

Implementation of the Homeroom Guidance Program in Pangasinan II Division

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Abstract — The study determined the extent of implementing the Homeroom Guidance Program (HGP) in the public secondary schools of Natividad District, Pangasinan II Division. The study used total enumeration with seventy-eight (78) teacher respondents. The study determined the profile of the respondents, the extent of implementation of the HGP, the significant relationship between the profile of the respondents and the extent of implementation of HGP, and the problems encountered in the implementation of HGP. A descriptive method of research is used in this study. Findings showed that most respondents are female, in the early adulthood stage, married, holding a Teacher III position, experienced teachers with Masters Units, and equipped with training related to the Homeroom Guidance Program. It was also found that career development is the most focused aspect of the program. There is also a comprehensive implementation of the program along academic, personal, social, and mental development of learners. In addition, the highest educational attainment is significantly correlated to the extent of implementation of the homeroom guidance program along with academic development. Likewise, the number of training attended related to Homeroom Guidance Program dramatically influences the extent of implementation of the Homeroom Guidance Program along career development. Lastly, difficulty in addressing diverse learners' needs and concerns with proper interventions and limited student-teacher interaction are serious problems encountered by the respondents in implementing the Homeroom Guidance Program. The study recommended the conduct of Learning Action Cell (LAC) Sessions or Focus Group Discussions (FGDs) among teachers as an avenue to share their best practices in implementing the Homeroom Guidance Program in their respective schools.

Keywords — *homeroom guidance, counseling, career development, guidance and counseling, mental development*

I. Introduction

Background of the Study

The development and implementation of the K-12 Basic Education Program necessitated improvements and modifications to existing DepEd programs to match the new curriculum. The K-12 program emphasizes inspiring and enriching learners with skills they need in life. The program takes societal variables and the developmental needs of the learners into account. This

entails exposing them to having various roles, confronting personal and social problems, and finally settling on their program departure. These needs of the learners must be met by sensitive and constructive policies, in addition to existing academic programs.

The Department of Education implemented the Revitalized Homeroom Guidance Program (RHGP) to resolve the concerns mentioned above. The implementation of the program is critical because this program helps in the development of the student's personalities to prepare them for the different roles they will be playing in society. In creating the curriculum, concerns such as academic deficiencies, bullying, risky sexual conduct, teenage pregnancy, online games, social media addiction, poor career choices, school dropouts, and other student problems were considered.

These guidelines were formulated based on current and relevant literature; and in consultation with teachers, School Heads, and Guidance and Counseling experts. This will provide a clear understanding of the essential processes in the implementation and the proper monitoring and evaluation of the program, which is an essential component of its sustainability and continual improvement.

The Revitalized Homeroom Guidance Program (RHGP) is similar to the Guidance Class, which is just part of the Information Services and Counseling Service of a Guidance Office. It is based on the relevant literature and experience in other countries (Villar, 2007; Mendoza, 2003). Aquino (2003) described homeroom guidance as a structured portion of the guidance services offered to a homeroom community by the school, typically a section or a class with a facilitator as a teacher-adviser. In the classroom, it provides safe learning experiences that foster positive attitudes, habits, and values and strengthen relationships between teachers and students. It is also a comprehensive, developmental, and constructive program to deliver life skills to K-12 learners in three areas of development, namely, academic development, personal and social development, and job development. The most common terminology is 'Guidance Class Curriculum' or 'Guidance Class.'

Homeroom Guidance is a sensitive curriculum that provides learners with skills to resolve issues that are not included in the formal areas of learning but are essential to their development. In contrast to those not part of the School Therapy Program, learners who go through Homeroom Instruction have substantially reduced inappropriate activities and shown positive attitudes towards school (Baker and Gerler, 2001). Brigman and Campbell's (2003) research also found that elementary and middle school students who were part of the program for school therapy and community interventions that emphasized cognitive, emotional, and self-management abilities have consistently shown strong mathematics and reading results. Besides, the research endorsed the efficacy of Homeroom Instruction, as stated by Schlossberg et al. (2001). They demonstrated a significant increase in goal-setting, problem-solving, career exploration, and school resources regarding learner behavior, attitude, and awareness. In addition, Carey and Dimmitt (2012) found that student performance in school can be attributed to their access to school counselors and robust

guidance services, both academically and behaviorally. For students in high-poverty schools, this is especially true.

