

ASSESSING THE IMPACT OF SILAW KEN NAMNAMA PROJECT

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ABSTRACT

The study aimed to investigate the impact of the SILAW KEN NAMNAMA Project. SILAW KEN NAMNAMA stands for Support, Inspiration, Love, Advice, and Well-being through Kindness, Empathy, and Nurture for Navigation, Assistance, Motivation, Nurturing, and Affirmation. This study employed a mixed-methods design, combining quantitative surveys and qualitative interviews.

The results indicated significant improvements in participants' self-reported well-being, resilience, and self-confidence. Quantitative data showed a marked increase in positive outlook and goal achievement, while qualitative feedback highlighted the importance of empathy and nurturing environments in fostering personal growth. Participants reported feeling more valued, understood, and empowered to take proactive steps in their personal development.

Interpretations of the findings suggest that the integration of empathy, love, and holistic well-being strategies effectively supports individuals in overcoming personal challenges and achieving their goals. The conclusion drawn from this study is that the SILAW KEN NAMNAMA framework offers a comprehensive and impactful approach to guidance and counseling, promoting sustained personal growth and empowerment. These findings support the continued application and further development of this holistic counseling model.

Keywords: Guidance and Counseling, Holistic Development, Empathy

1. INTRODUCTION

Guidance and counseling in schools serve as critical pillars in supporting the holistic development and well-being of students. These services encompass a wide range of activities and interventions aimed at addressing students' academic, social, emotional, and career-related needs. The integration of comprehensive guidance and counseling programs in schools is vital in promoting positive outcomes, fostering resilience, and facilitating students' overall success.

Guidance and counseling play a pivotal role in addressing the diverse needs of students in the school setting. According to the American School Counselor Association (ASCA), school counseling programs are designed to support students in their academic, personal/social, and career development, thereby contributing to a positive school climate and enhancing student outcomes (ASCA, 2019). These programs are delivered by qualified school counselors who provide individual and group counseling, classroom guidance lessons, academic planning, career exploration, and crisis intervention services.

One of the primary goals of guidance and counseling in schools is to promote academic success by helping students develop effective study skills, time management strategies, and goal-setting techniques (Hatch, 2013). Additionally, counselors work with students to address socio-emotional issues such as stress, anxiety, peer relationships, and self-esteem, providing them with tools and resources to navigate these challenges effectively (Gysbers & Henderson, 2012). Moreover, career counseling services assist students in exploring career pathways, setting career goals, and making informed educational and vocational choices (Whiston, 2017).

Although many schools offer counseling services, there is limited empirical evidence on which counseling approaches are most effective in improving students' mental health, resilience, and overall well-being (Sink & Stroh, 2018).

Furthermore, the American School Counselor Association recommends a counselor-student ratio of 250:1, yet many schools fall short of this standard, leading to concerns about the quality and accessibility of counseling services (ASCA, 2020). Research examining the optimal counselor-student ratio and its impact on students' academic and socio-emotional outcomes is needed to inform policy and practice.

Moreover, counselors require specialized training in areas such as trauma-informed care, cultural competence, and evidence-based counseling practices to effectively support diverse student populations (Erford, 2015).

Despite of these challenges, there is ample evidence demonstrating the numerous benefits of guidance and counseling programs in schools. A meta-analysis conducted by Durlak et al. (2011) found that school-based counseling interventions were effective in improving students' academic achievement, social skills, and emotional well-being. Similarly, a study by Sink and Stroh (2019) revealed that students who received regular counseling support reported higher levels of self-esteem, lower levels of anxiety, and improved coping strategies.

Moreover, effective guidance and counseling programs contribute to a positive school climate and culture, fostering a sense of belonging, safety, and inclusivity among students (Sink & Stroh, 2017). Research by ASCA (2018) indicates that schools with comprehensive counseling programs report lower rates of disciplinary incidents, higher attendance rates, and increased graduation rates. Additionally, students who participate in career counseling services are more likely to have clear career goals, engage in career exploration activities, and pursue post-secondary education or training (Whiston et al., 2017).

With this, the researcher organized the SILAW KEN NAMNAMA Project to provide a comprehensive and holistic support system for students in the realm of guidance and counseling and address various aspects of well-being, including emotional, mental, and social dimensions, through a blend of support, inspiration, love, advice, and well-being promotion.

2. METHODOLOGY

2.1 Research Design

The study employed the One-group pretest and posttest design. Conducted Pre-test and Post-test Measures. Pre-intervention assessments to the group to establish baseline data on behavior, emotional regulation, social skills, academic performance, and overall well-being. Administered post-intervention assessments after the SILAW KEN NAMNAMA intervention to evaluate changes in the measured outcomes. In the implementation, implemented the SILAW KEN NAMNAMA intervention for the specified duration, which may include behavioral management strategies, emotional regulation techniques, social skills development, and academic support to ensure fidelity to the intervention protocol, consistency in delivery, and adherence to ethical guidelines throughout the implementation phase.

2.2 Data Collection

The study Utilized a combination of quantitative and qualitative data collection methods to gather information before and after the intervention. Quantitative data may include behavior tracking records, standardized assessments, surveys, and academic progress monitoring. Qualitative data can be collected through interviews, focus groups, and open-ended questions to capture subjective experiences and perceptions related to the intervention.

