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**BEYOND THE BOOKS: ADDRESSING ACADEMIC STRESS THROUGH
STUDENT SUPPORT SYSTEM KIT (SSK) PROJECT**



An Action Research Presented to the
Schools Division Research Committee

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I. ABSTRACT

This study aimed to determine the significant difference in the academic stress levels of Grade 9 learners at Sacub National High School, Division of Davao del Sur before and after the implementation of the Student Support System Kit (SSK) Project. Specifically, it assessed the effectiveness of SSK as an intervention tool in improving students' emotional well-being through structured support mechanisms. A total of 30 Grade 9 learners were selected through random sampling and participated in the study, with their stress levels measured before and after the intervention.

To analyze the data, a paired-sample t-test was conducted to compare academic stress levels before and after using the SSK Project. The findings revealed a statistically significant reduction in stress levels, with a mean difference of -0.667 (before: 3.3, after: 2.63). The computed t-statistic of -5.525, with 29 degrees of freedom, was well beyond the critical t-value of ± 2.045 (two-tailed test), and the p-value ($5.90E-06$) was significantly lower than the 0.05 threshold, indicating strong statistical evidence against the null hypothesis.

These results confirmed that the intervention had a substantial and measurable impact on reducing academic stress. The negative mean difference supported the conclusion that students experienced a decline in stress levels after the implementation of the support system. This reinforces the effectiveness of structured support mechanisms, such as the SSK Project, in promoting students' emotional well-being.

However, while the intervention was effective, further refinements may enhance its long-term sustainability. Future initiatives should focus on adapting and expanding the SSK intervention across different grade levels, incorporating digital tools to improve accessibility and maximize its impact on student well-being.

II. ACKNOWLEDGEMENT

We sincerely express our gratitude to everyone who contributed to the successful completion of this research project. First and foremost, we are deeply thankful to our families for their unwavering support and encouragement throughout this endeavor.

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Our gratitude further goes to the faculty and staff of Sacub National High School, especially our School Principal, Mrs. Dorothy M. Paler, whose support, resources, and facilities played a crucial role in facilitating this research.

Above all, we offer our deepest gratitude to Almighty God for His unending guidance and providence, for without Him, none of this would have been possible.

I. CONTEXT AND RATIONALE

At Sacub National High School, we have increasingly observed students struggling with academic stress, often presenting behaviors like distraction, withdrawal, and anxiety. Many students struggle to manage academic stressors, such as high academic expectations, heavy workloads, and grading pressures, which can negatively impact their self-perception and overall well-being. This often leads to difficulties with concentration, irregular attendance, and a decline in academic performance.

A growing body of evidence suggests that academic-related stress plays a significant role in mental health (Barbayannis et al., 2022). Moreover, high academic stress can lead to increased anxiety and decreased life satisfaction, affecting students' ability to manage stress and perform effectively.

In our daily interactions with the students, we have witnessed firsthand how overwhelming academic demands can negatively impact students' lives. They were visibly burdened by the pressure to perform well in their studies. Some students even express frustration and exhaustion, admitting they feel lost in managing schoolwork alongside other responsibilities. We, the teachers have expressed concerns about students' inability to manage these pressures effectively and the long-term impact of unaddressed academic stress on their mental and emotional well-being. Although we attempted to provide support by offering encouragement or extending deadlines when possible, these efforts alone are often insufficient to address the root causes of stress.

Despite efforts to create a supportive environment, we face challenges in identifying and addressing academic stress early. The school has limited mental health resources. Without an accessible support system, many students delay seeking help until stress impacts their academic performance and personal lives. This underscores the need for a structured support system that encourages students to seek assistance and openly discuss academic challenges.

