

Homeroom Guidance Program (HGP) Implementation and Learners' Holistic Development

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Abstract

The holistic development contains a learner's social, emotional, physical, mental, and intellectual growth. Developed holistically, learners become factors of themselves and, others, and their communities. This study aimed to determine the implementation of the homeroom guidance program, teaching performance, and learners' holistic development. A descriptive-correlational design was used to gather the data from 92 teachers, 194 parents, and 194 learners. The data were analyzed using mean, standard deviation, Pearson r, and t-test. The findings revealed that the implementation of the Homeroom Guidance Program (HGP) along with counseling services, program evaluation, needs assessment, response services, policy, and planning were very high. The teachers have outstanding teaching performance. Learners' holistic development relative to their moral, intellectual, social, and physical aspects was very high. The overall HGP implementation has no significant relationship with the holistic development of learners. There is a significant relationship between the policy of HGP implementation and assessment and reporting of teaching performance and needs assessment and curriculum and planning. There was a significant difference in the holistic development of learners according to the assessment of parents and teachers. This study concluded that the Homeroom Guidance Program (HGP) is a complete, developmental, and proactive program that equips learners with life skills and healthy learning opportunities in the classroom that promote positive attitudes, behaviors, and values and strengthen the bonds between them and the teachers. Most teachers performed extraordinarily on their performance. Learners possess very high holistic development that depicts their total personality. The schools may improve the implementation of the Homeroom Guidance Program (HGP), focusing on the planning.

Keywords: implementation, homeroom guidance program, teaching performance, holistic development, learners

1. Main text

1.1. Introduction

A homeroom guidance gives learners the tools to deal with problems outside the purview of the regular subject areas but crucial to their overall growth. To guarantee the overall growth of learners, the significance of family, education, and community interaction is highlighted. The package with teaching instruction includes the systematic, regular monitoring and assessment of students' overall growth.

Implementing a homeroom guidance program in a school context is based on a comprehensive and integrative view of educational practices (Llego, 2021). In this standpoint, homeroom guidance activities are complementary to other educational activities. Their effectiveness largely depends on the capacity to create synergies between the different educational agents and between them and the community towards learners' development (DepEd, 2020). At different times in the educational process, teachers play a complementary role as agents of homeroom guidance program implementation in promoting learners' development and building their character (Volante & Olua, 2022).

Holistic development includes a learner's social, emotional, physical, mental, and intellectual growth. Developed holistically, learners become factors of themselves, others, and their communities (Letina, 2020). Moreover, the effectiveness of the learners' successes is determined through their holistic development. The intent is to enable holistic learners' development, transforming learning to be essential, and teaching and instruction are the major means and distinct forms of practice for learners' holistic development (Doño & Mangila, 2021).

Studies indicated that the implementation of the homeroom guidance program had not been articulated to other educational agents, and contribution was not materialized to comprehensive interventions and isolated actions (Santos, 2022). Additionally, there is little consistency and less effective in responding to learners' need. However, no studies have been conducted concentrating on the status of homeroom guidance program implementation in relation to the learners' holistic development.

Teachers as classroom advisers face challenges during the implementation of homeroom guidance programs, such as lack of funds, inadequate time allocation, lack of training, lack of supervision, role ambiguity, a heavy workload, and lack of collaborative effort among stakeholders (Sibandze & Mafumbate, 2019). Guidance services, particularly those related to learners' support for holistic development, were not provided to them (Arrieta et al., 2021). However, limited literature has been published on the effectiveness of the learners' holistic development and guidance program.

Moreover, issues like academic failures, school dropouts, bullying, unhealthy sexual behavior, teenage pregnancy, drug addiction, online and social media addiction, confusion and poor career choice, and other challenges that beset the learners today were considered in developing the program (DepEd, 2020).

Based on experiences and observations in the field, local teachers faced several issues in implementing homeroom guidance, such as incurring an additional teaching load. Most of them have given overtime teaching hours of more than 360 minutes. There is also a lack of training on integrating the homeroom guidance program into the curriculum. Thus, materials were not provided.

Based on this premise, the researcher was motivated to conduct this study because there was a lack of existing literature supporting the implementation of homeroom guidance. The researcher determined the extent of the homeroom guidance program's implementation, teaching performance, and learner development in the Tacurong City Division.

