

Management of Mental Health and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

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Abstract: The study examined the relationship between management of mental health and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. This study was directed specifically by three study objectives; i) To examine the relationship between counseling services and teachers' performance, ii) To examine the relationship between administrative support and teachers' performance, and iii) To examine the relationship between stress management programs and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. The study employed a correlational research design together with a quantitative approach. A sample size of 45 participants was considered comprising of teachers selected from the three selected private primary schools in the division. Both descriptive and correlation analysis were utilized to give answers to the phenomenon under investigation. The study found out that there is a strong positive and statistically significant relationship between counseling services and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. The study also found out that there is a strong positive and statistically significant relationship between administrative support and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. Further, the study found out that there is a strong positive and statistically significant relationship between stress management programs and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. Therefore, the study concludes that management of mental health in terms of counseling services, administrative support, and stress management programs has a positive and significant association with teachers' performance in that an enhancement in the different forms of management of mental health resultantly leads to an enhancement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. The study recommends that the schools' authorities should promote regular physical activity for teachers, as exercise helps reduce stress, anxiety, and depression which would significantly influence an improvement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

Keywords: *Management of Mental Health, Counseling Services, Administrative Support, Stress Management Programs, and Teachers' Performance.*

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I. INTRODUCTION

This study aims at examining the relationship between management of management of mental health and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

➤ *Historical Perspective*

Globally, the management of mental health in education systems has evolved significantly over time. Historically, mental health issues were misunderstood or stigmatized and seen as personal weakness, with limited recognition and interventions in schools. However, as awareness of mental health's impact on teaching has grown, many countries worldwide have gradually incorporated policies and programs to address teachers' psychological well-being and improve teacher performance (Bourgeault, Corrente & Ferguson, 2022). In the late 20th century, some African governments and international organizations such as the World Health Organization started recognizing mental health as a public health issue, though school-based interventions remained limited. Countries like South Africa introduced school counseling services and implemented school-based mental health awareness campaigns which saw a reduction in teacher turnover, absenteeism, and improvement in classroom management, instructional quality, resultantly leading to an enhancement in teachers' performance in different schools (Maseko & Chigezo, 2024).

➤ *Theoretical Perspective*

The study was directed by the Maslow's Hierarchy of Needs Theory developed by Maslow in 1943. The theory suggests that human motivation is based on fulfilling needs, from basic (physiological) to complex (self-actualization) (McLeod, 2024). In relation to mental health management and teacher performance, the theory posits that supporting mental health allows teachers to reach self-actualization, resulting in better classroom management, creativity, and effective teacher performance (Henwood, Derejko, Couture & Padgett, 2016). The authors argue that teachers struggling with mental health issues may not meet their psychological or safety needs such as emotional stability and job security. If these needs are unmet, they cannot function effectively in higher-level roles such as motivating students, innovating, or showing passion in their teaching, leading to improved teachers' performance (Henwood et al., 2016). Therefore, the theory was embraced and applied to the study because it offers an association between management of mental health and teachers' performance.

➤ *Contextual Perspective*

The study was piloted in private primary schools in Kawempe division, Kampala Capital City examining the relationship between management of mental health and teachers' performance. This case study was thought of due to the limited or no surveys that have been carried out in the location relative to management of mental health and teachers' performance. Additionally, Kawempe division in Kampala Capital City was considered due to the increased inappropriate teachers' performance in some of the private primary schools characterized by lack of effective lesson

plans and preparation, increased late coming and missing of classes, ineffective classroom management, increased absenteeism rates, and unprofessional conduct (Kampala Capital City Authority, 2022).