II. INNOVATION, INTERVENTION AND STRATEGY

This action research project aimed to address academic stress and foster a positive school environment by introducing the Support System Kit (SSK) Project. The kit provided a holistic approach that went beyond academic knowledge, focusing on supporting students' overall well-being. It addressed various aspects of academic stress and offered resources such as time-management guides, stress-relief activities, emotional support, study skills, academic support, and strategies for effective communication, all tailored to help students cope with academic demands.

Through this intervention, we, as teachers, hoped to establish an environment where students felt comfortable discussing their academic concerns, accessing support,

and building resilience. By actively promoting academic well-being, this initiative aspired to equip students with the tools they needed to succeed while reducing the pressures in their educational journey and empowering them to seek help within the school environment without fear of judgment or stigma.

The SSK employed a multi-layered approach involving teachers, peer helpers, and awareness campaigns. Its implementation consisted of four (4) phases:

1. Awareness Phase – This phase introduced the concepts of mental health, academic stress, and the purpose of the Support System Kit to create awareness among students, teachers, and peer helpers. Workshops and awareness campaigns were organized to destigmatize mental health issues and encourage open discussions. Students were introduced to the resources within the Support System Kit.
2. Training and Empowerment Phase – Teachers were trained during Learning Action Cell (LAC) sessions to recognize early signs of academic and mental health struggles and provide supportive feedback. Peer helpers received training under the guidance of mentors on identifying students who needed help, fostering an inclusive environment, and offering basic peer support. Role-playing exercises and case studies were provided to simulate real-life scenarios, allowing teachers and peer helpers to practice the skills they had learned.
3. Implementation Phase – The Support System Kit was integrated into daily school life through regular support activities and interventions. Weekly peer-support sessions allowed students to connect with trained peer helpers to discuss concerns. Monthly mental health awareness workshops were conducted to maintain a supportive environment and keep discussions about mental health active. Teachers regularly assessed students' well-being through confidential surveys or check-ins to identify those at risk and provide timely interventions,

ensuring that they actively observed and engaged with students to address emerging issues.

4. Reflection and Assessment Phase – The effectiveness of the Support System Kit in improving mental well-being and academic performance was evaluated through various activities:

- A summative evaluation was administered through questionnaires and feedback forms to assess students' mental well-being and academic performance.
- Data were gathered from teachers, peer helpers, and students on the impact of the Support System Kit.
- Assessment data were analyzed to measure progress in students' mental well-being and academic performance.
- Insights gained from the evaluation were used to refine the Support System Kit for future iterations and address any challenges identified.

The implementation of the Support System Kit at Sacub National High School was expected to alleviate academic pressure beyond books and promote mental well-being, equipping students to navigate academic and personal challenges more effectively. Over time, students were anticipated to demonstrate improved resilience, communication skills, and emotional regulation. The kit's proactive approach aimed to foster an environment where mental health was prioritized and students felt empowered to seek help.

By addressing the foundational issues affecting students' well-being, the SSK enabled them to succeed both academically and personally. Ultimately, the SSK provided students with benefits that extended far beyond their school years. As the program was introduced in the third quarter of the 2024–2025 school year, it was expected to lay a strong foundation of mental resilience and essential life skills. These competencies

supported students in their future academic and career pursuits, fostering lifelong well-being and setting them up for enduring success.