1.2. Conceptual Framework

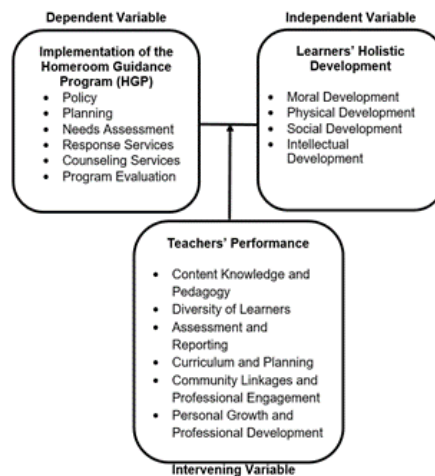
The discussion of the conceptual framework encompassed the ideas of the Homeroom Guidance Program, educational effectiveness, and the holistic development of the students. This idea served as the foundation for the collection of data. The American School Counseling Association (ASCA) Model, which includes the three domains of learning development—academic, personal and social, and career—served as the foundation for Homeroom Guidance (HG) (Volante & Olua, 2022). Based on the execution of DepEd Memorandum 346 and DepEd Order 52, s. 1998), the standards and competencies of HG are anchored on specific theories because each area has its uniqueness in consideration of the demands of Filipino learners and society (DepEd, 2021).

In this study, the independent variables include the HGP associated with policy, planning, response services, peer counseling, program evaluation, and needs assessment, which serve as independent variables. The dependent variables include the teachers' teaching performance and learners' holistic development. The teaching performance has 6 domains: content knowledge and pedagogy, diversity of learners and assessment and reporting, curriculum and planning, community linkages and professional engagement, and personal growth and professional development (DepEd, 2017). The learners' holistic development was about moral, physical, social, and intellectual development. The researcher presumes that implementing HGP influences teaching. Performance and the level of learners' holistic development.

According to Matsumoto (2017), Bruner's theory of scaffolding considers how learners are supported in their learning in a social setting where they create meaning through interactions with others. According to the scaffolding theory, students who get early support and active assistance from their parents and teachers become independent learners (DepEd, 2020). This paradigm enhances learners' capacity for both social and intellectual learning.

Eric Ericson's Psychosocial Development, a descriptive summary of social and emotional development, appears to have been considered when developing the competencies and criteria. The program reflects his belief that students should acquire the attitudes, concepts, and abilities necessary at every developmental stage to become successful adults contributing to society (DepEd, 2020).

Moreover, Piaget believes that learners actively participate in their education and act like tiny scientists as they conduct experiments, record observations, and gain knowledge of their surroundings (Kendra, 2020). It holds that cognitive growth is a continual process when biological maturation and environmental influences occur. Students acquire knowledge and experience the discrepancies between what they have studied and the realities that they live in (DepEd, 2021).



1.3. Statement of the Problem

The implementation of the homeroom guidance program, learners' holistic development, and teaching performance were determined based on the identified indicators.

1. What is the extent of implementation of the Homeroom Guidance Program in the public elementary schools of North Tacurong District in terms of:
 - 1.1 policy;
 - 1.2 planning;
 - 1.3 needs assessment;
 - 1.4 response services;
 - 1.5 counseling services; and
 - 1.6 program evaluation?
2. What is the extent of teachers' teaching performance in terms of:
 - 2.1 content knowledge and pedagogy;
 - 2.2 diversity of learners;
 - 2.3 assessment and reporting;
 - 2.4 curriculum and planning;
 - 2.5 community linkages and professional engagement; and
 - 2.6 personal growth and professional development?
3. What is the extent of learners' holistic development relative to:
 - 3.1 moral development,
 - 3.2 physical development,
 - 3.3 social development, and
 - 3.4 intellectual development?
4. Is there a significant relationship between the level of implementation of the homeroom guidance program and learners' holistic development?
5. Is there a significant relationship between the level of implementation of the homeroom guidance program and teachers' teaching performance?
6. Is there a significant difference in holistic development based on parents, and teachers?

1.4. Research Methodology

The descriptive-correlational design was employed in this study. It described the implementation of the homeroom guidance program, teaching performance, and learners' development. The descriptive research method described the present condition relative to these variables. The correlational research method was applied to determine the relationship between the stated variables.

The correlation analysis was the best-fitted method because it measured the strength of the relationship between the implementation of the homeroom guidance program and learners' holistic development and a significant relationship between the level of implementation of the homeroom guidance program and teachers' teaching performance. Using this method, the researcher wanted to establish if there are possible connections between the three variables of homeroom guidance program, holistic development, and teaching performance.

The researcher utilized three groups of respondents: the teachers, parents, and grade 6 learners in the six (6) public elementary schools. The researcher employed two sampling techniques: complete enumeration and stratified random sampling.