There is a great need for a curriculum that advocates the advancement of skills and the academic, personal, social, and career dimensions based on meetings with regional members, advisers, and counseling experts. Part of the class program is the homeroom era. There is a need, however, to update and strengthen its recommendations for implementation. It was observed that the time for Homeroom guidance classes is used for cleaning the classroom, an extension of break time, collection or reply slips, and the like. Existing activities do not support the aims of the initiative to be realized. Moreover, the consultation with various stakeholders emphasized the importance of home, education, and community engagement to ensure learners' holistic growth. It was raised that there should be systematic and consistent monitoring and evaluation of the software to achieve its proper execution.

On the other hand, the revitalized homeroom guidance program identified by some tools aims to build the student's personality to prepare for their role in the family, the world of work, and the community. In particular, this form of guidance is intended to build the student's personality by knowing themselves and the environment and improving the student's ability to plan their world of work and higher academic or non-academic studies (DepEd Order No.67, s. 1997). Therefore, the program encourages students to get to know themselves better and find practical solutions to their daily problems.

Homeroom Guidance should be considered an information component of mental health in the K to 12 Curriculum. It is one of the Information Services under the Guidance and Counseling Programs. Due to the pandemic, with no other available mechanisms to deliver these services, Homeroom Guidance shall serve as a tool that would promote proactive, preventive, and educative methods to promote the learner's development of life skills.

DepEd Memorandum DM-OUCI-2021-346 from the Office of the Undersecretary for Curriculum and Instruction, dated August 25, 2021, announced the Revised Implementation of Homeroom Guidance (HG) During Crisis Situation for School Year 2021-2022. This memorandum emphasized that Homeroom Guidance is a comprehensive, developmental, and proactive program designed to equip K to 12 learners with life skills in the following domains: Academic Development, Personal Development, Social Development, Career Development, and Mental Development.

Implementation of the homeroom guidance program along with academic development should include giving intensive support to learners through monitoring and evaluation using the implemented learning modality, helping learners become independent and responsible for their knowledge and skills manifested in the activities presented, and encouraging learners to complete the task and assignments with a high degree of accuracy and participation. This is by applying life experiences in the learning process, bringing out learners' drive to understand new things and

situations relating to real life, and helping learners demonstrate a positive perspective towards learning wherein 21st-century skills are developed.

Personal development of students through homeroom guidance program should include giving learners opportunities for self-growth and growth by employing different learning modalities, letting learners reflect after every lesson and apply insights to their daily life through localized indigenized instructional materials, and providing time for learners before and after homeroom guidance as part of learning outcome and realization, taking learners' personal preferences and feedback are taken into account to strengthen the educational partnership and letting learners express themselves freely to provide meaningful appreciation and suggestions.

Teachers should also improve the social aspect of students in the implementation of the homeroom guidance program by working harmoniously with all the learners' families and community members to strengthen the partnership; developing intrapersonal and interpersonal skills of learners as part of the social development strategy; focusing on standards and competencies about the emotional development of learners; encouraging learners to work with each other and cooperate in group activities to facilitate better learning; and, training learners on how to communicate and interact within unfamiliar social situations.

In addition, the career development of learners should be taken into consideration in the implementation of the homeroom guidance program. In improving this aspect, teachers can do various activities such as informing learners of their possible career paths and work-related issues and concerns; helping learners to be equipped with the necessary skills and values for their future development and opportunities; strengthening learners' knowledge that is required to pursue their chosen career successfully; developing learners' practical skills that could work in whichever job they choose; and, conducting career guidance to help students plan for future career endeavors.

Lastly, learners' mental development should also be considered when implementing the homeroom guidance program. Teachers can explore activities focused on the cognitive development of the learners, such as prioritizing learners' mental health in crafting activities; making sure that learners have a positive mental attitude toward the delivery of the curriculum content; helping learners manage their stress levels through the application of different interventions; providing safe space for learners to talk about mental health problems and provide the appropriate attention; and, giving counseling to learners who need of mental help or advice while maintaining safety procedures.

Homeroom Guidance shall complement the goal of the Department of Education. This is to produce holistically developed Filipinos who can understand themselves, have problem-solving skills, make informed decisions, achieve academic success, plan for their future, and respect individual differences. It envisions learners who can work for the common good of society and love our country while upholding the rights and responsibilities of global citizens.