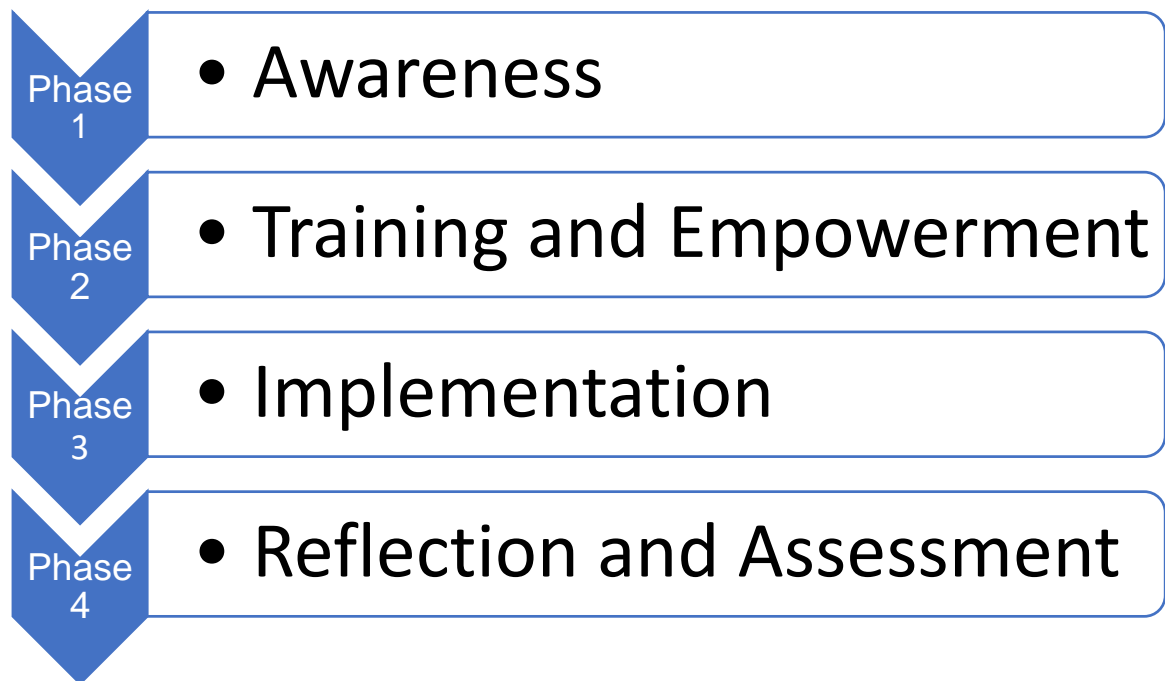


Figure 1. The process of the implementation of SSK Project

III. ACTION RESEARCH QUESTIONS

This action research intends to address the students' academic stress through the implementation of Support System Kit (SSK) Project.

Specifically, it aims to answer the following questions:

1. How does the Student Support System Kit (SSK) contribute to students' ability to cope with academic stress, as reflected in their self-reported experiences?
2. What are the perceived effects of the Student Support System Kit (SSK) on students' mental well-being?

3. How does the Student Support System Kit (SSK) shape students' perceptions of their academic capabilities in handling academic challenges?

VI. ACTION RESEARCH METHODS

Participants and/or Other Sources of Data and Information

The participants in this study consisted of 30 Grade 9 students from the general section at Sacub National High School. These students, representing a typical cross-section of the Grade 9 level, were chosen as a sample population to explore experiences and challenges related to academic stress. The study primarily gathered data from these students through a combination of quantitative and qualitative methods. A structured survey was administered to assess their stress levels, current coping mechanisms, and perceived support needs, providing baseline quantitative insights into their experiences. In addition to the survey, focus group discussions (FGDs) were conducted in small groups to foster open dialogue on their stressors and expectations for support, adding context to the survey results. To further deepen the understanding of individual experiences, selected students participated in one-on-one interviews, allowing for an in-depth exploration of personal academic pressures and support preferences. Classroom observations were also undertaken to note behavioral indicators of stress, participation levels, and engagement. Finally, pre- and post-intervention assessments were collected to evaluate any changes in academic stress levels and support satisfaction after introducing the Student Support System Kit. This multi-method approach ensured a comprehensive data collection process, allowing for a thorough assessment of student needs and the intervention's impact.

