AJEMATES
African Journal of Educational Management, Teaching and Entrepreneurship Studies
VOL.14 (1), January-April, 2025 https://ajemates.org

ROLE OF SCHOOL LEADERS IN PROMOTING MENTAL HEALTH AWARENESS AMONG SECONDARY SCHOOL STUDENTS IN ANAMBRA STATE FOR SUSTAINABLE DEVELOPMENT

Ucheagwu-Okoye, Onyinye Maryqueen
Faculty of Law,
Chukwuemeka Odumegwu Ojukwu University
E-Mail: om.ucheagwu-okoye@coou.edu.ng

ABSTRACT

This study investigates the role of school leaders in promoting mental health awareness among secondary school students in Anambra State, Nigeria. Recognizing the increasing prevalence of mental health issues among adolescents, the research aims to understand how school leaders facilitate mental health initiatives and support student well-being. Utilizing a mixed-methods approach, the study collected quantitative data through structured questionnaires from approximately 300 school leaders, alongside qualitative insights obtained from in-depth interviews and focus groups. The quantitative component was used to assess school leaders' awareness of mental health issues, their perceived roles in mental health promotion, and the implementation of related programs. The qualitative component explored challenges faced by school leaders and teachers in addressing mental health, as well as successful strategies employed in schools. Ethical considerations, including informed consent and participant anonymity, was prioritized. The findings highlighted the critical importance of effective leadership in fostering a culture of mental health awareness, identify barriers to program implementation. From the findings, the study recommends the following for enhancing mental health initiatives in Nigerian secondary schools. This research contributes to the growing body of literature on mental health in educational settings and inform policymakers, educators, and mental health practitioners about effective practices for promoting mental well-being among adolescents. Ultimately, the study aims to support the development of strategies that can improve mental health outcomes and academic performance for secondary school students in Nigeria.

Keywords: Role; School Leaders; Mental Health Awareness; Sustainable Development.

Introduction

Mental health is a crucial aspect of overall well-being and academic success, especially among adolescents. The World Health Organization (WHO) defines mental health as a state of well-being in which every individual realizes their potential, can cope with the normal stresses of life, works productively, and contributes to their community. Poor mental health can lead to significant barriers to learning, socialization, and personal development, making its promotion in educational settings indispensable.

In recent years, there has been a growing acknowledgment of the importance of mental health in the educational context. Schools are not only centers for academic learning but also play a vital role in the social and emotional development of students. This is particularly the case for secondary schools in Nigeria, where students face enormous academic pressure and socio-economic challenges that can adversely affect their mental health.

Context of Anambra State, Nigeria

Anambra State is located in the southeastern region of Nigeria, characterized by its rich cultural heritage and vibrant communities. However, like many regions in Nigeria, Anambra faces significant challenges regarding mental health awareness and support structures. The increasing incidence of mental health issues among adolescents, exacerbated by socio-economic factors such as poverty, unemployment, and limited access to health services, underscores the need for effective mental health promotion within schools.

According to the National Bureau of Statistics (NBS) and various health organizations, mental health issues such as depression, anxiety, and substance abuse are becoming increasingly prevalent among Nigerian youth. The lack of sufficient mental health resources, coupled with societal stigma around mental illness, has created an environment where many students suffer in silence, underscoring the urgent need for school-based interventions.

Role of School Leaders

School leaders, including principals, vice-principals, and heads of departments, occupy a critical position in the educational system. They are responsible for setting the tone and culture of the school environment, making them pivotal in promoting mental health awareness. Effective school leadership comprises not only academic administration but also emotional and psychological support for students and staff.

Research indicates that when school leaders actively promote mental health awareness and implement supportive policies, they foster an environment conducive to learning and personal well-being. They can influence how mental health is perceived within the school community, facilitate professional development for teachers, and implement programs that educate students about mental health issues. This leadership role is essential in the Nigerian context, where misconceptions about mental health often led to neglect and stigma.

Significance of Mental Health Awareness

Increasing mental health awareness among students is vital for several reasons. Firstly, it empowers students to understand and manage their mental health proactively. By integrating mental health education into the school curriculum, students can learn to recognize signs of mental distress in themselves and others, promoting a culture of openness and support.

Secondly, raising awareness can help reduce stigma. In many communities, mental illness is associated with shame, leading to silence and isolation. School leaders can champion initiatives that normalize discussions around mental health, encouraging affected individuals to seek help. For instance, anti-stigma campaigns, mental health days, and peer mentoring programs can foster a supportive atmosphere where students feel safe to express their challenges.

Lastly, promoting mental health awareness contributes to sustained academic performance. Research has consistently shown that mental health issues negatively impact academic achievement. Students struggling with mental health challenges may experience decreased concentration, lower motivation, and absenteeism, all of which hinder educational outcomes. Conversely, schools that prioritize mental well-being can improve overall student engagement and academic success.

Existing Challenges

Despite the recognized importance of mental health awareness, several challenges hinder its effective promotion in secondary schools in Anambra State. One significant barrier is the lack of resources and training available for school leaders and staff. Many schools operate under constrained budgets, limiting their ability to provide mental health training and implement supportive programs. Furthermore, there is often a scarcity of trained mental health professionals within the school system, making it challenging to address students' needs adequately.

