

Assessment on the Revised Implementation of the Homeroom Guidance Program in Zone 2, Division of Zambales: Basis for Formulation of Action Plans

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Abstract

This study aimed to assessed the revised implementation of the Homeroom Guidance Program in Zone 2, Division of Zambales during SY 2021-2022: Basis for the formulation of Action Plans. The study utilized the descriptive research design with questionnaire as the main instrument in gathering data from one hundred forty-two (142) randomly selected elementary teacher-respondents in Palauig, Iba and Botolan districts respectively.

Based on the statistical data analysis revealed that there is significant difference when grouped according to sex towards Academic and Personal and Social development; significant on age towards Academic and Career development; and significant on the number of years in the services towards Academic and Career Development. There is no significant difference on the domains towards the level of implementation of homeroom guidance program.

The researcher recommended that the teachers are encouraged to be creative and skillful in motivating learners in engage actively in all class undertakings and activities; that the school administration is encouraged to consider Homeroom Guidance as one of the priority programs that foster positivity of perspective, attainment of good academic achievement, and wise choice of future career' to have communication with parents on appropriate mechanism to help improve study habits of children for better academic achievement; that the school guidance program shall consider to include and address the challenges confronting among learners as to issues like academic failures, school dropouts, bullying, unhealthy sexual behavior, teenage pregnancy, drug addiction, online and social media addiction, and confusion in and/or poor career choice.

Keywords: Homeroom Guidance Program, Academic Development, Personal and Social Development, Career Development

1. Introduction

In the implementation of the new learning platform during this time of COVID-19 pandemic, the teacher played a vital role in the emotional, psychological development of learners. **Homeroom Guidance Program** provides wholesome learning experiences in the classroom that foster positive attitudes, behaviors and values and improve relationship between teachers and students.

To carry out the assessment of students' mental health status in the midst of the Covid-19 pandemic, the Department of Education (DepEd) initiated to administer Homeroom Guidance (HG) during Crisis Situation for School Year (SY) 2020-2021 in public and private schools. In the DepEd memorandum released on June 22, 2020, the pandemic affected the education system in schools. Withal, as the learners adapt to online classes which became "new normal," the Department has to respond to the learning struggles of the students in line with the mental health awareness. As stated in the memorandum, it has been accorded that there is a great need to conduct a program that addresses to develop the skills related to academic, personal and social, and career aspects of the student. At present, the Homeroom period is part of the class program; however, there is a need to update and improve its implementation guidelines. The program is set one (1) hour per week for all K to12 learners and should be reflected in the class program of every school. The approach of the Homeroom Guidance to students would be in an informal way considering the structured learning experience flow, this is to better assess the students and make them feel comfortable and be expressive. This study aims to provide wholesome learning experiences in the

classroom that would foster positive attitudes, behaviors and values and improve relationship between teachers and students.

1.1. Objectives of the Study

This study aimed to assessed the revised implementation of the Homeroom Guidance Program in Zone 2, Division of Zambales during SY 2021-2022: Basis for the formulation of an Action Plans.

Specifically, the research study answered the following research questions:

1. How may the teacher-respondents describe the level of extent on the implementation of Homeroom Guidance Program in terms of the following domains:

- 1.1. Academic Development;
- 1.2. Personal and Social Development, and
- 1.3. Career Development?

2. Is there a significant difference on the assessment of teacher-respondents towards domains in the level of implementation of homeroom guidance program when grouped according to profile variables?

3. Is there significant difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program?

4. What action plan/intervention program maybe proposed to improve the implementation of Homeroom Guidance Program?

1.2 Research Hypothesis

The following hypothesis were tested.

- 1. There is no significant difference on the assessment of teacher-respondents towards domains in the level of implementation of homeroom guidance program when grouped according to profile variables.
- 2. There is no significant difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program.

2. Methodology

2.1 Research Design

This research utilized a descriptive research design. Descriptive research aims to describe a population, circumstance, or phenomena precisely and systematically. It can answer the questions of what, where, when, and how, but not why. This involves gathering of data that describes events and then sorted out, classified, outlined, and illustrated the data collection. It is usually presented through visual aids such as graphs and charts to assist the reader in understanding the data distribution (Reguindin-San Agustin, 2021).