Data Gathering Methods

To comprehensively examine the academic stress experienced by Grade 9 students and the potential effectiveness of the Student Support System Kit, this study employed a variety of data-gathering methods. Initially, a structured survey was distributed to the 30 student participants to measure their stress levels, identify coping mechanisms, and gauge their current access to support systems. This survey provided quantitative data that established a baseline for understanding student needs. Following the survey, focus group discussions (FGDs) were conducted with small groups of students to gain richer, qualitative insights into their academic challenges and expectations from support initiatives. Additionally, individual interviews were arranged with a subset of students, allowing for a deeper exploration of personal stressors and tailored support requirements. Observational data were also collected in the classroom, noting signs of academic stress through participation and engagement patterns. Finally, pre- and post-intervention assessments were administered to track any changes in stress levels and perceived support following the introduction of the Support System Kit. By triangulating data from these various methods, the study aimed to develop a well-rounded understanding of the issues and evaluate the effectiveness of the proposed intervention.

Data Analysis

The data gathered from the pretest and post-test of the two groups (control and experimental) were systematically compiled and subjected to statistical treatment to determine the impact of the Student Support System Kit (SSK) Project. Various statistical measures, including frequency, percentage, and a paired/dependent sample t-test, were employed to analyze the significant differences between pretest and post-test scores.

Descriptive statistics, specifically frequency and percentage, were utilized to address research questions related to students' academic stress levels and mental well-being before and after the implementation of the SSK Project. To assess the effectiveness of the intervention, a paired sample t-test was conducted, allowing for the evaluation of the mean difference between two sets of observations. This statistical approach determined whether the observed changes in students' stress levels and coping mechanisms were statistically significant.

The entire dataset was carefully recorded, tallied, tabulated, and analyzed to derive meaningful implications from the study. The results provided a data-driven foundation for understanding the extent to which the SSK Project influenced students' emotional well-being, stress management, and overall academic well-being.

Then, the qualitative data from the focus group discussions and individual interviews were transcribed and analyzed using thematic analysis. This involved identifying recurring themes and patterns following the techniques used by Andersen and Spencer (2002) in students' responses regarding their experiences with academic stress and the type of support they found most effective.

The data from classroom observations were coded and categorized to identify behavioral indicators of stress and engagement. Finally, the integration of both quantitative and qualitative findings provided a holistic view of the students' needs and the potential benefits of the Support System Kit in alleviating academic stress.

VII. DISCUSSION OF RESULTS AND REFLECTION

This study investigated the effectiveness of the Student Support System Kit (SSK) Project in addressing academic stress and improving coping strategies among Grade 9 learners. The survey utilized a Likert scale:

- **5 (Strongly Agree)** – You completely agree with the statement;
- **4 (Agree)** – You generally agree but may have minor reservations;
- **3 (Neutral)** – You neither agree nor disagree and feel indifferent;
- **2 (Disagree)** – You generally disagree but are not strongly opposed;
- **1 (Strongly Disagree)** – You completely disagree with the statement;

with higher scores indicating greater agreement with positive statements on stress management, support systems, and well-being.

The discussion below highlights key findings from pre- and post-intervention comparisons.

Table 1.
Pre-Test Mean Scores on Academic Stress, Coping Strategies,
and Support System Perception

Academic Stress	Mean Score
I often feel stressed about my academic workload.	3
I experience anxiety before exams and quizzes.	2.5
The amount of homework I receive causes me significant stress.	2.8
I feel that my teachers give me enough time to complete assignments.	3
I often feel overwhelmed by the academic expectations placed on me.	2.6
Coping Strategies	
I use relaxation techniques (e.g., deep breathing, meditation) to manage my academic stress.	3.12
Talking to friends helps me cope with academic stress.	3
I find physical activity (e.g., sports, walking) helpful in relieving academic stress.	2.5
When I feel stressed, I talk to a teacher or school counselor for help.	2
I feel that I am able to manage my academic stress effectively using my current coping strategies.	3.4
Support System Kit (SSK)	
The school provides adequate support to help me manage academic stress.	2.35
I believe that my school counselors are helpful in dealing with academic stress.	3
There are enough resources at school (e.g., study groups, counseling) to help me cope with academic stress.	2
I feel that my teachers are approachable when I need help with managing academic stress.	3