Schools	Teachers	Learners		Parents	
		N	n	N	n
Dr. Manuel J. Griño Memorial Central School	27	110	55	110	55
Abang-Suizo Elementary School	13	52	26	52	26
Buenaflor Elementary School	13	50	25	50	25
Maria A. Montilla Memorial Elementary School	20	104	51	104	51
New Lagao Elementary School	11	40	20	40	20
San Antonio Elementary School	8	35	17	35	17
Total	92	389	194	389	194

1.5 Data Instrument and Procedure

The researcher utilized a data-gathering tool composed of three sections: Part 1, Part 2, and Part 3. Part 1 assessed the implementation level of the homeroom guidance program. The questionnaire was adapted and modified from the studies of Chinese (2006) and Santos (2020) on school guidance programs. It included six key sub-indicators: policy, planning, needs assessment, response services, counseling services, and program evaluation. A five-point Likert scale was used for evaluation, with 5 indicating very high, 4 as high, 3 as moderate, 2 as poor, and 1 as very poor.

Part 2 focused on collecting data regarding teachers' performance, which was derived from their actual Individual Performance Review and Commitment Form (IPCRF). This assessment tool measured six key result areas (KRA): content knowledge and pedagogy, diversity of learners, assessment and reporting, curriculum and planning, community linkages, and professional engagement and personal growth and development.

Part 3 examined the level of learners' holistic development through a survey tool adapted and modified from Lahon (2016). The survey was divided into four subcategories: moral, physical, social, and intellectual development. Responses were recorded using a five-point Likert scale to measure different aspects of student development.

After confirming the validity and reliability of the research instrument, the Dean of the Graduate School granted approval for the study. Following this, a letter of request was submitted to the Schools Division Superintendent of Tacurong City for authorization. Upon receiving approval, a similar letter was prepared and forwarded to the District Supervisor and School Heads for their information.

Once the necessary approvals were secured, the research instruments were distributed to the respondents. They were given ample time to complete the survey questionnaire, ensuring accurate and thoughtful responses. The completed instruments were then collected promptly. After retrieval, the data were encoded, systematically organized, and presented using tables and charts for clarity. Additionally, Microsoft Excel was utilized to facilitate data analysis efficiently.

1.6. Data Analysis

The collected data were summarized and tabulated, then analyzed using both descriptive and inferential statistics. To assess the extent of the homeroom guidance program implementation, teaching performance, and learners' holistic development, mean and standard deviation were employed. Additionally, Pearson's r correlation was used to examine the relationship between the homeroom guidance program and learners' holistic development, as well as between the homeroom guidance program and teachers' performance. Furthermore, a t -test was conducted to determine whether there were significant differences in learners' holistic development as perceived by parents and teachers.

1.7. Results and Discussion

Implementation of the Homeroom Guidance Program (HGP)

The implementation of the homeroom guidance program relative to its policy and guidelines is observed to be very high ($M=4.40$, $SD=0.70$). The results indicate that homeroom guidance program policies and guidelines stipulated in the DepEd policy issuances were strictly followed and implemented in every school. The policies implemented ensure that learners' values and psycho-social attributes are well-guided and understood. Furthermore, the findings concluded that policy is always implemented based on the mission and vision of the DepEd to ensure smooth and effective guidance to the learners. The implementation of a homeroom guidance program influences the values, social aspects, and emotional level of learners ($M=4.47$, $SD=0.64$), and the school's homeroom guidance program, policy, and guidelines are easily understood by teachers and learners ($M=4.45$, $SD=0.69$) are manifested to be very high. On the other hand, parents are acquainted with the competencies that learners need to master each quarter and are observed to have lower scores ($M=4.30$, $SD=0.72$). The result means that the policies mainly focused on the welfare of the learners.

The planning factor of the HGP is observed to be very high ($M=4.32$, $SD=0.78$). The result indicates that schools have always conducted the planning process for implementing the HGP. The school includes class schedules in the planning phase, teacher training, and orientation to the parents. The result implies that most schools have very high implementation of HGP by planning the different aspects that contribute to the success of putting the program into practice. The indicator on class schedules are properly disseminated and followed and were highly included in the planning phase ($M=4.56$, $SD=0.65$). On the contrary, preparing the timelines/calendar of activities, monitoring plan, and materials for the entire program duration was given less priority during the planning of the HGP ($M=4.09$, $SD=0.96$). The result means that during the planning phase,

class schedules were considered since additional time allotment must be included as part of the teacher's teaching loads.