It is on this premise that the researcher was motivated to conduct this study. The researcher to determine the extent of the homeroom guidance program's implementation in the Pangasinan II Division and the problems they encounter in implementing the homeroom guidance program.

Theoretical Framework

Some theories explain how teachers and students interact in the implementation of the homeroom guidance program. Some of the fundamental ideas related to this study are described below.

One of these theories is the cognitive counseling theory, which explains that people experience psychological and emotional difficulties when their thinking is out of sync with reality. When this distorted or "faulty" thinking is applied to problem-solving, the result understandably leads to faulty solutions. Cognitive counselors work on challenging their clients' faulty thinking patterns so clients can derive solutions that accurately address the problems they are experiencing. Currently preferred cognitive theory-based therapies include cognitive behavior therapy, reality therapy, motivational interviewing, and acceptance and commitment therapy (McAdams, 2021).

This theory aligns with this study because students experience psychological and emotional difficulties, especially during pandemics. They sometimes feel drained and stressed because of answering many modules brought by the distance learning modality. Other students experience emotional stress because they have difficulty coping with the new education setup. In this scenario, teachers act as cognitive counselors who help students cope with their problems and challenges. The teachers derive solutions that will address the issues which their students are experiencing. Thus, the teachers serve as cognitive counselors, and their students are their clients.

Another theory related to this study is the behavioral counseling theory which states that when people engage in problematic thought and behavior when their environment fosters it, according to behavioral therapy ideas. These issues will continue to develop if the environment promotes or encourages them. Behavioral counselors assist clients in identifying the reinforcements that promote harmful habits of thinking and doing and replacing them with more desired rewards. Behavior therapy, dialectical behavior therapy, multimodal treatment, and conjoint sex therapy are the recommended behavior theory-based therapies.

This theory relates to this study because students also encounter behavioral problems and need behavioral counseling and advice. In connection with this, teachers serve as behavioral counselors, and their students are their clients. This pandemic brought behavioral issues and problems among students. Some of them lack the willingness to study at home. Some students lack the motivation to answer modules because of a lack of support and encouragement from their parents. Thus, teachers serve as behavioral counselors to help students ease or solve the behavioral problems they are experiencing.

Cognitive counseling theory and behavioral counseling theory are essential theories in the implementation of the Homeroom Guidance Program. In these theories, teachers serve as cognitive and behavioral counselors to students experiencing psychological and behavioral problems.

Conceptual Framework

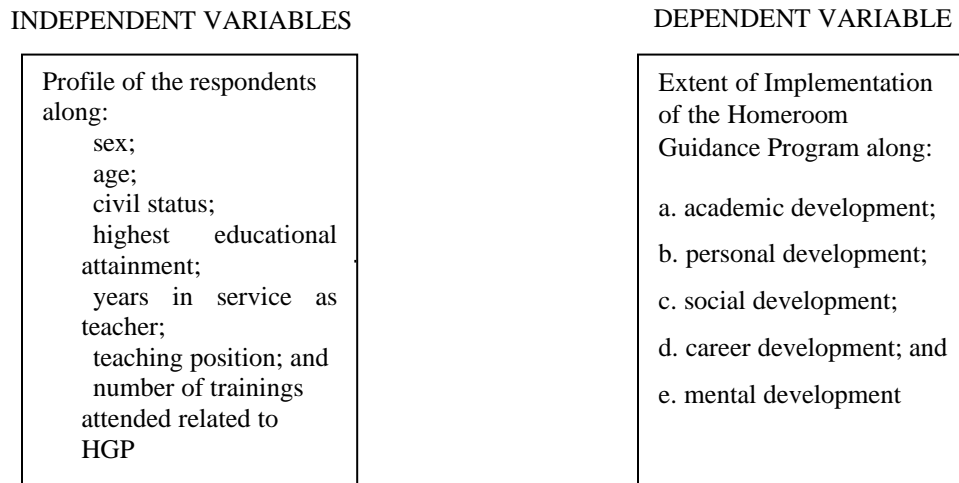


Figure 1
The paradigm of the Study

Figure 1 shows the framework of this study wherein the Independent variables embody the profile of the respondents in terms of sex, age, civil status, highest educational attainment, years in service, teaching position, and the number of training they attended related to HGP. In contrast, the Dependent variable includes the extent of the homeroom guidance program implementation. The dependent variable is then controlled by the independent variable, particularly the profile of the respondents.