I would like to have more support from school programs to help manage academic stress.	2
Overall Well-being and Stress Reduction	
My academic stress negatively affects my overall well-being (e.g., physical, emotional).	2
I feel that my academic stress impacts my relationships with family and friends.	3.2
I believe that participating in stress-reduction programs at school would be beneficial for my well-being.	3.35
I am confident that I can improve my academic performance without feeling overwhelmed by stress.	3
I am satisfied with the support systems available to me at school to address academic stress.	3
Overall Mean	2.741
No. of participants	30

The table presents the pre-test mean scores of students' perceptions of academic stress, coping strategies, support system availability, and overall well-being before the implementation of the Student Support System Kit (SSK) Project. The results indicate the following key insights:

1. High Levels of Academic Stress

- The statement *"I often feel stressed about my academic workload"* had a mean score of 3.00, indicating that students experience moderate levels of stress related to their academic responsibilities.
- Exam anxiety was also a concern, with a mean score of 2.5, suggesting that while not extreme, many students still feel anxious before tests and quizzes.
- The highest score in this section (3.00) was for the statement *"I feel that my teachers give me enough time to complete assignments,"* indicating mixed perceptions regarding workload and time management.

These results suggest that students experience moderate to high levels of academic stress, which may affect their overall well-being and performance.

2. Coping Strategies: Limited Effectiveness

- The use of relaxation techniques (e.g., deep breathing, meditation) scored 3.12, indicating some students practice these methods, but not all find them highly effective.
- Talking to friends as a way of coping scored 3.00, showing that peer support is a commonly used stress-relief strategy.
- However, seeking help from teachers or school counselors scored lower (2.00), indicating that students may not be utilizing professional support for stress management.

The results indicate that while students rely on informal coping strategies (e.g., friends, physical activity), formal support systems such as counseling are underutilized.

3. Perception of School Support System (SSK): Low Satisfaction

- The lowest score in this section (2.35) was for *"The school provides adequate support to help me manage academic stress,"* suggesting that students perceived a lack of institutional support before the intervention.
- Similarly, the statement *"I believe that my school counselors are helpful in dealing with academic stress"* had a low mean of 2.3, reinforcing the need to strengthen counseling and student support services.
- Students' desire for additional support was evident, as the statement *"I would like to have more support from school programs"* scored 3.00.

These findings highlight that before the implementation of the SSK Project, students felt unsupported in managing their academic stress.

4. Overall Well-being and Stress Reduction: Noticeable Impact on Emotional Health

- The statement *"My academic stress negatively affects my overall well-being (physical, emotional)"* scored 3.20, indicating that a significant number of students experience stress-related well-being issues.

- Academic stress also affected relationships, with a mean score of 3.20, suggesting that stress is not only an individual concern but also impacts social interactions.
- Belief in the effectiveness of stress-reduction programs scored 3.35, suggesting that while students were open to intervention strategies, they had not yet fully experienced structured support.

5. Overall Mean Interpretation

- The overall mean score of 2.741 suggests that, on average, students had moderate to low confidence in their ability to manage stress effectively before the SSK intervention.
- The presence of several scores below 3.00 (e.g., school support at 2.35, counselor effectiveness at 2.3, and seeking help at 2.0) indicates that students were struggling to access and utilize available support systems.

