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Title	School-Based Communication of Mental Health: Case Study of A Public High School in Ilocos Norte, Philippines
Year	2020
Program	Master in Development Communication

ABSTRACT

This study aimed to determine the communication of mental health to students; their message recall and retention; and the appropriate communication strategies to be provided to students in order to recommend a school-based communication of mental health model for high schools. Using explanatory sequential design, a survey was conducted to students and parents followed by an interview to academe personnel. The study revealed that lecture by teachers and casual conversation with a teacher widely exist as channels in communicating mental health. Likewise, proactive and preventive messages specifically positive mental health; values education and life skills; and making a career plan were highly recalled and retained by students. These were supported by the responses from the academe personnel.

On the contrary, students acknowledged the need for other relevant mental health messages such as stress management; depression prevention; and self-image by using English and Tagalog (Taglish), and Iloco Languages, as well as employing two-sided and logical appeals. Moreover, they emphasized the need for casual conversation with a teacher; lecture by teachers; and lecture by experts as channels in communicating mental health.

The inadequacy to meet all the students' needs were caused by unavailability of a monitoring and evaluation tool; insufficient training of academe personnel; irregular conduct of mental health programs; and lack of community involvement. As a result, a school-based communication of mental health model for high schools was recommended which involves the collaboration between the academe and linkages, and amongst the academe and parents of students wherein each element has a unique role to play to address the students' mental health concerns.