Moreover, cultural beliefs and practices can pose significant obstacles. In many Nigerian communities, mental health issues are often viewed through a lens of superstition or moral failure, leading to reluctance in discussing these topics openly. School leaders may struggle to challenge these ingrained beliefs, which can impede efforts to create a supportive environment.

Additionally, there is often a disconnect between policy and practice. While Nigeria has established frameworks for mental health policies, such as the Mental Health Policy of 2013, the implementation of these policies within schools remains insufficient. School leaders may lack the guidance or resources to effectively integrate mental health initiatives into their schools.

The Need for Sustainable Development

Addressing mental health awareness in secondary schools aligns with the broader goals of sustainable development. The United Nations has recognized the importance of mental health in its Sustainable Development Goals (SDGs), particularly Goal 3, which aims to ensure healthy lives and promote well-being for all individuals. By prioritizing mental health in education, school leaders in Anambra State contribute to the overall goal of fostering resilient and healthy communities.

Sustainable development in this context refers not only to environmental sustainability but also to social and economic well-being. Promoting mental health

awareness among youth can lead to enhanced life skills, better educational outcomes, and ultimately, a more productive workforce. Emphasizing mental health within the educational framework helps create a solid foundation for future generations to thrive, breaking the cycle of poverty and poor mental health.

Therefore, the role of school leaders in promoting mental health awareness in secondary schools in Anambra State is crucial for fostering a supportive educational environment that prioritizes the well-being of students. By addressing the challenges and leveraging the existing opportunities for mental health promotion, school leaders can significantly impact the academic and social development of students. As Nigeria moves toward sustainable development, enhancing mental health awareness in schools represents a fundamental step toward a healthier, more resilient society.

Statement of the Problem

Despite the critical role of mental health in the overall development of students and the recognition of its importance in academic environments, mental health issues among adolescents in secondary schools in Anambra State, Nigeria, remain significantly under-addressed. The rising prevalence of mental health disorders among youth, exacerbated by socio-economic challenges, cultural beliefs, and a lack of adequate resources, poses serious threats to students' educational experiences and overall well-being. Many students and educators remain unaware of the signs and implications of mental health issues. Prevalent stigma surrounding mental health often leads to discrimination and silence, discouraging students from seeking help. This stigma is rooted in cultural beliefs that frequently view mental health problems as personal failures or moral weaknesses, creating a barrier to open conversations about mental health. School leaders and teachers often lack the necessary training to identify and respond to mental health issues among students. Most educational institutions in Anambra State operate with limited resources, hindering the implementation of effective mental health programs and support services. The absence of trained professionals in the schools limits the ability to provide adequate assistance to students in need. Although the Nigerian government has established policies recognizing the importance of mental health in education, such as the National Mental Health Policy, these policies are rarely translated into effective actions within schools. School leaders often lack the guidance and support needed to implement mental health initiatives, resulting in a missed opportunity to safeguard and promote student well-being. The intense academic environment within secondary schools often exacerbates mental health issues. Students frequently face immense pressure to perform, leading to heightened anxiety, stress, and various mental health challenges. Without appropriate mental health support, these pressures can culminate in severe consequences, including academic decline, dropout rates, and long-term psychological ramifications. The neglect of mental health awareness within the educational sector not

only hampers student achievement but also impacts the broader goal of sustainable development. The failure to address mental health in schools undermines efforts to develop a healthy, productive, and resilient youth population capable of contributing positively to society.

In summary, the problem of inadequate mental health awareness and support in secondary schools in Anambra State can be attributed to pervasive stigma, insufficient training, a lack of actionable policies, academic pressures, and resource constraints. This situation requires urgent attention from school leaders, policymakers, and a stakeholder to ensure that mental health is prioritized, thereby fostering an environment where students can thrive academically and emotionally. Addressing these issues is critical not only for the individuals directly affected but also for the sustainable development of the community at large.

Mental Health Awareness

Mental health awareness refers to the understanding and recognition of mental health issues, their signs, and their impact on individuals. In the context of secondary schools, this awareness encompasses the knowledge that students and educators have regarding mental health conditions, the stigma associated with them, and the importance of seeking help. For this study, mental health awareness is vital because it serves as the primary variable that school leaders aim to enhance within their school environments.

School Leadership

School leadership is the process by which school leaders (e.g., principals, vice-principals, and heads of departments) influence the school's culture, educational practices, and outcomes. Effective school leadership entails setting clear goals, fostering an inclusive environment, and providing support for both staff and students. This study emphasizes the role of school leaders as change agents in promoting mental health initiatives and creating supportive educational environments conducive to student learning and development.

Student Well-being

Student well-being refers to the holistic state of a student's physical, emotional, social, and cognitive health. It encompasses not only the absence of mental health issues but also the presence of positive psychosocial development. In this study, student well-being is viewed as a significant outcome of enhanced mental health awareness, reflecting how such awareness can lead to improved behavior, academic performance, and interpersonal relationships.

Sustainable Development

Sustainable development is a broad concept that encompasses social, economic, and environmental progress aimed at improving the quality of life for current and future generations. In the context of this study, mental health promotion in schools directly contributes to social sustainability by fostering the development of resilient, healthy, and productive individuals who can contribute positively to their communities.