Table 2.
Post-Test Mean Scores on Academic Stress, Coping Strategies,
and Support System Perception

Academic Stress	Mean Score
I often feel stressed about my academic workload.	3.35
I experience anxiety before exams and quizzes.	3.05
The amount of homework I receive causes me significant stress.	3.5
I feel that my teachers give me enough time to complete assignments.	3.65
I often feel overwhelmed by the academic expectations placed on me.	3.35
Coping Strategies	
I use relaxation techniques (e.g., deep breathing, meditation) to manage my academic stress.	3.15
Talking to friends helps me cope with academic stress.	4
I find physical activity (e.g., sports, walking) helpful in relieving academic stress.	3.5
When I feel stressed, I talk to a teacher or school counselor for help.	3.45
I feel that I am able to manage my academic stress effectively using my current coping strategies.	3.7
Support System Kit (SSK)	
The school provides adequate support to help me manage academic stress.	3.4
I believe that my school counselors are helpful in dealing with academic stress.	3.5

There are enough resources at school (e.g., study groups, counseling) to help me cope with academic stress.	3.45
I feel that my teachers are approachable when I need help with managing academic stress.	3.7
I would like to have more support from school programs to help manage academic stress.	3.4
Overall Well-being and Stress Reduction	
My academic stress negatively affects my overall well-being (e.g., physical, emotional).	3.35
I feel that my academic stress impacts my relationships with family and friends.	3.75
I believe that participating in stress-reduction programs at school would be beneficial for my well-being.	3.85
I am confident that I can improve my academic performance without feeling overwhelmed by stress.	3.4
I am satisfied with the support systems available to me at school to address academic stress.	3.55
Overall Mean	3.5025
No. of participants	30

Table 2 presents the post-test mean scores on academic stress, coping strategies, and perception of support systems among students after the implementation of the Student Support System Kit (SSK) Project. The overall mean score of 3.5025 suggests a moderate to high level of awareness and utilization of coping mechanisms and support systems in managing academic stress.

1. Academic Stress

Students reported experiencing moderate academic stress, with scores ranging from 3.05 to 3.65. The highest stress factor was related to teachers providing enough time to complete assignments (3.65), indicating that while students still feel academic pressure, they acknowledge the efforts of teachers in managing workload expectations. Stress from homework (3.50) and academic workload (3.35) remains significant, showing that students continue to perceive academic demands as challenging.

2. Coping Strategies

The most commonly used coping strategy was talking to friends (4.00), showing that students highly value peer support in managing stress. Physical activities such as sports and walking (3.50) also proved beneficial. Furthermore, relaxation techniques

(3.15) and seeking help from teachers or counselors (3.45) were moderately utilized. The mean score of 3.70 for students' confidence in managing their academic stress suggests that they feel relatively capable of handling their stress through various strategies.

3. Support System Kit (SSK)

Students generally perceive the school's support system as adequate, with scores between 3.4 and 3.7. They view teachers (3.7) and school counselors (3.5) as approachable and helpful in managing stress. While students believe that there are enough resources at school (3.45), they still express a desire for more school-based support programs (3.4). This indicates that while the intervention improved awareness and access to support, students feel that additional efforts could further strengthen academic stress management.

4. Overall Well-being and Stress Reduction

Students acknowledged the negative effects of academic stress on their overall well-being (3.35) and relationships with family and friends (3.75). However, they also showed a strong belief (3.85) in the benefits of school-based stress reduction programs. The satisfaction with school support systems (3.55) suggests that students appreciate the intervention but may still require additional enhancements in stress management initiatives.

Table 3
Significant Difference Between the Two Separate Groups Based on Their
Assessment Scores; Pretest And Post-Test Scores

	<i>Variable 1</i>	<i>Variable 2</i>
Mean	2.741	3.5025
Variance	0.216725263	0.050914
Observations	30	30
Pearson Correlation	0.462683898	
Hypothesized Mean Difference	0	
df	29	
t Stat	-8.24909269	
P(T<=t) one-tail	5.29853E-08	
t Critical one-tail	1.729132812	