Statement of the Problem

This study focused on the extent of implementation of the Homeroom Guidance Program (HGP) in the public secondary schools of Natividad District, Pangasinan II Division, during the School Year 2021-2022.

Specifically, the study sought answers to the following questions:

1. What is the profile of the guidance counselors and designates along the following:
 - a. sex;
 - b. age;
 - c. civil status;
 - d. highest educational attainment;
 - e. years in service as a teacher;

- f. teaching position; and
 - g. The number of training attended related to HGP?
2. What is the extent of implementation of the Homeroom Guidance Program in the public secondary schools of Natividad District, Pangasinan II Division along:
 - a. Academic Development;
 - b. Personal Development;
 - c. Social Development;
 - d. Career Development; and
 - e. Mental Development
 3. Is there a significant relationship between the profile of the respondents and the extent of implementation of the Homeroom Guidance Program?
 4. What are the problems encountered by the respondents in the implementation of the

II. Methodology

Research Design

This study used the Quantitative Method for the researcher to determine the extent of implementation of the Homeroom Guidance Program of the public secondary schools of Natividad District, Pangasinan II Division. It includes Descriptive-Correlational using survey questionnaires. The researcher opted to use this research design considering the objectives, research problems, and first-hand data from the respondents, which are described using survey questionnaires. Besides, Correlation was used to test the research problems in terms of expected relationships between and among variables.

Population and Locale of the Study

There were seventy-eight (78) respondents in the study. Total enumeration is used as a sampling technique for this study as all public secondary schools in the Natividad District, Pangasinan II Division were included as respondents. The distribution of respondents from all the public secondary schools in Natividad District, Pangasinan II Division, is shown below.

Table 1:

Respondents of the Study

Public Secondary Schools	Respondent/s
Natividad National High School	39
San Miguel National High School	11
Salud-San Eugenio National High School	14
San Macario National High School	14
Total	78

Research Instruments

The researcher utilized a questionnaire checklist as an instrument to gather the data needed in this study. The research instrument consisted of three parts.

The first part of the questionnaire focused on the profile of the respondents, namely: sex, age, civil status, highest educational attainment, years in service as a teacher, teaching position, and the number of training attended related to the Homeroom Guidance Program.

The second part of the questionnaire dealt with the extent of implementation of the Homeroom Guidance Program along with academic, personal, social, career, and mental development.

The third part of the questionnaire focused on the problems encountered by the respondents in implementing the Homeroom Guidance Program.

The research instrument was validated by three (3) experts in the field of education, particularly guidance counselors.

Data Gathering Procedure

The researcher sought the permission of the Schools Division Superintendent (SDS) to conduct the study in their respective division. After the consent was granted, the researcher coordinated with the schools to float the questionnaire. Afterward, the data gathered were analyzed and treated using appropriate statistical treatment. Summary of results and findings are provided to generate conclusions and recommendations.

Statistical Treatment

Various modes of data treatment are employed to analyze all the data needed in this study.

For question number 1, which refers to the profile of the respondents, frequency and percentages were used.

A weighted mean was used for question number 2, which focuses on the extent of the homeroom guidance program implementation.

For question number 3, which pertains to the significant relationship between the profile of the respondents and the extent of implementation of the homeroom guidance program, the Chi-Square test for relationship was used.

A weighted mean was also used for question number 4, which pertains to the problems encountered by the respondents in the implementation of the homeroom guidance program.

III. Results and Discussion

This chapter interprets, presents, and analyzes the data of the study. The presentation of the findings is organized, following the order of the research questions.

Table 2 presents the profile of the respondents along sex, age, civil status, highest educational attainment, years in service as a teacher, teaching position, and the number of training attended related to HGP

Profile of the Respondents

Table 2:
Profile of the Respondents

Variables		Frequency <i>N=78</i>	Percentage
Sex	Male	31	39.7
	Female	47	60.3
Age	20-30 years old	21	26.9
	31-40 years old	26	33.3
	41-50 years old	22	28.2
	51 years old and above	9	11.5
Civil Status	Single	23	29.5
	Married	47	60.3
	Widowed	7	9.0
	Separated	1	1.3
Highest Educational Attainment	Doctor's Degree	6	7.7
	With Doctor's Units	9	11.5
	Master's Degree	18	23.1
	With Master's Units	27	34.6
Years in Service as teacher	Bachelor's Degree	18	23.1
	1-3 years	12	15.4
	4-6 years	17	21.8
	7-10 years	22	28.2
Teaching Position	11 years and above	27	34.6
	Master Teacher II	5	6.4
	Master Teacher I	10	12.8
	Teacher III	35	44.9
	Teacher II	15	19.2
No. of Trainings Attended Related to HGP	Teacher I	13	16.7
	1-2	38	48.7
	3-4	29	37.2
	5 and above	11	14.1