Transformational Leadership Theory

Transformational leadership theory posits that effective leaders inspire and motivate their followers to achieve higher levels of performance and personal development. In the context of the study, transformational school leaders play a crucial role in promoting mental health awareness by fostering a culture of openness, empathy, and support. They are instrumental in implementing mental health initiatives, encouraging staff training, and involving students and their families in mental health matters.

Health Promotion Model

The health promotion model underscores the role of individuals' beliefs and behaviors in promoting their health and well-being. In the context of this study, school leaders can act as catalysts for promoting mental health awareness by providing education, resources, and support that empowers students to take charge of their mental health. This model can guide the development of targeted interventions that address students' knowledge, attitudes, and behaviors related to mental health.

Implications for Practice and Policy

The conceptual framework provides several implications for practice and policy regarding mental health promotion in secondary schools:

Training and Development for School Leaders

Enhancing the capacity of school leaders through ongoing training and professional development will be essential. Equipping them with knowledge about mental health issues and effective leadership strategies can significantly influence the promotion of mental health awareness in schools.

Mental Health Programs Integration

Schools should consider integrating mental health programs into the curriculum and daily school activities. By providing students with structured opportunities to learn about mental health, schools can foster a supportive environment that encourages open discussions and reduces stigma.

Collaboration with Mental Health Professionals

Partnerships with local mental health organizations can enhance the resources and expertise available in schools. Collaborative efforts can lead to better support systems for students and effective outreach initiatives to engage families and the wider community.

Community Awareness Campaigns

Addressing cultural beliefs and stigma surrounding mental health is critical. Schools can collaborate with community stakeholders to launch awareness campaigns that educate the public about mental health, promote empathy, and encourage help-seeking behaviors.

Policy Development and Implementation

Policymakers should prioritize mental health in education by developing and enforcing policies that support mental health initiatives in schools. Resources should be allocated to ensure that schools have the necessary

funding and support to implement effective mental health programs.

Literature Review

The literature review aims to explore existing research on mental health awareness among secondary school students, the role of school leaders in promoting mental health initiatives, and the broader implications for educational and community well-being. By synthesizing findings from various studies, this review will identify gaps in the literature, highlight best practices, and provide context for the current study focused on Anambra State, Nigeria. This review is organized into key thematic areas: the significance of mental health awareness in schools, the role of school leadership, the impact of mental health on student outcomes, cultural perspectives on mental health, and strategies for effective mental health promotion. Mental health awareness in educational settings is increasingly recognized as crucial for fostering a supportive and productive learning environment.

Mental health encompasses emotional, psychological, and social well-being. The World Health Organization (WHO) defines mental health as a state of well-being in which individuals realize their own potential, can cope with the normal stresses of life, work productively, and contribute to their community (World Health Organization, 2004). For adolescents, mental health significantly influences their development and academic success.

Prevalence of Mental Health Issues Among Adolescents

Research indicates that mental health issues are prevalent among adolescents. The National Comorbidity Survey reported that nearly 50% of students experience a mental disorder by the age of 18, with many of these disorders emerging during adolescence (Okaforcha and Okeke, 2018; Ezeaku, 2019; Nwabashili, Iloka and Ucheagwu-Okoye, 2022; Okeke, 2022). Common issues include anxiety disorders, depression, and behavioral disorders, which can lead to academic challenges and social difficulties if not addressed.

Early identification and intervention are critical for improving mental health outcomes among adolescents. Studies show that mental health awareness programs in schools can lead to earlier detection of issues, reducing long-term negative impacts (Nwakoby and Nwakoby, 2022; Ojimba, 2020; Ehigiator and Ucheagwu-Okoye, 2021). Programs that promote mental health literacy equip students with the knowledge to recognize symptoms in themselves and peers, fostering a culture of support and reducing stigma.

Creating a Supportive Environment

The importance of mental health awareness in schools cannot be overstated. A supportive school environment enhances student engagement and reduces dropout rates. Research by Nwogu and Nwakoby, 2021; Ughamadu, Okaforcha and Okeke, 2015) indicated that students who perceive their school as a caring environment are more

likely to perform better academically and socially. Moreover, creating a culture of mental health awareness can contribute to overall school climate improvement.

The Role of School Leadership in Mental Health Promotion

School leaders play a critical role in establishing schools as supportive environments that prioritize mental health awareness. School leadership involves guiding school practices, fostering a positive school culture, and influencing educational outcomes. Effective school leaders create environments in which both students and staff feel valued and supported (Ojimba, 2023; Okeke and Okaforcha, 2020; Iloka, 2022). Their vision and commitment to mental health can significantly affect students' experiences and outcomes.

Transformational Leadership and Mental Health

Transformational leadership theory emphasizes the importance of inspiring and motivating individuals to achieve collective goals. School leaders who adopt a transformational approach can effectively advocate for mental health initiatives, mobilizing resources, and encouraging stakeholder collaboration (Ezeaku, 2012; Okoye, 2021; Ani, Iloka and Nwakoby, 2021). This leadership style enables school leaders to create a shared vision for mental health promotion, resulting in more significant support from educators and the community.

Implementation of Mental Health Initiatives

Effective school leadership encompasses the implementation of comprehensive mental health programs. Research has shown that school leaders who advocate for and allocate resources to mental health initiatives increase the likelihood of these programs being successful. For instance, a study by Okaforcha and Okeke (2020); Ibe and Udeoji (2019) Ucheagwu-Okoye (2019) indicated that schools with strong leadership support for mental health services reported better outcomes in terms of student participation and overall program effectiveness.