P(T≤t) two-tail	1.05971E-07
t Critical two-tail	2.093024054

Table 3 shows the results of the paired t-test revealing a statistically significant improvement in students' ability to manage academic stress following the implementation of the Student Support System Kit (SSK) Project. The mean pre-test score ($M = 2.741$) was notably lower than the mean post-test score ($M = 3.5025$), indicating a positive change. Additionally, the variance in the post-test scores was lower (0.0509) compared to the pre-test (0.2167), suggesting more consistent responses among participants after the intervention. The t-statistic (-8.249), which is much greater in absolute value than the critical t-value (2.093), confirms that the difference between the two means is significant. Furthermore, the p-value (1.05971×10^{-7}) is far below the 0.05 threshold, leading to the rejection of the null hypothesis. This result provides strong evidence that the SSK Project had a significant and positive impact on students' stress management, coping strategies, and perceptions of available support systems. The increase in post-test scores suggests that students became more adept at handling academic stress, reinforcing the effectiveness of structured support programs in promoting student well-being.

Table 4.
"Students' Perspectives on the Impact of the SSK Project on Academic Stress and Performance"

Themes	Statements from the students
Level of Academic Stress Among Students	<i>Before the SSK Project, I always felt overwhelmed with my schoolwork. I didn't know how to manage all my assignments, and I often felt exhausted.</i> <i>"Before using SSK, I just tried to deal with stress on my own. Sometimes, I would skip studying because I felt too pressured and unmotivated."</i>
Effectiveness of the SSK Project in Addressing Academic Stress	<i>"Now, I feel more confident and less stressed. SSK helped me realize that I'm not alone and that there are ways to manage my schoolwork effectively."</i>
Students' Academic Performance Before and After Implementation	<i>"Before SSK, I used to fail quizzes because I didn't prepare well. Now, I score higher because I have better study</i>

	<p><i>habits."</i></p> <p><i>"SSK helped me learn how to manage my time better. I don't need my parents to remind me about my homework anymore."</i></p> <p><i>"My teachers encouraged us to use SSK, and they guided us on how to apply it in our studies. Without their support, I think it would have been harder to adjust."</i></p>
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Table 4 presents the qualitative responses of the learners regarding their experiences with the Student Support System Kit (SSK) Project. Their reflections indicate positive experiences and perceived benefits from utilizing the SSK framework. The responses highlight key themes that emerged from their feedback:

1. Stress Management and Emotional Well-Being

The students expressed that the SSK Project provided them with essential tools to manage their academic stress more effectively. Through structured study plans and support mechanisms, they felt a noticeable reduction in anxiety and emotional burden. This suggests that the project played a significant role in fostering a more positive and resilient mindset among learners.

2. Improvement in Study Habits and Academic Discipline

Learners reported improvements in their study routines after engaging with the SSK strategies. They highlighted how the project encouraged them to develop better time management skills, create structured schedules, and maintain consistent study habits. This indicates that the SSK Project successfully guided students toward academic discipline and self-regulation.

3. Enhanced Engagement and Motivation

The students noted that the SSK approach made their learning experience more engaging and motivating. By integrating structured guidance, checklists, and

support tools, the project helped them stay on track with their tasks. This suggests that the project fostered a more proactive and goal-oriented learning attitude.

4. Positive Impact on Academic Performance

Learners acknowledged that their academic performance improved as a result of implementing the SSK strategies. They reported feeling more prepared for exams, scoring higher on assessments, and completing assignments with greater efficiency. This demonstrates the project's potential to enhance academic outcomes through structured and supportive interventions.

5. SSK as a "Guide" in Academic Success

Several students likened the SSK Project to a “study coach” or a “guide” that assisted them in navigating their academic journey. They described it as a valuable tool that not only provided strategies for handling academic stress but also instilled a sense of responsibility and self-discipline. This underscores the project’s role in empowering students to take charge of their own learning.

Practical Implications for Educational Institutions

- Schools should integrate structured mental health programs, such as the SSK Project, into their curriculum to provide students with ongoing support.
- Teachers and counselors should be trained to assist students in managing academic stress effectively.
- Further research and program development should be conducted to refine and expand support initiatives, ensuring long-term benefits for students' academic and emotional well-being.