2.2 Respondents and Location

The study conducted in Zone 2 Division of Zambales composed of three (3) municipalities namely, Palauig District, Iba District and Botolan District respectively. Three (3) schools would be selected from each district. Table 1 below shows the frequency distribution of the teacher-respondents by school.

Table 1 Distribution of the Elementary School Teacher-Respondents from Zone 2, Division of Zambales

District	Elementary School	Frequency (f)	Percentage (%)
Palauig	Palauig Central School	20	14.08
	Bulawen Elementary School	25	17.61
Iba	Dampay Elementary School	16	11.27
	Amungan Elementary School	21	14.79
	Bangantalinga Elementary School	14	9.86
Botolan	Botolan North Integrated School	18	12.68
	Botolan South Central School	28	19.72
Total		142	100.00

As shown in Table 1, a total population of one hundred forty-two (142) elementary teachers were the respondents of the research study. They are currently employed in the seven (7) schools of Zone 2, Division of Zambales.

2.3 Instruments

The main research instrument for acquiring data for this study was the survey questionnaire. According to Sapsford & Jupp (2006), questionnaires are a useful option to consider when conducting a survey and can be either devised by the researcher or they can be based upon some ready-made index. For Fox & Hunn (2009), questionnaire is a set of closed and open-ended questions used to collect data and can be administered face-to-face by an interviewer, over a telephone, on the web or by self-completion. The objective is to gather useful data from respondents that can be used for a number of purposes (Butaran, 2021).

The survey questionnaire is a researcher made which consists of two (2) main parts. Part 1 dealt with the profile of the respondents limited to sex, age, civil status, educational attainment, designation and number of years in the service.

Part 2 of the survey instruments dealt with the perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program affecting the academic performance limited to (1) Academic Development; (2) Personal and Social Development; and (3) Career Development. This part had 4 indicators each variables. The teachers answered from the scale ranging from 4 - Strongly Agree (SA), 3 - Agree (A), 2 - Disagree (D) and 1- Strongly Disagree (SD).

After the proposal defense, the researcher sought the pre-approval of the panel committee to assure that statement indicators are accurately and correctly stated. Upon the approval, the researcher conducted a dry-run or pilot testing among twenty (20) teachers in Lawak Elementary School who are not involved in the study. A pilot study is often performed to test the feasibility of techniques, methods, questionnaires, and interviews and how they function together in a particular context; it can also reveal ethical and practical issues that could hamper the main study (Doody & Doody, 2015) Immediately after the dry-run, the researcher had computed the test of reliability using the Cronbach's Alpha Test of Reliability.

2.4 Data Collection

The researcher submitted a letter request to conduct a study to the Thesis Adviser for signing. Once the letter was already signed, the researcher submitted to the Schools Division Superintendent and School Principals asking permission to conduct a study. The researcher administered the distribution of

questionnaire to the respondents and explained the aim of this study. After 3 days, the researcher retrieved the answered questionnaire to the respondents. Then, the data collected was tabulated, analyzed, and interpreted.

2.5 Data Analysis

With the aid of the Statistical Package for the Social Sciences Software, the data gathered were analyzed and interpreted using the statistical treatment of data: Frequency and Percentage Distribution, Weighted Mean, F-Test ANOVA and Likert Scale for Interpretation on the perception towards assessment on the revised implementation of the homeroom guidance program

3. Results and Discussions

3.1. Table 2 shows the perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program as to academic development

Table 2 Perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program as to academic development N=42