Sex. It can be gleaned from Table 2 that there are 47 or 60.3% female respondents and 31 or 39.7% male. The result shows that the teaching profession is female-dominated. Thus, many teachers are still women (CEPS Journal, 2017). Likewise, the teaching profession was one of the first to become accessible to women.

Age. It is observed from Table 2 that the respondents with 31-40 age brackets obtained the highest frequency of 26 with a percentage of 33.3. Secondly, the 41-50 age brackets got 22 or 28.2%. Thirdly, the 20-30 age brackets with 21 or 26.9%. Lastly, age brackets under 51 and above have a frequency of 9 with a percentage of 11.5. This implies that most of the respondents are in the young adult category.

Civil Status. The data revealed that most respondents are married, obtaining 60.3%, while 29.5% are single, 9.0% are widowed, and only 1.3% are separated. These results are comparable to Burke's (2015) study, which found that while teachers certainly face some challenges connected to their status, they may have various experiences in life and work depending on the context of their schools. Thus, teaching is a challenging intrapersonal profession.

Highest Educational Attainment. As can be observed from the table, a high percentage of respondents (34.6%) had a Master's Unit. In comparison, the percentages for Bachelor's and Master's Degrees are equal (23.1%), and the percentages for respondents with Doctoral units and Doctoral degree holders are 11.5% and 7.7%, respectively. Through professional growth, professionals will also become more effective workers. Employees who acquire the appropriate career-related skills will be more efficient and productive, which will benefit the school where they work. Finally, professional growth can provide employees with access to new opportunities. (Camps & Rodriguez, 2018).

Years in Service. The majority of respondents (34.6%) had at least 11 years or more of experience in service. This indicates that many teachers already have a plethora of professional expertise. Other respondents have a range of experience, including 7 to 10 years (28.1%), 4-6 years (21.8%), and newly employed teachers with 1-3 years of experience (15.4%).

Teaching Position. The findings show that the majority of respondents hold Teacher III positions. Promotion is less uncommon than they may expect, given their years of expertise. Only a tiny percentage of respondents hold Master Teacher positions (5 for Master Teacher II and 10 for Master Teacher I); the remaining respondents hold Teacher II positions (15) and Teacher I (13). Every teacher has the power and responsibility to define the curriculum—its contents and method as reflected in their job description. DO No. 50, s. 2014, Guidelines on the Recruitment, Selection, and Placement of Personnel Under the DepEd Rationalization Program under Executive Order 366, s. 2004 stipulates that every teacher is subject to professional development and promotion.

Number of Training Attended related to Homeroom Guidance Program. More than half of the respondents have attended at least 1-2 seminars, with 48.7%. This means that the respondents

are equipped with the knowledge necessary to teach the homeroom guidance under the current circumstances. It can be gleaned that training is part of any organization. Training and seminars are convenient and helpful as it scaffolds and prepares teachers to create a just atmosphere in the workplace (Illinois, 2021).

Table 3 presents the extent of the implementation of the Homeroom Guidance Program along with academic development.

The Extent of Implementation of the Homeroom Guidance Program

Table 3 reveals an overall weighted mean of 4.35 and a descriptive equivalent of “Implemented.” The indicator that learners are encouraged to incorporate their learnings with life experiences has the highest weighted mean (4.57). It is the only one in this indicator with a descriptive equivalent of “Highly Implemented.” This implies that students find more meaningful lessons when incorporating them with their lived experiences. This is corroborated by Jaiswal (2019) in her article about students having a “growth mindset,” which allows them to enjoy learning and find more opportunities for them to improve.

