, it is recommended that the school sustain and institutionalize these practices as integral components of its instructional program. Mental health activities such as mindfulness exercises, guided reflections, socio-emotional learning sessions, and peer-support initiatives should be consistently implemented across grade

levels. School administrators may also strengthen monitoring and evaluation mechanisms to ensure that these activities remain structured, evidence-based, and responsive to learners' needs. Continuous professional development programs for teachers on mental health facilitation, emotional coaching, and classroom-based socio-emotional strategies are likewise encouraged to maintain high-quality implementation. Institutionalizing these initiatives will help preserve a supportive and psychologically safe learning environment.

The level of improvement in learning motivation was found to be significant to great in terms of academic performance, engagement and participation, behavioral changes, and retention and understanding, it is recommended that mental health activities be strategically aligned with academic goals. Teachers may integrate socio-emotional strategies directly into lesson planning, classroom management, and assessment practices to further strengthen learners' intrinsic motivation. Schools may also design enrichment programs that combine academic challenges with emotional support systems, ensuring that learners remain engaged and resilient even when faced with difficult tasks. Encouraging collaborative learning environments, growth mindset practices, and reflective exercises can further enhance perseverance and deeper understanding. These efforts will reinforce the connection between emotional well-being and sustained academic achievement.

Since a strong and statistically significant relationship was found between the effectiveness of mental health activities and learning motivation, it is recommended that educational stakeholders adopt a holistic and preventive approach to learner development. Mental health initiatives should not be treated as supplementary programs but as foundational strategies for improving academic outcomes. Schools may consider expanding counseling services, implementing early identification systems for emotional and behavioral concerns, and strengthening partnerships with parents and community mental health professionals. Future research may also explore additional factors such as family support, digital exposure, or socio-economic influences that may interact with school-based mental health programs. Through sustained collaboration and comprehensive planning, schools can develop an integrated framework that promotes emotional stability, behavioral discipline, social connectedness, and long-term academic motivation among learners.

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