	Academic Development	Weighted Mean	Qualitative Interpretation	Rank
1	Instill among the students the value and importance to finish education	3.45	Strongly Agree	6.5
2	Encourage and motivate not to drop from the school	3.56	Strongly Agree	1.5
3	Motivates the learners to obtain a good academic performance	3.56	Strongly Agree	1.5
4	Getting actively involved in all learning activities	3.42	Strongly Agree	8.5
5	Maintains the good learning styles and study habits.	3.51	Strongly Agree	3.5
6	Develops the value of persistence and not to easily give up on the many school work assessment activities.	3.48	Strongly Agree	5
7	Not easily affected on family problems.	3.42	Strongly Agree	8.5
8	Have focus and concentration on school undertakings.	3.45	Strongly Agree	6.5
9	Provides means and efforts to communicate with other classmate regarding assessment activities.	3.51	Strongly Agree	3.5
10	Study harder to become dean's lister or academic scholars.	3.39	Strongly Agree	10
	Overall Weighted Mean	3.48	Strongly Agree	

The perception of the teacher-respondents towards assessment on the revised the implementation of the Homeroom Guidance Program as to Academic Development was 3.48 with qualitative interpretation of "Strongly Agreed".

The data clearly demonstrate on the agreement of the teacher-respondents towards helping the learners to attain the highest degree or level of academic development. It is the usual role and routine of teachers as motivator encouraging every student to pursue education, to study harder and obtain a good

academic performance. In some cases, teachers show greater amount of concern by making follow-up on the submission of assessment activity to assure that the student complies all the academic requirements.

The academic development pertains to all academic need and concerns of the learners. Homeroom guidance is a responsive program that equip the learner with competencies to address issues not included in the formal learning areas but is very essential to their development. Learners go through Homeroom Guidance have been found to have significantly decreased inappropriate behaviors and demonstrated positive attitude towards school undertaking as compared to those learners who were not part of the school Counseling Program. Carey and Dimmit (2012).

3.2 Summary of responses

Table 3 shows the perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program as to Personal and Social Development.

Table 3 Perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program as to Personal and Social Development N=142

	Personal and Social Development	Weighted Mean	Qualitative Interpretation	Rank
1	Strong precautions not to engage in any form of drug addiction.	3.50	Strongly Agree	1
2	Refrains from bullying	3.43	Strongly Agree	7
3	Heightens the awareness on the effects of criminality	3.44	Strongly Agree	5.5
4	Understands the consequence of early marriage	3.44	Strongly Agree	5.5
5	Fosters the value and importance of developing to be a good citizen	3.49	Strongly Agree	2.5
6	Develops among the learner the human relation skills	3.49	Strongly Agree	2.5
7	Understands the value, importance and principles of sexual education.	3.41	Strongly Agree	9
8	Understands the principles of social justice and equality.	3.40	Strongly Agree	10
9	Applies the principles of gender sensitivity and cultural divergence.	3.45	Strongly Agree	4
10	Improves communication and technical skills	3.42	Strongly Agree	8
	Overall Weighted Mean	3.45	Strongly Agree	

The teacher-respondents were “Strongly Agreed” on all indicators particularly on the strong precautions not to engage in any form of drug addiction manifested on the high mean value of 3.50 and ranked 1st while on the indicator that needs to understands the principles of social justice and equality with low mean value of 3.40 and ranked 10th. The computed overall weighted mean on the responses towards assessment on the revised implementation of the Homeroom Guidance Program as to Personal and Social Development was 3.45 with qualitative interpretation of “Strongly Agreed”.

Clearly gleaned from the table on the strong agreement of the teacher-respondents on their role as teacher in giving advises and admonition to refrain from taking drugs in all kinds and forms. Teachers uses stories of previous people whose life turn to be miserable because of drug addiction.

Table 4 shows the perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program as to Career Development.

Table 4 Perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program as to Career Development N=142

	Career Development	Weighted Mean	Qualitative Interpretation	Rank
1	Provides clear perspective on the proper selection of career choices	3.45	Strongly Agree	5
2	Has projection to be successful in life.	3.39	Strongly Agree	8.5
3	Develops positive perception on building a successful career and happy family life.	3.51	Strongly Agree	1
4	Develops critical thinking on the realization of the dream career.	3.39	Strongly Agree	8.5
5	Develops strong determination and strive hard to fulfill the desired ambition of career.	3.50	Strongly Agree	2
6	Avoids to engage heavily on social media or any form of educational distraction.	3.47	Strongly Agree	4
7	Avoids to engage in early sexual activity that may cause to hamper the realization of the career.	3.49	Strongly Agree	3
8	Because of family economic condition, I will work and at the same time to pursue my studies.	3.38	Strongly Agree	10
9	I will seek support of politicians and other benefactors for my studies.	3.40	Strongly Agree	6.5
10	I would attend career guidance program for better selection and choice of course in college.	3.40	Strongly Agree	6.5
	Overall Weighted Mean	3.44	Strongly Agree	