The homeroom guidance program regarding needs assessment was rated very high rating ($M=4.41$, $SD=0.74$). The needs assessment of learners and improvement towards attitude were explained and evaluated as part of the implementing process. Furthermore, the school's needs assessment is very highly implemented during the homeroom guidance program to ensure that assessment and monitoring results are communicated and the responsibilities of teachers are defined. The findings concluded that the comprehensive school homeroom guidance program is very highly implemented and includes the assessment needs of learners and teachers.

The implementation of the homeroom guidance program in terms of counseling services was observed to be very high ($M=4.60$, $SD=0.57$). The result indicates that most schools have intensified the HGP implementation by looking into the effectiveness of counseling services through regular consultation, addressing learners' concerns that the classroom level could not be resolved, and collaborating with counseling services personnel. It can be concluded that implementing HGP through effective counseling services, which strategizes the program in helping the learners develop hope and improve their personalities, is very high. The effective HGP is reporting to the school principal on all homeroom guidance service issues at a very high extent ($M=4.63$, $SD=0.58$). Meanwhile, it also has a very high level of monitoring the effect of counseling on the learners ($M=4.62$, $SD=0.54$). On the other hand, referring learners whose concerns are beyond the teacher/ adviser capacity is observed to be not the priority with a score ($M=4.57$, $SD=0.60$). The result means that the school principal reported and monitored issues about the learners.

The homeroom guidance program in terms of program evaluation is implemented very highly ($M=4.56$, $SD=0.62$). This means that most schools evaluate the homeroom guidance program to ensure that the objectives and purpose are effectively carried out and that the target learners benefit from the program. Furthermore, the result reveals that the program evaluation of HGP has a very high implementation, which indicates that systematic and adequate monitoring and assessment are met. The evaluated the class advisers on how they implement the homeroom guidance program ($M=4.61$, $SD=0.54$), and the objectives and purpose of the program are evaluated ($M=4.59$, $SD=0.65$) are described as very high. On the contrary, criteria were used for assessing the effectiveness of the school guidance program by filling out the checklist in the SF 9 ($M=4.50$, $SD=0.61$) and involving various stakeholders in the evaluation of the school homeroom guidance program ($M=4.50$, $SD=0.68$) obtained the lower scores. The result means that the HGP was evaluated based on the criteria evaluation, but some stakeholders were involved in the evaluation process.

The summary of the implementation of the Homeroom Guidance program has an overall mean of 4.45 ($SD=0.69$) shows that HGP was implemented very highly, along with different implementing factors (counseling services, program evaluation, needs assessment, response services, policy, and planning). The result indicates that the HGP always ensures the welfare of learners as the target beneficiaries and teachers as implementers. The schools have very high implementation from their planning, policies, guidelines, and evaluation to determine improvement needs. The result concludes that HGP in school has a complete, developmental, and proactive program that equips learners with life skills and healthy learning opportunities in the classroom that promote positive attitudes, behaviors, and values and strengthen the bonds between them and the teachers. The factors contributing to the implementation of the HGP are also very high counseling services ($M=4.60$, $SD=0.57$), program evaluation ($M=4.56$, $SD=0.62$), needs assessment ($M=4.41$, $SD=0.74$),

responses services ($M=4.41$, $SD=0.73$), policy ($M=4.40$, $SD=0.70$), planning ($M=4.32$, $SD=0.78$). The result means counseling services followed by program evaluation are priorities in implementing HGP.

Extent of Teachers' Teaching Performance

The extent of teachers' teaching performance based on the domains of key results areas. The teachers manifested outstanding performance ($M=4.69$, $SD=0.08$). The result means that most teachers performed extraordinarily through classroom observations, submission, and accomplishing up-to-date data and documents, research-based evidence, community involvement, and attending seminars and training. The result implies that teachers' teaching performance represents an outstanding achievement and commitment based on quality and time, sufficiency and efficiency of skills and knowledge, ingenuity, creativity, and initiative. The Content Knowledge and Pedagogy ($M=4.70$, $SD=0.08$), Curriculum and Planning ($M=4.69$, $SD=0.09$), Community Linkages and Professional Engagement ($M=4.69$, $SD=0.08$), Diversity of Learners ($M=4.68$, $SD=0.08$), Assessment and Reporting ($M=4.68$, $SD=0.08$), and Personal Growth and Professional Development ($M=4.68$, $SD=0.08$) are all rated outstanding. Teachers perform content knowledge and pedagogy in applying learning across other disciplines, utilizing various teaching strategies and focusing on learners' numeracy and literacy. Most teachers also perform outstandingly in curriculum and planning based on nurturing learners.