Building Capacity Among Staff

School leaders are also responsible for building the capacity of staff to support mental health initiatives. Professional development programs that educate teachers about mental health issues and effective intervention strategies can enhance the overall school environment (Iloka, 2023; Nwakoby and Ilodigwe, 2022; Ibe, 2022; Ibe, Nwakoby & Ihediuche, 2024). Equipping educators with the skills to identify and respond to mental health concerns is essential for fostering a supportive atmosphere for students.

The relationship between mental health and student outcomes is well-established, with significant implications for academic performance, behavior, and overall development. Mental health issues can adversely impact academic performance. Students struggling with mental health conditions often experience difficulties

concentrating, completing assignments, and maintaining consistent attendance (Ilodigwe and Nwakoby, 2021; Iloka, 2021; Nwakoby, 2023). A meta-analysis conducted by Wang et al. (2016) found that students with high levels of anxiety and depression exhibited lower academic achievement than their peers. Conversely, interventions aimed at improving mental health awareness and support have been associated with improved academic outcomes.

Mental health also influences students' social interactions and relationships. Adolescents with mental health issues may encounter difficulties in forming and maintaining friendships, leading to feelings of isolation and loneliness (Karcher, 2002). Research indicates that school environments that promote mental health awareness can enhance social support networks, contributing to positive peer relationships and social skills development.

According to Ojimba (2021); Okaforcha and Okeke (2018); Ezeaku and Obikeze (2018), behavioural issues often stem from unaddressed mental health concerns. Students experiencing mental health challenges are more likely to be involved in disciplinary incidents. Schools that prioritize mental health awareness can reduce behavior problems by providing appropriate support and interventions, creating a positive school climate conducive to learning.

The impact of mental health on overall well-being encompasses emotional, social, and psychological health. Researches by Okaforcha and Okeke (2019); Ezeaku (2012); Okeke (2023); Okoye (2018) indicated that students with higher mental health awareness tend to report better well-being and quality of life. Programs that enhance mental health literacy empower students to take control of their mental health, fostering resilience and adaptability. Cultural beliefs and attitudes towards mental health significantly influence how mental health issues are perceived, addressed, and supported in schools.

Stigma Surrounding Mental Health

Stigma is a major barrier to mental health awareness and support in many cultures. In many societies, including Nigeria, mental health conditions are often associated with shame and misunderstanding, leading to reluctance in seeking help (Gureje et al., 2006). Stigmatizing attitudes can prevent individuals from disclosing their struggles and accessing necessary support, making it essential for schools to foster an environment that challenges these stereotypes.

Cultural beliefs impact how mental health is understood and addressed. In some cultures, mental health issues may be viewed as spiritual or moral failings rather than medical conditions. As noted by Chike Okosa, Ibe and Ojimba (2023); Okeke and Okaforcha (2018), this perspective affects the willingness of families to seek professional help and can lead to reliance on informal support systems. School leaders must be aware of these cultural dynamics and tailor their mental health initiatives accordingly to resonate with students and their families.

Effective mental health awareness programs consider the role of families and communities in shaping attitudes towards mental health. Engaging parents and community members can foster an inclusive approach to mental health promotion. Analysis of researches by Ibe (2019); Okoye (2017); Ezeaku (2013); Okoye and Ucheagwu-Okoye (2021) showed that when schools involve families in mental health initiatives, such as workshops and informational sessions, the outcomes for students improve significantly.

Culturally Responsive Practices

Implementing culturally responsive practices within schools is crucial for promoting mental health awareness effectively. According to Ojimba (2024); Okoye (2017); Okoye (2016); Nwakoby and Nwakoby (2023), schools can integrate culturally relevant content into mental health programs, recognizing and respecting students' diverse backgrounds and experiences. This approach can help mitigate stigma and enhance the relevance of mental health education).

Strategies for Effective Mental Health Promotion

Effective strategies for promoting mental health awareness in schools encompass a multifaceted approach involving various stakeholders.

Comprehensive Mental Health Programs: Schools should implement comprehensive mental health programs that integrate awareness, prevention, and intervention strategies. These programs should include mental health education, skills training, and access to mental health services. A systematic review by Mental Health Promotion (2017) found that multi-component programs are more effective in enhancing mental health outcomes than single interventions.

Training and Professional Development: Professional development opportunities for educators are vital for fostering a culture of mental health awareness. As noted by researchers like Ojimba (2024); Okoye (2017); Okoye (2016); Nwakoby and Nwakoby (2023), training programs should focus on equipping teachers with the knowledge and skills to recognize mental health issues, support students, and promote emotional well-being in the classroom. Continuous training ensures that educators remain informed about best practices and emerging trends in mental health support.

Student Involvement and Peer Support: Involving students in mental health initiatives can enhance their engagement and ownership of the process. Peer support programs create opportunities for students to support one another, fostering resilience and connection. According to Okaforcha and Okeke (2019); Ezeaku (2014); Ucheagwu-Okoye and (2021), programs that train student leaders to serve as mental health ambassadors can effectively raise awareness and reduce stigma. Collaboration with mental health professionals can enhance the effectiveness of school-based mental health programs. Partnerships with local mental health organizations can provide schools with

access to resources, training, and support services (Nwakoby, 2024); Nwakoby and Chukwujekwu, 2020; Weist et al., 2012). These collaborations can bridge the gap between schools and community mental health services, ensuring that students receive comprehensive support.