2.2 Data Analysis

The study analyzed the quantitative data using t-tests to compare pre-intervention and post-intervention outcomes between the experimental and control groups. For the qualitative data analysis, thematic analysis was used.

3. MODELING AND ANALYSIS

The SILAW KEN NAMNAMA was presented in this section.

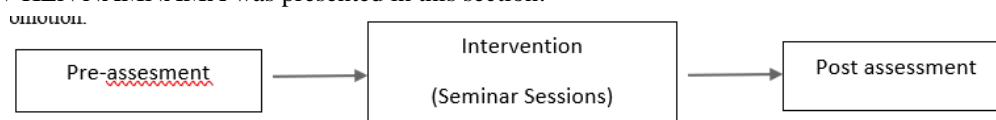


Figure 1: SILAW KEN NAMNAMA Procedure

4. RESULTS AND DISCUSSION

The analysis of the SILAW KEN NAMNAMA intervention's impact on behavioral pupils yielded the following key findings as shown below.

Table 1. The Pretest and Posttest Results

Area	Pre Test (mean)	Posttest (Mean)
Behavioral incidents	15.4	7.8
Emotional Regulation	45.3	60.2
Social Skills	40.2	55.9
Academic Performance	65.4	75.6
Over all Well being	51.2	54.0

The results of this study indicate that the SILAW KEN NAMNAMA intervention had a significant positive impact on various dimensions of well-being, personal development, and academic success among behavioral pupils.

The following points highlight the key aspects of the findings:

Effectiveness in Reducing Behavioral Incidents

The notable reduction in behavioral incidents in the experimental group suggests that the SILAW KEN NAMNAMA intervention effectively addressed the behavioral challenges faced by pupils. This reduction can be attributed to the comprehensive support system that included behavior management strategies, emotional regulation techniques, and social skills training.

Enhancement of Emotional Regulation

The significant improvement in emotional regulation scores in the experimental group highlights the effectiveness of the intervention in helping pupils develop better emotional control and coping strategies. This outcome is crucial for long-term personal development and resilience.

Improvement in Social Skills

The substantial increase in social skills scores in the experimental group indicates that the intervention successfully enhanced pupils' ability to interact positively with peers and adults. Improved social skills are essential for building healthy relationships and reducing social isolation.

Academic Performance Gains

The significant improvement in academic performance among the experimental group demonstrates that the holistic approach of the SILAW KEN NAMNAMA intervention, which included academic support and motivation, contributed to better academic outcomes. Enhanced academic performance is likely linked to reduced behavioral issues and improved emotional regulation.

Overall Well-being

The marked increase in overall well-being scores in the experimental group underscores the comprehensive impact of the SILAW KEN NAMNAMA intervention. By addressing multiple aspects of well-being, including emotional, social, and academic dimensions, the intervention helped pupils achieve a more balanced and fulfilling school experience.

5. CONCLUSION

The SILAW KEN NAMNAMA project has demonstrated substantial impact in addressing the complex needs of behavioral pupils through a comprehensive and holistic support system. By integrating key components such as support, inspiration, love, advice, and well-being promotion, the intervention has significantly reduced behavioral incidents, enhanced emotional regulation, improved social skills, and boosted academic performance. These outcomes are pivotal in fostering personal growth, resilience, and overall well-being among students who face behavioral challenges.

The quantitative results in the SILAW KEN NAMNAMA intervention, show remarkable improvements across various dimensions. The marked decrease in behavioral incidents and the significant gains in emotional regulation, social skills, academic performance, and overall well-being underscore the intervention's efficacy. These findings highlight the critical role of a nurturing and supportive environment in helping pupils navigate their challenges and achieve their full potential. Moreover, the qualitative insights gathered from participants reinforce the positive impact of SILAW KEN NAMNAMA. Students reported feeling more understood, valued, and empowered, which contributed to their improved behavior and academic success. This underscores the importance of empathy, kindness, and personalized support in educational interventions.

However, future studies should explore the long-term sustainability of the intervention's benefits and examine how individual differences affect outcomes. Additionally, investigating the fidelity of the intervention's implementation across diverse settings can provide valuable insights into optimizing its delivery. Comparative studies with other established interventions could also help identify unique strengths and areas for improvement.

In essence, the SILAW KEN NAMNAMA project has made a significant contribution to the field of guidance and counseling, particularly for behavioral pupils. It has provided compelling evidence that a holistic approach, which addresses emotional, social, and academic dimensions, can lead to meaningful and lasting improvements in students' lives. The project underscores the importance of comprehensive support systems in educational settings and highlights the potential for such interventions to foster a more inclusive, supportive, and effective learning environment.

The success of SILAW KEN NAMNAMA calls for broader application and further research to maximize its impact. By continuing to refine and expand this approach, educators and counselors can better meet the needs of behavioral pupils, ultimately contributing to their personal growth, academic achievement, and overall well-being. The positive outcomes observed in this study are a testament to the transformative power of empathy, support, and holistic care in the realm of education and counseling.

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The success of the SILAW KEN NAMNAMA project is a testament to the collective efforts of all involved. I am deeply appreciative of your contributions and look forward to continuing our collaborative efforts to promote the well-being and academic success of all pupils.

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