➤ *Conceptual Perspective*

Management of mental health refers to the processes, strategies, and interventions aimed at promoting psychological well-being, preventing mental health disorders, and providing support and treatment for individuals experiencing mental health challenges (Ngubane, 2023). Teachers' performance refers to the effectiveness and efficiency with which a teacher carries out their professional responsibilities to support student learning and development. It encompasses a wide range of abilities, behaviors, and outcomes related to teaching (Alvarez & Lantaka, 2024). For the case of this study, management of mental health was conceptualized in terms of counseling services, administrative support, and stress management programs, while teachers' performance was conceptualized in terms of instructional delivery, classroom management, continual development, professional conduct, attendance and punctuality, as well as assessment and feedback.

➤ *Statement of the Problem*

The government of Uganda has increasingly recognized the need to address mental health challenges within the educational system advocating for school-based mental health management programs such as counseling, stress management, and coping skills training aimed at improving teachers' performance and overall well-being by implementing several policies and programs. The Ministry of Education and Sports through the Education Sector Strategic Plan has integrated programs which recognize teacher motivation and welfare as crucial for education quality, and calls for addressing emotional and psychological needs of teachers, emphasizing supportive working environments and professional development that contributes to improved teaching and performance outcomes (Ministry of Education and Sports, 2018).

Though, in spite of the various outstanding policies and initiatives, teachers' performance in some of the private primary schools in Kampala capital city is still inappropriate branded by lack of effective lesson plans and preparation, increased late coming and missing of classes, ineffective classroom management, increased absenteeism rates, and unprofessional conduct (Kampala Capital City Authority, 2022). Evidence indicates that almost 21.6% of the teachers recurrently arrived at school late or left early and also 16.4% of teachers missed classes at least once a week in 2021 among private primary schools in Kampala capital city, including Kawempe division (Kampala Capital City Authority, 2022). This has consequently led to a decline in student engagement and academic outcomes, as well as a declined in schools' academic reputation. Therefore, it is up to this that the current study examined the relationship between management of mental health and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

➤ *Objectives of the Study*• *General Objective*

The overall purpose of this study was to examine the relationship between management of mental health and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

• *Specific Objectives*

- ✓ To examine the relationship between counseling services and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.
- ✓ To examine the relationship between administrative support and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.
- ✓ To examine the relationship between stress management programs and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

• *Study Hypotheses*

The specific study objectives were directed by these various alternative hypotheses;

- ✓ **H_{a1}:** Counseling services have a statistically significant relationship with teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.
- ✓ **H_{a2}:** Administrative support has a statistically significant relationship with teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.
- ✓ **H_{a3}:** Stress management programs have a statistically significant relationship with teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

➤ *Conceptual Framework*

This conceptual framework indicates a diagrammatic drawing on the link between management of mental health and teachers' performance.