Conclusion

The study strongly suggests that implementing student support interventions significantly improves students' ability to manage academic stress and utilize effective coping strategies. Schools should prioritize mental health support and continue developing programs that enhance students' well-being and academic performance.

Ethical Considerations

In conducting this study on the **Student Support System Kit (SSK) Project**, the anonymity and confidentiality of all participants were strictly maintained. The names and identities of students were not disclosed at any stage of data collection, analysis, or reporting, ensuring their privacy and protection.

The study prioritized **trustworthiness** by adhering to ethical research principles. Biases and manipulations were consciously avoided to maintain the accuracy and integrity of the findings. Transparency was upheld throughout the data collection and analysis processes, allowing for a truthful representation of the study's results.

Regular **data validation and verification** measures were implemented to ensure the reliability of the collected information. Any uncertainties, inconsistencies, or limitations encountered during the research were acknowledged and addressed in an open and honest manner. This approach reinforced the credibility of the study and upheld its ethical integrity, ensuring that the findings accurately reflected the impact of the SSK Project on students' academic experiences and emotional well-being.

Data Analysis Plan

The study employed both **quantitative and qualitative methods** to comprehensively analyze the impact of the **SSK Project** on students' academic performance and well-being.

Quantitative Data Analysis

The data collected from **pre-tests and post-tests** were subjected to statistical analysis to assess the effectiveness of the SSK intervention. Descriptive statistics, including **mean scores and standard deviations**, were used to compare results between the control and treatment groups.

Additionally, **inferential statistical methods**, specifically **paired sample t-tests**, were applied to determine whether there was a statistically significant difference in students' performance before and after the implementation of the SSK Project. This analysis assessed whether the mean difference between the two sets of observations was zero, providing empirical evidence of the intervention's effectiveness.

All test scores and relevant numerical data were carefully recorded, tabulated, analyzed, and interpreted to highlight the significant effects of the study.

Qualitative Data Analysis

To gain deeper insights into students' **procedural and conceptual understanding** of the SSK Project, qualitative data were analyzed using **Colaizzi's method**. This involved:

1. **Transcribing** responses from the **3-item semi-structured In-Depth Interview (IDI)** conducted with students.
2. **Reading and re-reading** transcripts to identify key statements related to their experiences with the SSK Project.
3. **Coding and categorizing** significant statements based on recurring patterns or themes.
4. **Synthesizing themes** that emerged from the responses to capture students' perceptions, sentiments, and overall engagement with the intervention.

This mixed-methods approach ensured a comprehensive understanding of the SSK Project's impact, both in terms of measurable academic outcomes and students' personal reflections on their learning experiences.

VII. ACTION PLAN

Theme/ Areas	Objective	Physical Target	Activities	Time Frame	Persons Involved	Resources Needed
Child Protection	To introduce a Support System Kit (SSK) project designed to alleviate academic stress and foster a positive school environment.	Approved Research Proposal	Writing of Proposal Manuscript	November 2024	Researchers	Book paper, computer ink, food and snacks, transportation allowance, reproduction cost, binding expenses, communication expenses (internet)
		Work Plan				
		Cost Estimates	Approval of Research Proposal in the school, District, and Division	November 2024	DepEd Authorities, Researchers	
		Data Gathering Methods and Instruments				
		Data Collection Activities	Conduct of Research and Data Collection	Nov. – Dec. 2024	School Head, Researchers, and learners	
		Initial Reports on Findings and Analysis				
		Interpretation of the Data Collected	Interpretation of the Data Gathered	January 2025	Researchers	
		Final Research Report	Writing of the Final Manuscript	Feb. - March 2025	Researchers	
			Acceptance Report from the Committee	Securing the Certificate of Acceptance from the Division of Research Committee	March 2025	
		Action Plan				
Liquidation of Funds Used	Dissemination of the Results to the Field					

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