Table 3:
The extent of Implementation of Homeroom Guidance Program along Academic Development

Indicators <i>As a teacher, I...</i>	Weighted Mean	Descriptive Equivalent
1. give intensive support to learners through monitoring and evaluation using the implemented learning modality	4.42	Implemented
2. help learners become independent and responsible for their knowledge and skills manifested in the activities presented	4.29	Implemented
3. encourage learners to complete the task and assignments with a high degree of accuracy and participation by applying life experiences in the learning process	4.57	Highly Implemented
4. bring out learners’ drive to understand new things and situations relating to real life	4.26	Implemented
5. help learners demonstrate a positive perspective towards learning wherein 21st-century skills are developed	4.23	Implemented
Overall Weighted Mean	4.35	Implemented

Legend:

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

Similarly, the perspective demonstration of 21st-century skills to students has a weighted average of 4.23, with a descriptive equivalent of “Highly Implemented.” This reflects the student’s ability to adapt and be flexible to the changing demands of the modern world. Stauffer (2022) writes that while 21st-century skills can be taught as early as possible, it is essential during the secondary levels as this is when students learn more about what they want to be.

Table 4 reveals the extent of implementation of the Homeroom Guidance Program along with personal development.

This indicator has an overall weighted mean of 4.41, which is within the “Implemented” descriptive equivalent. This indicates an effective practice in honing the individual growth of students. Allowing students the freedom of expression garnered the highest weighted mean of 4.57 and a descriptive equivalent of “Very Highly Implemented.” This is a deviation from the age of austerity explained by Smeltzer and Hearn (2015). The increasing trend of students having fewer and fewer platforms to voice their opinions makes freedom of expression an object of high value.

Table 4:
The extent of Implementation of Homeroom Guidance Program along Personal Development

Indicators <i>As a teacher, I...</i>	Weighted Mean	Descriptive Equivalent
1. give learners opportunities for self-growth and development by employing different learning modalities	4.32	Implemented
2. let learners reflect after every lesson and apply insights to their daily life through localized and indigenized instructional materials	4.51	Highly Implemented
3. provide time for learners before and after homeroom guidance as part of learning outcome and realization	4.28	Implemented
4. take learners’ personal preferences, and feedback are taken into account to strengthen the educational partnership	4.37	Implemented
5. let learners express themselves freely to provide meaningful appreciation and suggestions	4.57	Highly Implemented
Overall Weighted Mean	4.41	Implemented

Legend:

- | | |
|---------------------------------------|-------------------------------------|
| 4.50-5.00 Highly Implemented (HI) | 1.50-2.49 Slightly Implemented (SI) |
| 3.50-4.49 Implemented (I) | 1.00-1.49 Not Implemented (NI) |
| 2.50-3.49 Moderately Implemented (MI) | |

On the other hand, there is a relatively low weighted mean for providing time for learners before and after homeroom guidance as part of learning outcome and realization, with the lowest mean of 4.28. This may be one of the problems of using varied modalities rather than the opportunities themselves. Each modality has its own set of advantages and disadvantages. The refusal to employ one does not necessarily imply that it is not effective. Instead, there are better alternatives for more learners (Verde & Valero, 2021). Nonetheless, there are still enough options for students to choose what is best for them.

Table 5:
The extent of Implementation of Homeroom Guidance Program along Social Development

Indicators	Weighted Mean	Descriptive Equivalent
<i>As a teacher, I...</i>		
1. work harmoniously with all the learners' families and community members to strengthen the partnership	4.08	Implemented
2. development of intrapersonal and interpersonal skills of learners are part of the social development strategy	4.11	Implemented
3. focus on standards and competencies for the emotional development of learners	4.28	Implemented
4. encourage learners to work with each other and cooperate in group activities to facilitate better learning	4.51	Highly Implemented
5. train learners on how to communicate and interact within unfamiliar social situations	4.43	Implemented
Overall Weighted Mean	4.28	Implemented

Legend:

- | | |
|---------------------------------------|-------------------------------------|
| 4.50-5.00 Highly Implemented (HI) | 1.50-2.49 Slightly Implemented (SI) |
| 3.50-4.49 Implemented (I) | 1.00-1.49 Not Implemented (NI) |
| 2.50-3.49 Moderately Implemented (MI) | |

Table 6 shows the extent of homeroom guidance program implementation in the career development domain.

Table 6:
The extent of Implementation of Homeroom Guidance Program along Career Development

Indicators	Weighted Mean	Descriptive Equivalent
<i>As a teacher, I...</i>		
1. inform learners of their possible career paths and work-related issues and concerns	4.57	Highly Implemented
1. help learners to be equipped with the necessary skills and values for their future development and opportunities	4.51	Highly Implemented
2. strengthen learners' knowledge that is required to pursue their chosen career successfully	4.51	Highly Implemented
3. develop learners' practical skills that could work in whichever career they choose	4.49	Implemented
4. conduct career guidance to help students plan for future career endeavors	4.68	Highly Implemented
Overall Weighted Mean	4.55	Highly Implemented

Legend:

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

Table 7 presents the extent of homeroom guidance program implementation in the mental development domain.