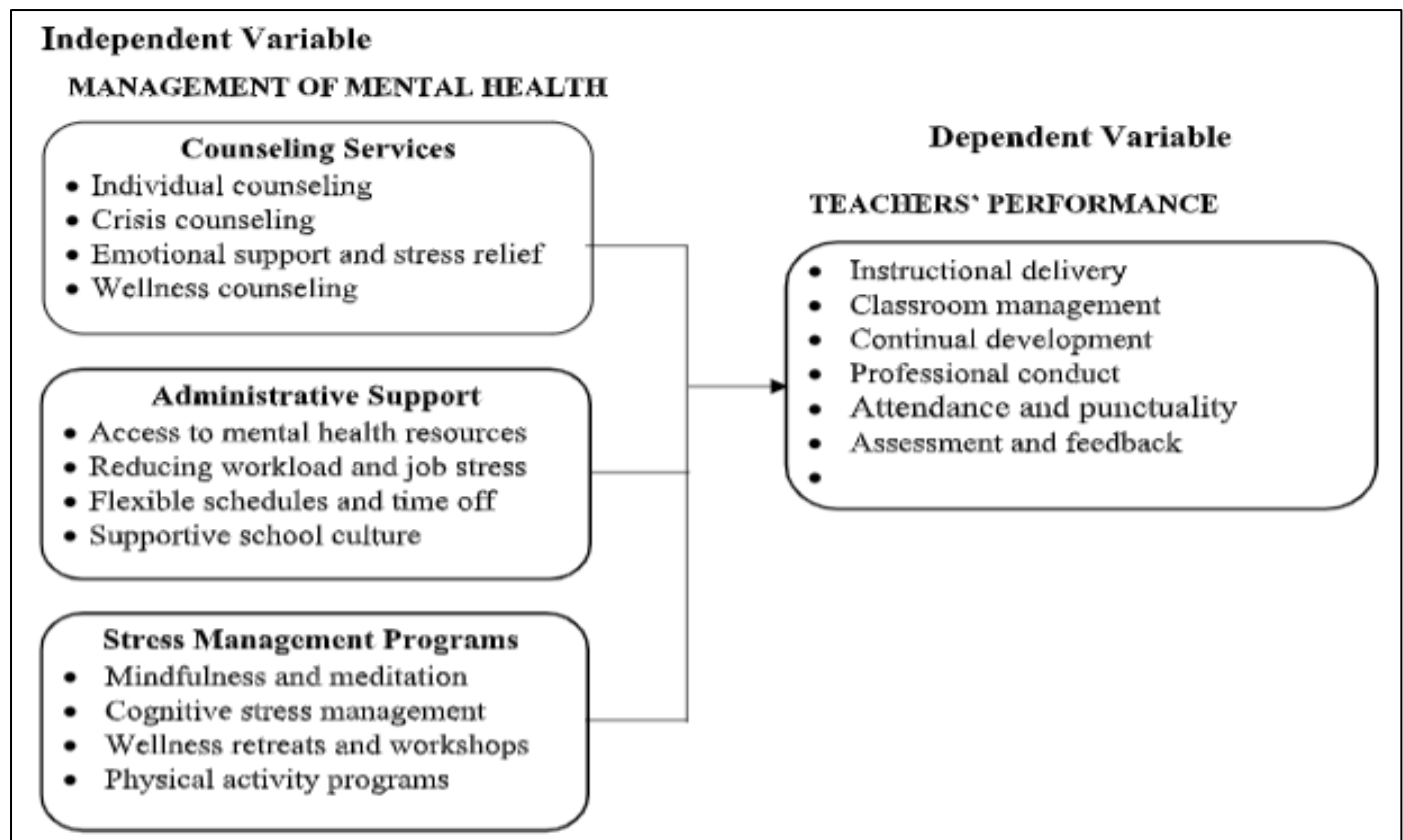


Fig 1 Conceptual Framework

II. LITERATURE REVIEW

➤ *Management of Mental Health and Students' Academic Performance*

Effective Management of mental health plays an important role in influencing teachers' performance and teaching success. Schools that implement mental health support systems create an environment where teachers can focus, deliver information, and perform well in teaching. Poor mental health, such as anxiety and depression, can overload

cognitive capacity, making it difficult for teachers to focus in classrooms when teaching (Naimei & Haowen, 2023). The author asserts that schools that provide mental health support such as counseling and mindfulness programs help reduce stress, allowing teachers to effectively deliver information and improve retention. As a result, teachers perform better in instructional delivery, plan better lessons, teach more confidently, as well as use creative and engaging methods, resulting into higher student engagement and learning outcomes (Naimei & Haowen, 2023).

According to McLean, Abry, Taylor, Jimenez and Granger (2017) mental health management strategies, such as positive reinforcement, peer support, and therapy, help boost teachers' motivation to attend school and participate actively in teaching. When teachers feel emotionally supported, they are more engaged in teaching, reducing burnout and absenteeism resulting into more consistent classroom presence and better productivity. On the other hand, the authors argue that unmanaged mental health issues may lead to disinterest in teaching, procrastination, high turnover, and absenteeism, lowering teachers' performance (McLean et al., 2017).

