

Well-Being of Students: Exploring the Support Systems in the School

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Abstract: This study investigated the experiences and perceptions of senior high school students regarding support systems within their schools and their implications for student well-being. Utilizing qualitative research methods, data were gathered through interviews with senior high school students, focusing on their experiences with available support systems and coping mechanisms. The findings highlight the critical role of support systems in promoting student well-being and academic success. Participants emphasized the importance of accessibility and inclusivity in support services, noting the positive impact of personalized guidance and resources on their overall mental health and academic performance. Additionally, the study underscores the significance of educator collaboration and ongoing professional development in enhancing the effectiveness of support systems within schools. The implications of these findings extend to educational stakeholders, including Department of Education officials, school heads, teachers, and students, suggesting strategies for strengthening support services and fostering a supportive school environment. The study contributes to the existing literature by providing insights into the experiences of senior high school students and offering practical recommendations for improving support systems to promote student well-being in educational settings.

Keywords: Support Systems, Student Well-being, Senior High School, Accessibility, Inclusivity, Educational Practice.

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I. INTRODUCTION

Schools play a crucial role in not only facilitating academic learning but also in providing a supportive environment that nurtures students' holistic development. Recognizing the multifaceted nature of student well-being, educational institutions have implemented various support systems to address the diverse needs of students. However, a comprehensive understanding of the lived experiences of students and their perceptions of the support systems available within the school remains essential for effective educational management.

Within the local setting of Davao City, ensuring the overall well-being of students is of paramount importance. Students in Davao City face unique challenges and experiences that can significantly impact their well-being and educational journey. Factors such as socioeconomic disparities, limited access to resources, and cultural dynamics contribute to the complexities surrounding student well-being in this specific locale (Lapitan, 2020; Soria, 2018).

This study, titled "Well-Being Of Students: Exploring The Support Systems In The School" was conducted to contribute to the existing body of knowledge by examining the support systems within the respective settings (international, national, or local) and exploring their impact

on student well-being. By adopting a phenomenological approach, the researcher will seek to go beyond surface-level understanding and delve into the subjective experiences and of senior high school students.

Through this study, the researcher aims to contribute to the existing body of knowledge by examining the support systems within the respective settings (international, national, or local) and exploring their impact on student well-being. By adopting a phenomenological approach, the researcher will seek to go beyond surface-level understanding and delve into the subjective experiences and of senior high school students.

In conclusion, this study aims to provide a deeper understanding of the support systems within schools and their impact on the well-being of students, specifically in the context of Davao City. By focusing on the lived experiences of senior high school students and utilizing a phenomenological approach, the research seeks to uncover the complexities and nuances of how students perceive and engage with the support structures available to them. The findings of this study will contribute valuable insights into the unique challenges and needs of students in Davao City, offering a more comprehensive perspective on student well-being.

II. METHOD

The research design employed in this study is a qualitative research design using phenomenology. Phenomenology is a suitable and effective approach for investigating the lived experiences and perspectives of individuals, as it aims to understand the essence and meaning of a phenomenon through the participants' subjective interpretations. Phenomenology allows for an in-depth exploration of the support systems available within the educational context and their impact on promoting student well-being. The phenomenological design is best suited for this study because it emphasizes capturing the richness and depth of individual experiences, going beyond surface-level descriptions. Through interviews, observations, and document analysis, the researcher aims to elicit detailed narratives and explore the various dimensions of support systems and their influence on student well-being.

The research participants for the in-depth interviews will be consisted of five senior high school students, specifically Grade 11. Another five senior high school students will be involved in the focus group discussion (FGD). All of the participants will be from San Luis National High School located in Caraga, North District, Davao Oriental. The sampling procedure employed in this study is purposive sampling. Purposive sampling is appropriate for qualitative research as it allows the researcher to purposefully select participants who possess relevant knowledge and experiences related to the research topic.

The inclusion criteria for selecting the participants will ensure that they meet specific characteristics that are essential for the study. These criteria include being enrolled in senior high school, having varied experiences with the support systems within the educational setting, and representing diverse backgrounds in terms of gender, academic performance, and socio-cultural factors. By including participants who have experienced different facets of the support systems, the study aims to capture a comprehensive range of perspectives and experiences related to student well-being.