The overall weighted mean is 4.14, with a descriptive equivalent of "Implemented." The range of the weighted means is not that far apart. The highest is 4.28, which is for providing counseling to learners. This is important to students who have little to no access to mental health resources. In their research about students' mental health, Holm- Hadulla and Koutsoukou-Argyarak (2015) state that students seek mental help from their respective academic institutions, which makes schools responsible for providing the necessary services and proper procedures in handling mental health problems.

Table 7:
The extent of Implementation of Homeroom Guidance Program along Mental Development

Indicators	Weighted Mean	Descriptive Equivalent
<i>As a teacher, I...</i>		
1. prioritize learners' mental health in crafting activities	4.11	Implemented
2. make sure that learners have a positive mental attitude toward the delivery of the curriculum content	4.02	Implemented
3. help learners manage their stress levels through the application of different interventions	4.22	Implemented
4. provide a safe space for learners to talk about mental health problems and provide appropriate attention	4.08	Implemented
5. provide counseling to learners who need mental help or advice while maintaining safety procedures	4.28	Implemented
Overall Weighted Mean	4.14	Implemented

Legend:

- | | |
|---------------------------------------|-------------------------------------|
| 4.50-5.00 Highly Implemented (HI) | 1.50-2.49 Slightly Implemented (SI) |
| 3.50-4.49 Implemented (I) | 1.00-1.49 Not Implemented (NI) |
| 2.50-3.49 Moderately Implemented (MI) | |

Meanwhile, there is a comparably low weighted mean (4.02) in ensuring a positive mental attitude from learners. Lemay et al. (2021) account for the increased pressure during online classes compared to in-person learning. While there are positive learning outcomes, it does not diminish from the various challenges faced by the technology- and strategy-dependent modalities. Teachers must consider towards students experiencing difficulties despite being two years into the new normal.

Table 8:
Summary Table Extent of Implementation of Homeroom Guidance Program

Indicators	Overall Weighted Mean	Descriptive Equivalent
Academic Development	4.35	Implemented
Personal Development	4.41	Implemented
Social Development	4.28	Implemented
Career Development	4.55	Highly Implemented
Mental Development	4.14	Implemented
Grand Weighted Mean	4.35	Implemented

Legend:

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

Table 8 gives a summary of the extent of implementation of the homeroom guidance program across all domains.

Notice that career development has the highest overall weighted mean (4.55). It is the only “Highly Implemented,” implying that it is the most focused aspect of the program. Amir et al. (2008) recognize the value of starting career guidance during the secondary level, as it gives them a head start in choosing which courses to pursue and, later, which jobs to look for. It also allows students to have a broader mindset and not limit themselves to the available opportunities. It is noted that mental development has the lowest overall weighted mean, which is 4.14, a descriptive equivalent of “Implemented” The World Health Organization (2022) classifies mental health as a rising concern. As this sector has not been focused on for the past decade and has only been given advanced awareness in recent years, it could be tough to adapt. Even so, most educational sectors have shown good progress in safeguarding the mental health of their constituents.

Significant Relationship between the Profile of the Respondents and the Extent of Implementation of Homeroom Guidance Program

Table 9 shows the Significant Relationship between the Profile of the Respondents and the Extent of Implementation of the Homeroom Guidance Program.

Table 9:
Significant Relationship between the Profile of the Respondents and the Extent of Implementation of Homeroom Guidance Program

Profile	Implementation of Homeroom Guidance Program				
	Academic Development	Personal Development	Social Development	Career Development	Mental Development
Sex	.263	.352	.422	.243	.484
Age	.436	.474	.532	.127	.566
Civil Status	.539	.423	.445	.244	.437
Highest Educational Attainment	.000*	.223	.355	.436	.252
Years in Service as Teacher	.475	.659	.578	.823	.546
Teaching Position	.242	.533	.332	.466	.536
No. of Trainings Attended Related to HGP	.256	.373	.735	.000*	.475

*Note: *significant at .05 level alpha*

It can be noted in Table 9 that there is a significant relationship between the highest educational attainment and extent of implementation of homeroom guidance program along academic development as indicated by a significance value of .000, which is less than the set level of significance, which is .05. Hence, the null hypothesis is rejected. The result of this study is parallel to the study of Hoffman (2020), which found that level of education affects the teachers' willingness to help students focus on academic matters.