Mental health disorders when not managed effectively, especially depression and chronic stress, can cause teachers to feel apathetic and lose interest in teaching tasks. Depression can lead to a lack of energy, or feelings of hopelessness, leading teachers to disengage from schoolwork and teaching activities (Pandey & Sayed, 2024). The authors assert that mentally well teachers handle students' behavior calmly and fairly, leading to a more organized, respectful, and safe learning environment (Pandey & Sayed, 2024). Additionally, Skaalvik and Skaalvik (2017) posit that some mental health conditions, such as depression and anxiety, can interfere with cognitive functions like memory, problem-solving, and decision-making. For example, teachers with depression may have difficulty recalling information or may experience 'brain fog', which hinders their ability to process and deliver academic content, directly affecting their performance.

According to McGillivray, Beames, Samantha, Newby, Bridianne and Werner-Seidler (2023) schools that implement mental health management strategies such as early intervention programs, teacher training on mental health awareness, and access to counseling services help prevent teachers' withdrawal from school. This leads to higher attendance rates and better consistency, resulting in improved teacher performance. However, the authors assert that mental health disorders, if unmanaged can lead to chronic absenteeism and high turnover rates as teachers with certain mental health disorders, such as ADHD, may experience difficulties with impulse control, restlessness, and hyperactivity. This can lead to disruptions in instructional delivery and classroom management, affecting both their own performance and that of their students (McGillivray et al., 2023).

Effective mental health management equips teachers with coping mechanisms to handle teaching stress, peer pressure, and personal challenges. Programs like stress management workshops, emotional intelligence training, and social-emotional learning (SEL) help teachers develop resilience, which improves their ability to adapt to challenges and build stronger bonds with students, parents, and colleagues (Macapinig, Vicera & Bantor, 2022). The authors argues that teachers who learn how to manage anxiety, self-regulate emotions, and seek help are more likely to stay focused on their responsibilities as they can effectively communicate, form friendships, or collaborate with

colleagues, all of which are important for effective teachers' performance (Macapinig et al., 2022).

Management of mental health issues like depression, anxiety, and panic disorders can result into an improvement in teachers' performance. Schools that prioritize mental health create supportive teacher-student relationships, making students feel valued and understood creating a positive learning environment that positively affects both the students' and teachers' performance (Srinivas & Bhupathi, 2024). The authors also argued that teachers trained in mental health awareness can recognize when students struggle and provide timely interventions, reducing disruptive behavior and enhancing classroom management and participation. A positive and inclusive classroom environment fosters better academic engagement and cooperation among students leading to an improvement in students' academic performance, which is an indicator of effective teachers' performance (Srinivas & Bhupathi, 2024).

According to Alvarez and Lantaka (2024) guidance and counseling as an aspect in mental health management plays a vital role in shaping teachers' performance by offering emotional support, coping tactics, and problem-solving abilities. Schools that offer structured counseling services help teachers manage stress, anxiety, and other mental health challenges, leading to improved teachers' performance. The authors assert that many teachers experience work or teaching pressure which can lead to stress, anxiety, and burnout. Counselors provide coping mechanisms, such as time management skills and relaxation techniques, that help teachers manage stress and stay focused on their teaching responsibilities. Mental health support boosts morale and motivation which increases job satisfaction and retention, leading to improved teachers' performance (Alvarez & Lantaka, 2024).

III. METHODOLOGY

➤ *Research Design*

This study employed a correlational research design together with a quantitative approach. A correlational research design looks at examining for a relationship between variables in a particular study population (Kassu, 2019). Therefore, this research design helped the researcher in assessing the relationship between management of mental health and teachers' performance in private primary schools in Kawempe division, Kampala Capital City. A quantitative approach allowed the researcher to gain quantitative data that was employed to give an understanding to the study objectives.

➤ *Target Population and Sample Size*

This study looked at a target population of 16 private primary schools in Kawempe division, Kampala Capital City (Kampala Capital City Authority, 2022). However, because of time the researcher looked at only 3 private primary schools in which a representative sample was picked that took part in the study. The study also looked at a sample size of 45 participants that comprised of teachers picked from the three selected private primary schools in the division to offer

quantitative data that was employed to give an understanding to the study objectives.