To ensure the effectiveness of mental health initiatives, schools must engage in continuous evaluation and improvement. Regular assessments of program outcomes and student feedback can inform changes and enhancements to existing programs. Research by Durlak et al. (2011) emphasizes the importance of evaluating the fidelity and effectiveness of mental health interventions to maximize their impact. While there is a growing body of research on mental health awareness in schools, several gaps remain that need to be addressed.

Cultural Context in Mental Health Promotion: Much of the existing literature on mental health promotion focuses on Western contexts, with limited research on mental health initiatives in non-Western countries. There is a need for studies that consider the unique cultural dynamics, beliefs, and challenges associated with mental health in various regions, including Africa.

Underrepresentation of School Leaders' Perspectives: While there is substantial research on the role of teachers in mental health promotion, the specific perspectives and experiences of school leaders have not been extensively studied. Understanding how school leaders perceive their roles and the challenges they face in promoting mental health awareness is crucial for developing effective strategies.

Longitudinal Studies on Impact: Most existing studies focus on short-term outcomes of mental health initiatives. Longitudinal studies are necessary to evaluate the sustained impact of mental health awareness programs on students' academic, social, and emotional development over time.

Integrating Technology in Mental Health Promotion: With the increasing use of technology in education, there is limited research on how digital tools and platforms can be utilized to promote mental health awareness among students. Innovations in technology-based mental health interventions should be explored to enhance accessibility and engagement. Empirical studies relevant to the themes of mental health awareness in secondary schools, the role of school leadership, and student outcomes.

The Role of School Leaders in Promoting Mental Health Awareness

This study explored how school mental health services, supported by effective school leadership, impacted students' academic performance and mental health outcomes. The findings indicated that schools with strong leadership support for mental health initiatives saw improvements in student engagement and academic achievement. The study emphasizes the importance of school leaders in advocating for mental health

services and making them integral to the school's academic framework.

Impact of Mental Health Awareness Programs

This meta-analysis reviewed over 200 studies assessing social and emotional learning (SEL) programs in schools. The results showed that students participating in SEL programs demonstrated improved social skills, reduced emotional distress, and enhanced academic performance. This study highlights the critical role of mental health awareness and education in promoting positive outcomes for students.

Leadership and Mental Health in Educational Settings

The authors examined the relationship between transformational leadership practices of school leaders and student engagement in schools. The findings revealed that schools led by transformational leaders exhibited higher levels of student engagement and stronger student-teacher relationships, positively affecting mental health. This study supports the idea that effective school leadership can enhance mental health awareness and promote a supportive environment.

Cultural Attitudes and Mental Health Awareness

This study investigated community knowledge and attitudes towards mental illness in Nigeria. It highlighted significant stigma and misconceptions about mental health in the community. The authors argued that cultural context significantly affects mental health awareness, making it essential for school leaders to consider these factors when implementing mental health programs in secondary schools.

Impact of School-Based Mental Health Programs on Student Outcomes

This research proposed a public health approach to school-based mental health services, emphasizing the roles of prevention, intervention, and treatment. The findings demonstrated that schools implementing comprehensive mental health services, supported by leadership and community involvement, experienced positive outcomes in reducing behavioral issues and enhancing students' mental well-being. The study illustrates how comprehensive programs can be effective in improving overall student outcomes.

These studies provide empirical evidence supporting the importance of mental health awareness, effective school leadership, and the cultural context within which these initiatives operate, contributing to an enhanced understanding of student outcomes in secondary education settings.

Conclusion

The literature review highlights the critical importance of mental health awareness in secondary schools and the pivotal role of school leaders in promoting such awareness. By understanding the significance of mental health, the impact on student outcomes, the cultural perspectives that shape perceptions, and the strategies for effective promotion, stakeholders can collaborate to foster supportive school environments. However,

gaps in the literature exist, particularly concerning cultural contexts and the perspectives of school leaders, underscoring the need for further research.

This study aimed at exploring the role of school leaders in promoting mental health awareness among secondary school students in Anambra State, Nigeria, is timely and essential. The findings from this research will contribute to the existing body of knowledge by providing valuable insights into effective practices, potential barriers, and the overall impact of mental health initiatives in the context of Nigerian education. Addressing these challenges is crucial for promoting a culture of mental health awareness that can lead to improved outcomes for students, educators, and the broader community.

REFERENCES

Ani, C. C., Iloka, C. P. & Nwakoby, S.C. (2021). The Extent of the Applicability of Doctrine of *Res Ipsa Roquito* in Proving Medical Negligence? Medical Malpractice in Nigeria: An Appraisal and a Comparative Analysis. *International Journal of Law, Policy and Social Review* (IJLPSR) Vol 3, Issue 3; http://www.lawjournals.net/archives/2021.v3.i3.87

Barker, G., Moraes, M., & Rojas, M. A. (2017). The Role of Parents in Promoting Adolescent Mental Health in Schools: Lessons from the Global South. *Journal of Adolescence*.