The teacher-respondents were “Strongly Agreed” on all indicators particularly on the development of positive perception on building a successful career and happy family life manifested on the high mean value of 3.51 and ranked 1st while on the indicator that because of family economic condition, I would work and at the same time to pursue my studies with low mean value of 3.38 and ranked 10th. The computed overall weighted mean on the responses towards assessment on the revised implementation of the Homeroom Guidance Program as to Career Development was 3.44 with qualitative interpretation of “Strongly Agreed”.

The data simply implies on role exhibited by the teachers in giving counsel and advises among the students in developing a positive perspective on building a successful career and happy family life.

Table 5 shows the Summary on the Perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program

Revised implementation of the Homeroom Guidance Program		Weighted Mean	Qualitative Interpretation	Rank
1	Academic Development	3.48	Strongly Agree	1
2	Personal and Social Development	3.45	Strongly Agree	2
3	Career Development	3.44	Strongly Agree	3
Grand Mean		3.46	Strongly Agree	

Table 6 shows the Summary on the Perception of the teacher-respondents towards assessment on the revised implementation of the Homeroom Guidance Program.

The teacher-respondents were “Strongly Agreed” on Academic Development manifested on the high overall weighted mean value of (3.48) and ranked 1st; Personal and Social development (3.45) and ranked 2nd; and on Career Development (3.44) and ranked 3rd. The computed grand mean on the responses towards assessment on the revised implementation of the Homeroom Guidance Program was 3.48 with qualitative interpretation of “Strongly Agreed”.

Clearly gleaned from the table on the strong agreement of the teacher-respondents on the implications of guidance program in academic development of the learner.

3.3 Test of difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program.

Table 6 shows the Analysis of Variance to test difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program.

Table 6 Analysis of Variance to test difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program

Sources of Variations		SS	Df	MS	F	Sig.	Decision
Academic Development Personal and Social Development Career Development	Between Groups	0.115	2	0.058	0.194	0.824	Accept Ho Not Significant
	Within Groups	125.567	423	0.297			
	Total	125.682	425				

There is no significant difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program as to Academic Development, Personal and Social Development, and Career development manifested on the computed Sig. or P-value of 0.824 which is greater than 0.05 alpha level of significance, therefore the null hypothesis is accepted.

Clearly demonstrate on the statistical analysis that the respondents have uniformity and similarity of opinion towards level of implementation of homeroom guidance program.

4. Conclusions

Based on the summary of the investigations conducted, the researcher has concluded that:

The respondents were “Strongly Agreed” on all dimensions towards the revised Implementation of the Homeroom Guidance Program as to Academic Development, Personal and Social Development and Career Development.

There is no significant difference on the assessment of teacher - respondents towards domains in the level of implementation of homeroom guidance program as to Academic Development, Personal and Social Development, and Career development.

5. Recommendations

Based on summary of findings and the conclusions arrived at, the researcher recommended that:

Teachers are encouraged to be creative and skillful in motivating learners in engage actively in all class undertakings and activities.

The school administration is encouraged to consider Homeroom Guidance as one of the priority programs that foster positivity of perspective, attainment of good academic achievement, and wise choice of future career.

Communication with parents on appropriate mechanism to help improve study habits of children for better academic achievement.

The school guidance program shall consider to include and address the challenges confronting among learners as to issues like academic failures, school dropouts, bullying, unhealthy sexual behavior, teenage pregnancy, drug addiction, online and social media addiction, and confusion in and/or poor career choice

For future researcher/s are encouraged to conduct a parallel or similar study with in-depth and wider in scope so as to validate and confirm the salient findings obtained in the study.

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