➤ *Sampling Procedure*

The researcher used simple random sampling to choose participants who took part in the study. Simple random sampling was engaged to pick teachers from the different selected private primary schools to take part in the study so as to offer quantitative data. Simple random sampling gives an equal opportunity of selection to every individual in the population under investigation into the sample (Elfil & Negida, 2017).

➤ *Data Collection Methods*

• *Questionnaire Survey Method*

A questionnaire survey method is a method of obtaining the required data through using a number of questions with the purpose of gathering information from participants (Mathiyazhagan, 2018). The questionnaire survey method was vibrant so as to gather uniform information which certified data comparability engaging easy to understand well-aligned questions. Thus, this method was employed by the researcher to attain quantitative data from the various teachers in the shortest possible time.

➤ *Data Collection Instruments*

• *Structured Questionnaire*

A structured questionnaire is a means used to gather information from participants consisting of closed-ended replies to the questions from which participants are supposed to pick (Acheung, 2019). The study utilized structured questionnaires to obtain quantitative data from teachers which consisted of closed-ended queries and encoded replies and these were self-administered to teachers in various selected private primary schools in the division. The structured questionnaires were employed as they necessitate little time and obtain much information on the aspects under investigation.

➤ *Data Analysis*

Quantitative data analysis permits the researcher to measure, scrutinize and apprehend a phenomenon through conducting statistical tests and descriptive scrutiny. The study engaged both descriptive and correlation analysis approaches in scrutinizing the quantitative primary data obtained from teachers in the selected private primary schools in Kawempe division. Descriptive analysis was engaged when scrutinizing teachers' bio-data provided as frequencies and percentages. To examine the relationship between the study variables, Spearman's rank correlation analysis was considered to give the empirical indication on the study hypotheses at a 0.01 significance level. Spearman's Rank Correlation evaluates the association between two ordinal or nominal variables (Jerrold, 2016).

➤ *Ethical Consideration*

Prior to conducting this study, the researcher obtained an introductory letter from Islamic University in Uganda as a necessity to attaining authority from school administrators to undertake the study in their schools. The researcher also first requested for teachers' consent to be involved in the study before questionnaires were provided to them and the objectives of the study was well-explained to them at the beginning of the study. Additionally, the researcher put to account the confidentiality of the teachers and information provided was handled with care and was only used for academic purposed as this is an important ethical consideration in research.

➤ *Study Findings*

The findings indicated in this section comprises of the descriptive figures on the demographic composition of participants and correlation analysis to give answers to the study objectives.

➤ *Findings on the Demographic Compositions of the Respondents*

The study evaluated the demographic compositions of the respondents who took part in the study from the private primary schools in Kawempe division, and the results are given in Table 1;

Table 1 Demographic Composition of the Respondents

Demographic Composition			
Category	Items	Frequency	Percentage
Gender	Male	26	57.8
	Female	19	42.2
	Total	45	100.0
Age Bracket	25-30 years	9	20.0
	31-35 years	17	37.8
	36-40 years	11	24.4
	Above 40 years	8	17.8
	Total	45	100.0
Education Level	Certificate	6	13.3
	Diploma	28	62.2
	Bachelors	11	24.5
	Total	45	100.0
Marital Status	Married	33	73.3
	Single	12	26.7
	Total	45	100.0

Period Worked at the Secondary School	1-3 years	7	15.6
	4-5 years	13	28.9
	Above 5 years	25	55.6
	Total	45	100.0

Source: Primary Data, 2025

Table 1 indicates findings on the demographic composition of respondents who participated in the study from private primary schools in Kawempe division. The results revealed that majority 26 (57.8%) of the respondents were male and 19 (42.2%) of the respondents were female. The study results also showed that most 17 (37.8%) of the respondents were aged 31-35 years, followed by 11 (24.4%) of the respondents who were aged 36-40 years, then 9 (20.0%) of the respondents who were aged 25-30 years, and the least proportion 8 (17.8%) of the respondents were aged above 40 years.