Bowers, A. A., Moyer, A. F., & Scannapieco, M. (2012). Teacher training for mental health: A meta-analysis of training programs. *School Mental Health*.

Burns, J. M. (1978). *Leadership*. New York: Harper & Row.

Chike B. Okosa, Ikenna U. Ibe, C.C. Ojimba (2023). Application of Ethics to Legal Practice: The Rule Against Conflict of Interests. Chukwuemeka Odumegwu Ojukwu University Law Journal; 8(1); 111-123.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*.

Eisenberg, D., Golberstein, E., & Gollust, S. E. (2012). The Role of Mental Health in Student Success: A Framework for Adaptation. *Social Science & Medicine*.

Enemhinye Ehigiator & Onyinye Ucheagwu-Okoye (2021). Medical negligence and Criminal Liability: An Evaluation of the Nigerian Position. *Madonna University Nigeria, Faculty of Law Journal, Vol 6* (2); Pages 46-50.

Enemhinye Ehigiator & Onyinye Ucheagwu-Okoye (2021). The Maintenance of Spouses after Divorce: A Sine qua non. *Madonna University Nigeria, Faculty of Law Journal, Vol 7*; pages 63-69.

Ezeaku S. N (2019). Creative Quality of Educational Managers in functional Education as a panacea to Achieving Sustainable Development in Anambra State, Nigeria. *Journal of Education, Society and Behavioral Science* Vol. 31 (issued) (Pg 1-9).

Ezeaku S.N. & Obikeze J.N (2018). Teachers' knowledge of education Laws and their Implementation in secondary schools in Anambra State. *Nnadiebube Journal of Education in African*, Vol. 2 No. 1 (pp. 156 - 173).

Ezeaku, S.N (2012). The Role of Basic Education for National Transformation. *ESUT Journal of Education (ESUTJE) Vol. 5 No. 3 (pp. 444-453).*

Ezeaku, S.N (2013). Teachers' motivation as a panacea toward enhanced productivity: Implication for the new millennium wage on Nigeria Education System. *ANSU Journal of Educational Research (ANSUJER) vol. 1 No. 1 (pp 236-245).*

Ezeaku, S.N (2014). Challenges of Human Right Issues in Secondary Schools in Anambra State, Nigeria. *African Journal of Educational Foundations (AJEF) ESUT. Vol. 5, No. 1 (pp. 235-245).*

Ezeaku, S.N. (2012). Dividends of Security in Managing Education for the Attainment of Sustainable Development Goals in Anambra State. *International Journal of Education, Culture and Society, 4,* (4), 60-64.

Gonzalez, M. A., Smith, M., & Christenson, S. L. (2010). The Role of Schools in Promoting Mental Health: A Review of the Literature. *School Psychology Review*.

Gureje, O., Lasebikan, V. O., Ephraim-Oluwanuga, O., & Olley, B. O. (2006). Community study of knowledge of and attitude to mental illness in Nigeria. *British Journal of Psychiatry*.

Ibe, I. U. (2019). Good Governance: Panacea for Voluntary Compliance with Tax Laws in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *2*(1).

Ibe, I. U. (2019). Local Government Creation Under The 1999 Constitution (As Amended): An Appraisal. *African Journal of Constitutional and Administrative Law*, *2*.

Ibe, I. U. (2022). An Analysis of The Legal Framework for The Administration of Companies Income Tax in Nigeria. Chukwuemeka Odumegwu Ojukwu University Law Journal 6(1); 32-43.

Ibe, I. U. (2022). Impediments To Effective Implementation of Tax Laws in Nigeria. *The Premier Bar Journal* 2 (2); 75-92.

Ibe, I. U. (2022). legal responses to tax evasion and avoidance in Nigeria. *Chukwuemeka Odumegwu Ojukwu*

University Journal of Private and Public Law. 1(1); 95-113.

Ibe, I. U., & Udeoji, N. N. (2019). The Challenges and Prospects of Nigeria Copyright Administration in A Digital Artificial Intelligence Age. *ABUAD Private and Business Law Journal*, *3*(1), 110-132.

Ibe, I. U., Nwakoby, C. S., & Ihediuche, T.M. (2024). Electoral Laws and Elections in Nigeria: Enthroning A New Legal Framework for The Conduct of Elections in Nigeria. *Nnamdi Azikiwe University Journal of Private and International Law 1*(2) 85-101; journals.unizik.edu.ng

Ilodigwe, M. N. and Nwakoby, C.S. (2021). Confidentiality in Health Care-Reflecting on the Rights of Covid-19 Patients. *De-Juriscope Law Journal 1*, No. 2 (2021).

Iloka C.P. (2022). Contemporary issues on reproductive and sexual health vis-à-vis the rights of women in Nigeria. *Nnamdi Azikiwe Univ J Int Law Jurisprudence; 13*(2):77-86.

Iloka, C, P. (2023). Appraisal of the Legal Framework of the Sexual and Reproductive Health Rights of Women in Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Private and Public Law*;4(1).

Iloka, C. P. (2021). Hurdles to Women Political Participation and Advancement in Nigeria: *The Legal Leeway. LASJURE*, *2*, 17.