In this study, the researcher will gather data through in-depth interviews (IDI) followed by a focus group discussion (FGD) using an interview guide with predetermined questions. In-depth interviews (IDI) are a qualitative data collection method that involves conducting one-on-one interviews with participants to gather in-depth information about their experiences.

In conclusion, the research design employed in this study, utilizing phenomenology, offers a robust framework for exploring the lived experiences and perspectives of senior high school students regarding the support systems within their educational context and their impact on student well-being. By adopting a qualitative approach, the researcher seeks to gain a deep understanding of the students' subjective interpretations, going beyond surface-level descriptions and capturing the richness of their individual experiences. Through purposive sampling, in-depth interviews, and focus

group discussions, the study ensures the inclusion of diverse student perspectives, representing a variety of gender, academic performance, and socio-cultural backgrounds.

III. RESULTS AND DISCUSSIONS

The first theme presented the Experiences of the senior high school students on the support systems available within the school to promote their overall well-being. In exploring the experiences of senior high school students regarding the support systems available within their school to promote overall well-being, several significant themes emerged. These themes have been categorized into two primary areas: positive experiences with support systems and challenges with support systems. The first theme, Positive Experiences with Support Systems, highlights the beneficial aspects of the support systems, including receiving help in managing emotions, having academic support, obtaining personalized guidance, and enjoying a supportive environment. The second theme, Challenges with Support Systems, focuses on the difficulties and barriers students face in accessing and utilizing the support systems. Themes such as limited availability and accessibility, as well as lack of awareness and stigma, reveal the obstacles that hinder the effectiveness of these support systems, impacting students' overall well-being and their ability to fully benefit from the resources available.

The second theme presented the Coping mechanisms of the senior high school students on availing the support systems available within the school to promote their overall well-being. Based on the analysis of transcripts from the interview, the theme that encapsulates how students cope with Limited Availability and Accessibility of support systems is Adapting to Resource Constraints. This theme reflects how students address the challenges when support systems are not readily available or accessible due to various reasons such as limited availability of counselors, long wait times for appointments, and prioritization of academics over accessing support services.

The third theme focused on the Insights of the senior high school students on the support systems available within the school to promote their overall well-being. When it comes to fostering a supportive environment within educational institutions, three key insights emerge as paramount. Firstly, accessibility and inclusivity stand as foundational pillars for effective school support systems. Secondly, the collaborative efforts of educators are instrumental in driving innovation in educational management. Finally, personalized support plays a pivotal role in influencing the well-being and success of students.

The exploration of senior high school students' experiences with support systems within the school sheds light on the significance of these systems in promoting overall well-being. Understanding students' perspectives provides valuable insights for educators and policymakers to tailor support services effectively and ensure inclusivity and accessibility.

Describing the coping mechanisms employed by senior high school students in utilizing support systems shows the importance of fostering resilience and adaptive strategies among students. Educators can utilize this knowledge to enhance support programs and provide students with the tools they need to navigate challenges effectively.

Illustrating the insights of senior high school students regarding support systems highlights the diverse needs and preferences of students in promoting their overall well-being. By incorporating student perspectives into the design and implementation of support initiatives, schools can create more responsive and student-centered approaches to fostering well-being and success.

In conclusion, the insights gained from this study offer valuable directions for future improvements in education, particularly in enhancing support systems for students. Department of Education officials are encouraged to incorporate these findings into policy-making processes, prioritizing accessibility and inclusivity in support structures. School heads should use the study's findings to foster a supportive school culture, offer professional development for staff, and allocate resources effectively to address the diverse needs of students. Senior high school teachers are urged to integrate these insights into their teaching practices by continuing to build positive relationships and providing personalized support for students. Students, in turn, should actively engage with available support systems, offer feedback, and advocate for improvements to better meet their needs. Finally, future researchers are encouraged to explore the effectiveness of specific support interventions, assess their long-term impact on student outcomes, and consider the broader social, cultural, and economic factors influencing student well-being.

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