In addition, the study results revealed that majority 28 (62.2%) of the respondents had attained a diploma level of education, followed by 11 (24.5%) of the respondents who had attained a bachelors' level of education, and the least proportion 6 (13.3%) of the respondents who had attained a certificate level of education. About the marital status, the study results revealed that majority 33 (73.3%) of the respondents were married and the least proportion 12 (26.7%) of the respondents were single.

Further, the study results showed that majority 25 (55.6%) of the respondents had worked for a period of above 5 years at a particular school, followed by 13 (28.9%) of the respondents who had worked for a period of 4-5 years at a particular school, and the least proportion 9 (15.0%) of the respondents had worked for a period of 1-3 years at a particular school.

➤ Findings on the Objectives of the Study

This section presents the findings about the specific study objectives.

Relationship between Counseling Services and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

The study sought to examine the relationship between counseling services and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the findings are given in Table 2.

Table 2 Correlation Findings on the Relationship between Counseling Services and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

		Counseling Services	Teachers' Performance
Counseling Services	Spearman's Correlation Coefficient	1.000	.661**
	Sig. (2-tailed)	.	.000
	N	45	45
Teachers' Performance	Spearman's Correlation Coefficient	.661**	1.000
	Sig. (2-tailed)	.000	.
	N	45	45

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Primary Data, 2025

The study results in Table 2 revealed that there is a strong positive and statistically significant relationship between counseling services and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda ($r = 0.661$, $N = 45$, $P\text{-value} = 0.000$) at a 0.01 significance level. The findings imply that an increase in counseling services considerably and significantly leads to an enhancement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

Relationship between Administrative Support and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

The study also sought to examine the relationship between administrative support and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the results are given in Table 3.

Table 3 Correlation Findings on the Relationship between Administrative Support and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

		Administrative Support	Teachers' Performance
Administrative Support	Spearman's Correlation Coefficient	1.000	.690**
	Sig. (2-tailed)	.	.000
	N	45	45
Teachers' Performance	Spearman's Correlation Coefficient	.690**	1.000
	Sig. (2-tailed)	.000	.

	N	45	45
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2025

The study results in Table 3 revealed that there is a strong positive and statistically significant relationship between administrative support and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda ($r = 0.690$, $N = 45$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The findings imply that an increase in administrative support substantially and significantly leads to an enhancement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

Relationship between Stress Management Programs and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

The study further sought to examine the relationship between stress management programs and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda. The relationship was analyzed using Spearman's Rank correlation analysis and the results are given in Table 4.

Table 4 Correlation Findings on the Relationship between Stress Management Programs and Teachers' Performance in Private Primary Schools in Kawempe Division, Kampala Capital City, Uganda

		Stress Management Programs	Teachers' Performance
Stress Management Programs	Spearman's Correlation Coefficient	1.000	.651**
	Sig. (2-tailed)	.	.000
	N	45	45
Teachers' Performance	Spearman's Correlation Coefficient	.651**	1.000
	Sig. (2-tailed)	.000	.
	N	45	45
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Primary Data, 2025

The study results in Table 4 revealed that there is a strong positive and statistically significant relationship between stress management programs and teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda ($r = 0.651$, $N = 45$, $P\text{-value} = 0.000$) at a 0.01 level of significance. The findings imply that an increase in stress management programs extensively and significantly leads to an enhancement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

IV. CONCLUSION

The study concludes that management of mental health in terms of counseling services, administrative support, and stress management programs has a positive and significant association with teachers' performance in that an enhancement in the various forms of management of mental health resultantly leads to an enhancement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

RECOMMENDATIONS

The study recommends that the schools' authorities should promote regular physical activity for teachers, as exercise helps reduce stress, anxiety, and depression which would significantly influence an improvement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

The study also recommends that the schools' authorities should develop structured mental health programs that provide awareness, early detection, and intervention

strategies as well as conduct regular mental health screenings to detect teachers who may need professional support and this would significantly lead to an enhancement in teachers' performance in private primary schools in Kawempe division, Kampala Capital City, Uganda.