Iloka, C. P. (2022). Understanding the Concept, History and Dimensions of Domestic Violence against Women. *African Customary and Religious Law Review, 3.*

Iloka, C. P. (2023). Student-centredness in teaching and learning process for effective performance. *Nigerian Journals Online, 1(1),* 67–78.

Iloka, C.P. (2023). Migration, Internal Displacement, Public Disorder and the Role of Crisis Management Framework: A Focus on Women and the Minority Rights in Nigeria. *International Review of Law and Jurisprudence (IRLJ)* 5 (1), pp. 45-55.

Karcher, M. J. (2002). The effects of developmental mentoring on the academic performance of students in elementary and middle schools. *Journal of Educational Psychology*.

Leithwood, K., & Jantzi, D. (2000). The effects of transformational leadership on students' engagement with school. *International Journal

Nwabashili, C.C., Iloka, P.C. and Ucheagwu-Okoye, O. (2022). Legal Implication of the Difference Theory of law and Gender in the Feminist Jurisprudence. *COOU Law Journal Vol 7(1)*; 167-172.

Nwakoby, C. (2023). Recognition And Enforcement of The Rights of Nigerian Women. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law Journal*

(COOUJCPL), Volume 4, Number 1, 2022/2023; 2714-2663. file:///C:/Users/user/Downloads/3199-6321-1-SM-2.pdf

Nwakoby, C.S. (2024). Examining the Importance of Trial within Trial in Nigerian Criminal Justice System: A Critical Assessment of its Implications and Applications. *Journal of Commercial and Property Law 11* (4), 1-11.

Nwakoby, C.S. and Ilodigwe, M.N. (2022). Culture and Gender Issues on Inheritance Rights in Nigeria; 8(4). *International Journal of Law*, 223-229.

Nwakoby, C.S. and Ilodigwe, M.N. (2022). Culture and Gender Issues on Inheritance Rights in Nigeria; 8(4); *International Journal of Law*, 223-229.

Nwakoby, C.S. and Nwakoby, I. (2023). Dilemma of minority shareholders in Nigeria company law. *Azikiwe University Journal of International Law and Jurisprudence 14 (2) 65-67.* file:///C:/Users/user/Downloads/ajol-file-journals_479_articles_257387_652eb77c6ccd2.pdf

Nwakoby, C.S., Chukwujekwu, A.E. (2020). Impact of consumer protection laws on aviation industry in Nigeria. *International Journal of Comparative Law and Legal Philosophy (IJOCLLEP),* 2(1): 38

Nwakoby, I., & Nwakoby, C. S. (2022). Immunity Of the Arbitration Panel Vis-A-Vis the Other Alternative Dispute Resolution (ADR) Panels. *Chukwuemeka Odumegwu Ojukwu University Law Journal, 7(1).*

Nwankwo, I. N. (2020). Assessment of principals' implementation of education management information systems in staff personnel management in secondary schools in South-East states of Nigeria. *International Journal of Innovative Science and Research Technology; 5 (10)*, 398 - 404.

Nwankwo, I. N. (2022). Management practices for controlling fund wastages and misappropriation in secondary schools In Anambra State. *Unizik Journal of Educational Research and Policy Studies*, *14*(1), 177-190.

Nwankwo, I. N. (2023). Scale Of Measurements. *Statistics And Data Interpretation in Educational Research*, 43.

Nwogu, K. C., & Nwakoby, C. S. (2021). Legal Examination of The Extent of Forensic Science Investigation Under the Nigerian Criminal Justice System. *International Review of Law and Jurisprudence (IRLJ)*, *3*(3).

Ojimba, C. (2020). Legal Implications of Technology Transfer to Nigeria. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *2*(1).

Ojimba, C. (2021). The Place of Customary Law in Nigeria's Contemporal Jurisprudence. *Available at SSRN 3865206*.

Ojimba, C. C. (2021). A Case for and against the Convocation of Sovereign National Conference in Nigeria. *Multidisciplinary Journal of Research Development*, *18*(1).

Ojimba, C. C. (2021). International Investment Law and The Continued Relevance of The International Centre for Settlement of Investment Disputes. *Journal* Prolific, Vol. 1, (4); 1-3. https://nigerianjournalsonline.com/index.php/published_Articles/article/viewFile/1592/1559

Ojimba, C. C. (2021). The Impact and Application of The Uncitral Rules in Domestic Jurisdiction. *Academic Scholarship Journal*, *6*(1).

Ojimba, C. C. (2023). Can Agent of a Disclosed Principal Be Held Liable in A Shipping Contract Irrespective of The Common Law Position and The Introduction of Section 16 (3) Of the Admiralty Jurisdiction Decree (Act) Of 1991. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *4*(1).

Ojimba, C. C. (2023). Morality As the Basis of Law of Crime: Matters Arising. *Chukwuemeka Odumegwu Ojukwu University Journal of Commercial and Property Law*, *4*(1).

Ojimba, C. C. (2024). Commercial Dispute Resolution in Nigeria and Selected Jurisdiction; Issues and Prospects. *UNIZIK Journal of Educational Research and Policy Studies*, *18*(2).

Ojimba, C. C. (2024). Comparative Analysis Between the United States of America (USA) And Nigeria in Resolution of Corporate Dispute. *UNIZIK Journal of Educational Research and Policy Studies*, *18*(3).