Table 9 also reveals that there is a significant relationship between the number of training attended related to HGP and the extent of implementation of homeroom guidance program along career development as indicated by a significance value of .000, which is less than the set level of significance, which is .05. Hence, the null hypothesis is rejected. The result aligns with the study of Meer (2019), which revealed that the training affects the teachers' competence in guiding students to take the career paths they want to pursue in their future education.

Problems Encountered by the Respondents in the Implementation of the Homeroom Guidance Program

Table 10 presents the problems encountered by the respondents in the implementation of the Homeroom Guidance Program.

Table 10:
Problems Encountered by the Respondents in the Implementation of the Homeroom Guidance Program

Indicators	Weighted Mean	Descriptive Equivalent
1. Lack of knowledge about guidelines, procedures, and other DepEd memos on Homeroom Guidance	2.33	Slightly Serious
2. Limited school facilities and equipment that promote an engaging learning environment	2.54	Moderately Serious
3. Difficulty in the provision of the best learning modality to ensure a positive learning	3.42	Moderately Serious
4. Limited instructional materials and other teaching & learning resources about Homeroom Guidance	2.37	Slightly Serious
5. Difficulty in addressing diverse learner's needs and concerns with proper interventions	3.53	Serious
6. Lack of technical assistance and support from the school officials and other educational planners	2.48	Slightly Serious
7. Absence of communication channel to respond appropriately to homeroom guidance concerns	2.36	Slightly Serious
8. Limited student-teacher interaction	3.57	Serious
9. Difficulty in the preparation of adequate, sufficient, and relevant homeroom guidance activities for learners	3.42	Moderately Serious
10. Lack of cooperation and participation among community members, and officials in the implementation and monitoring process of the homeroom guidance program	3.42	Moderately Serious
Overall Weighted Mean	2.94	Moderately Serious

Legend:

4.50-5.00 Highly Implemented (HI)	1.50-2.49 Slightly Implemented (SI)
3.50-4.49 Implemented (I)	1.00-1.49 Not Implemented (NI)
2.50-3.49 Moderately Implemented (MI)	

Table 10 lists all potential problems faced in implementing the program. It has an overall weighted mean of 2.94 and a descriptive equivalent of “Moderately Serious.” This rating makes more sense once specific problems are observed. Notice that limited teacher-student interaction has the highest weighted mean of 3.57. It is equivalent to a “Serious” problem. Lemay et al. include this in their discussion of challenges encountered during online learning. Students may be pressured to learn materials alone instead of asking for assistance.

Additionally, supervision requires partnership with students’ families to ensure that learning still happens at home without the teacher’s presence. The lack of knowledge in DepEd memos has the lowest weighted mean (2.33), which means that it is of the most minor concern, proving that the current method of information dissemination with regards to homeroom guidance is effective. Most people, teachers and students alike, are informed of what is to be expected from homeroom programs.

IV. Conclusion

1. Majority of the respondents are female, in the early adulthood stage, married, holding a Teacher III position, experienced teachers with Masters Units, and equipped with training related to the homeroom guidance program.
2. Career development is the most focused aspect of the program. Meanwhile, there is also extensive implementation of the program along academic, personal, social, and mental development of learners.
3. Highest educational attainment is significantly correlated to the extent of implementation of the homeroom guidance program along with academic development. Likewise, the number of training attended related to homeroom guidance program greatly influence the extent of implementation of homeroom guidance program along career development.
4. Difficulty addressing diverse learners’ needs and concerns with proper interventions and limited student-teacher interaction are serious problems encountered by the respondents in implementing the homeroom guidance program.

V. Recommendations

1. Public school teachers should collaboratively work on crafting programs/ activities that will strengthen the implementation of the Homeroom Guidance Program.
2. Public secondary school administrators and teachers should conduct Learning Action Cell (LAC) Sessions or Focus Group Discussions (FGDs) to share their best practices in implementing the Homeroom Guidance Program in their respective schools.
3. A similar study should be conducted, considering other factors that can affect implementing the Homeroom Guidance Program in schools.
4. Future researchers could utilize the result of this study for their future references.

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