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APPENDICES**➤ Appendix I: Structured Questionnaire**

Dear Respondent,

You have been chosen as a respondent to take part in this study and the responses you will provide will be treated with ultimate confidentiality. The information you will provide will only be used for the required study purposes. Your involvement in this study is voluntary and you are free to pull out at any time.

Do you consent to be involved in this study?

Agree or Disagree

- *Instructions: Please tick the most applicable response of your choice*

➤ Section A: Demographic Characteristics Of Respondents**1. What is your Gender?**

1. Male ☐ 2. Female ☐

2. What is your age group?

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

3. What is your highest level of education?

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

4. What is your marital status?

1. Married ☐ 2. Single ☐

5. For how long have you worked at this secondary school?

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

➤ Section B: Management Of Mental Health

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

- *Instructions:*

Please tick where appropriate using the scale above that best describes your opinion to the statements related to different dimensions of Management of Mental Health;

➤ Part I: Guidance & Counseling

No.	Counseling Services	SD	D	NS	A	SA
1.	The teachers are engaged in one-on-one sessions with a professional counselor to discuss personal or work-related issues at the school					
2.	The teachers are engaged in group counseling to discuss shared challenges or experiences at the school					
3.	The teachers have access to mental health support through online platforms such as video calls or phone consultation at the school					
4.	There is provision of immediate support for teachers dealing with personal or professional crisis at the school					
5.	There are counseling and wellness programs that focus on overall mental, physical, and emotional well-being at the school					

- Part II: Administrative Support

No.	Administrative Support	SD	D	NS	A	SA
1.	The school administrators facilitate teachers' access to mental health services at the school					
2.	The school administrators effectively manage teachers' workload to reduce stress and burnout at the school					
3.	The school administrators offer teachers with flexible working schedules and time off at the school					
4.	The school administrators create a supportive school culture that values mental health and encourages open communication about emotional well-being at the school					
5.	The school administrators offer workshops or training to help teachers develop skills to manage stress and maintain mental health at the school					

- Part III: Stress Management Programs

No.	Stress Management Programs	SD	D	NS	A	SA
1.	The teachers are engaged in mindfulness and meditation programs to manage stress at the school					
2.	The teachers are involved in programs that teach them how to identify and change negative thought patterns that contribute to stress at the school					
3.	The teachers are engaged in physical wellness programs like physical activity to reduce stress and improve mental health at the school					
4.	The teachers are involved in programs that teach them effective time management to reduce workload stress at the school					
5.	The teachers are engaged in wellness retreats or workshops focused on stress reduction, self-care, and personal growth at the school					

➤ Section C: Teachers' Performance

Use a Likert scale for this section where 1= Strongly Disagree (SD), 2= Disagree (D), 3= Not Sure (NS), 4= Agree (A), and 5= Strongly Agree (SA).

- Instructions:

Please tick where appropriate using the scale above that best describes your perception about the statements related to teachers' performance;

No.	Teacher Performance	SD	D	NS	A	SA
1.	The teachers have the ability to design well-structured lesson plans that align with curriculum objectives at the school					
2.	The teachers poses skills in maintaining discipline, managing time, and fostering a positive learning environment in classrooms at the school					
3.	The teachers effectively engage in continual professional development programs at the school					
4.	The teachers collaborate effectively with colleagues, administrators, students, parents, and other staff at the school					
5.	The teachers regularly attend school and are punctual for classes at the school					
6.	The teachers effectively conduct student assessments and provide timely feedback to students at the school					

Thank you so much for your participation and time.