Ojimba, C. C. (2024). Evaluation Of the Differences and Similarities Between Litigation and Alternative Dispute Resolution in Management of Corporate Disputes in Nigeria. *African Journal of Educational Management, Teaching and Entrepreneurship Studies*, *13*(3).

Okaforcha, C. and Okeke, Ifediorah N. (2019). Extent of Principals' human resource management practices for teachers' job involvement in secondary schools in Anambra State. *African Research Review and International Multidisciplinary Journal (IAARRJ) vol.13*, (1) pgs 145-155

Okaforcha, C.C and Okeke, I. N. (2019). Extent of Principals' support services for teachers' job commitment in public and private secondary schools in Anambra State. *African Research Review and International Multidisciplinary Journal (IAARRJ) VO. 13* (1) pgs 156-168

Okaforcha, C.C. and Okeke I. N (2018). Extent of Principals fund management practices for effective implementation of entrepreneurial studies in secondary schools in Awka

Education Zone. *Journal of Emerging Trends in Educational Research and Polity Study (JETERAPS) vol. 10 (2).*

Okaforcha, C.C. and Okeke, N. I. (2020) School Leadership as a correlation of teachers' job satisfaction in public secondary schools in Awka Education zone of Anambra State. *Unizik Journal of Educational Research and Policy Studies (UNIJERPS)* January- June 2020 Vol. 1.NO. 1 Pg. 1-7.

Okeke Ifediorah, N and Okaforcha, C.C. (2018). Extent of principals' classroom instructional supervision for effective teaching in secondary schools in Anambra State. *Journal of Emerging Trends in Educational Research and polity study (JETERAPS)* vol. 10 (2).

Okeke, I.N. and Okaforcha, C.C. (2020). Principals' Auditing Practices as Predictors of Teachers Job Involvement in Secondary Schools in Anambra State. *African Journal of Educational Management Teaching and Entrepreneurship Studies (AJEMATES)* May- August 2020 Vol.1 No. 1 pg.1-7.

Okeke, N. I. (2022). Supervisory Strategies for School Plant Maintenance in Secondary Schools in Anambra State. *UNIZIK Journal of Educational Research and Policy Studies; 13* (1); 167-173.

Okeke, N. I. (2023). Principals' effective curriculum implementation as a correlate of teachers' job involvement in secondary schools in Awka Education Zone. *UNIZIK Journal of Educational Research and Policy Studies*; 15 (3); 96-103.

Okoye, A. C. (2016). Business education as a tool for socio-economic growth in Nigeria: challenges and a way forward. Global Journal of Applied Management and Social Science, 2; 212-216

Okoye, A. C. (2016). Professional competencies required of secretaries in modern automated offices in tertiary institutions in Anambra State of Nigeria. Online Journal of Arts, Management and Social Sciences (OJAMSS), 1(1), 89-97. http://www.gojamss.net/journal/index.php/OJAMSS/article/view/89

Okoye, A. C. (2017). Entrepreneurship education: A panacea for graduate unemployment in Nigeria. *Online journal of arts, management & social sciences*, *2*(1), 56-63.

Okoye, A. C. (2017). Strategies considered effective by business educators for teaching entrepreneurship education in tertiary institutions in Anambra State. International Journal of Social Sciences and Humanities Reviews, 7(1), 65 – 71

Okoye, A. C. (2021). Strategies for developing sustainable business education for economic development. *International Journal of Management Studies and Social Science Research*, *3*(2), 76-81.

Okoye, A.C. (2018). ICT skills required of business educators for effective entrepreneurship education in

tertiary institutions in Anambra State. Nigeria Journal of business education, 5(1), 184-194.

Okoye, A.C. (2021). Extent innovative teaching strategies are required in Business Education programme in the 21st century in tertiary institutions in Anambra state. Nigerian Journal of Business Education (NIGJBE), 8(2), 164-174.

Okoye, C. & Ucheagwu-Okoye, O. (2021). The Role of Judges in the Election Process. *Madonna University Nigeria, Faculty of Law Journal Vol. 8*(3); 39-57.

Ucheagwu-Okoye, O. (2019). The Concept of Cross Carpeting and Legislative Behaviour. *Madonna University Nigeria, Faculty of Law Journal Vol. 5(1)*; 74-90.

Ucheagwu-Okoye, O. (2021). The Need for Arbitration as an Alternative Dispute Resolution Mechanism in Tax Disputes Resolution in Nigeria. *Journal of Legal Issues*; Vol 2, pages 76-81.

Ucheagwu-Okoye, O. and Anene Nwadukwe. (2021). Effective Legal Communication; Writing with Clarity to Aid Understanding. *Idemili Bar Journal*, Vol 1; pages 33-49.

Ucheagwu-Okoye, O. and Anene Nwadukwe. (2021). Tax Laws; Synergy for Infrastructural Development in Emerging Economies. *International Review of Law and Jurisprudence Journal, Vol 3*, May 2021 pages 19-29.

Ughamadu, U. Okaforcha C. C and Okeke, N. I. (2015). Strategic Resource Management for University Transformation in Nigeria. *American Academic and Scholarly Research Journal Vol7, No 5*, July 2015, www.aasrc.org/aasrj

Weist, M. D., et al. (2012). "School Mental Health Services: Are They Affecting Students'