Extent of Learners' Holistic Development

The extent of learners' holistic development in terms of moral development was rated very high ($M=4.45$, $SD=0.71$). The result indicates that learners possess very high moral development by harnessing their full potential, developing positive outlooks, and accepting feedback for improvement. It can be concluded that the ways that learners develop and grow have changed their personality by discerning between right and wrong moral aspects. The indicator on learners who realize their potentialities ($M=4.59$, $SD=0.60$) and accept positive feedback and criticism to strengthen their learning ($M=4.46$, $SD=0.68$) are rated very high. Meanwhile, expressing themselves freely to give meaningful appreciation and suggestions obtained a low score ($M=4.36$, $SD=0.80$). The result means that in moral development, learners were allowed to show their potential and taught to accept constructive criticism.

The learners' holistic development in terms of physical development is presented in Table 11. It can be noted that the physical development of learners is very high ($M=4.33$, $SD=0.79$). The result means that the physical development of learners always contributes to becoming holistic by focusing on bodily activities like body improvement, developing balance, and understanding physical education activities. The result implies that learners' holistic development is very high in activities through developing their healthy minds and good hygiene. Teacher teaches them about cleanliness, health, and hygiene ($M=4.72$, $SD=0.54$), and the development of their fundamental motor skills ($M=4.41$, $SD=0.74$) is observed to be very high. On the contrary, learners always used to play in school during leisure time, and other free-time activities ($M=3.96$, $SD=1.00$) are given less priority to developing the physical aspect of learners.

The learners' holistic development in terms of social development was observed to be very high ($M=4.36$, $SD=0.77$). The result indicates that learners holistically developed the social aspects of their personality to a very high extent. They always show their skills in connection to social change, adapt, and adjust their personality towards others. It can be concluded that learners learn to build relationships and attain values, knowledge, and skills necessary to understand how to get along with others to a great extent. The

learners score very high in developing their intrapersonal and interpersonal skills ($M=4.40$, $SD=0.76$). On the other hand, learners who focused on socio-emotional development standards ($M=4.34$, $SD=0.77$) and learning and helping others strengthen their social aptitude ($M=4.34$, $SD=0.79$) obtained a low score and were described as very high. The result means that learners' social development focuses on building intrapersonal and interpersonal skills.

The learners' holistic development in terms of intellectual development possess very high intellectual development ($M=4.37$, $SD=0.79$). The result means that the intellectual development of learners contributed very highly to their holistic personality, wherein they developed their capacity to reflect on themselves, think wisely, and participate in worthwhile activities. The result concluded that learners have very high intellectual development, which entails their ability to learn, including but not limited to creative and critical thinking, communication skills, and problem-solving skills. The learners possess very high intellectual development in examining their habits of thinking ($M=4.49$, $SD=0.71$) and always secure higher marks ($M=4.40$, $SD=0.72$). Meanwhile, when learners read or hear a conclusion in class, they think of possible alternatives that are rated less priority ($M=4.30$, $SD=0.83$). The result means that intellect is crucial in developing the holistic personality of learners.

The learners' holistic development, which was observed to be very high ($M=4.38$, $SD=0.77$). The result signifies that learners possess very high holistic development that depicts their total personality. Learners also have very effective developmental capabilities. The result implies that learners' very high holistic development keeps them in progress in their developmental capabilities and overall influences their moral, physical, social, and intellectual development. The moral development obtained a higher rating ($M=4.45$, $SD=0.71$). The teachers, learners, and parents believe that moral aspects are important for an upright personality. Meanwhile, intellectual ($M=4.37$, $SD=0.79$), social ($M=4.36$, $SD=0.77$) and physical development ($M=4.33$, $SD=0.79$) are all rated very high. The result means most learners prioritize morals, followed by intellectuals in developing their personalities holistically.

Relationship between the Implementation of Homeroom Guidance Program and Learners' Holistic Development

The HGP implementation and learners' holistic development. When the computed r is greater than the r -critical at .05 level, that is, 0.811, it is significant. The result prevails that, in general, the overall HGP implementation has no significant relationship with the holistic development of learners ($r=-0.19 < 0.811$). Thus, the alternative hypothesis is rejected. There is strong evidence to claim that the holistic development of learners' personalities is not associated with implementing HGP. The result means that moral, physical, social, and intellectual development factors do not rely on the HGP because learners' holistic development could be developed through the nurture or influence of their parents, community, peers, and relatives aside from the learning gained in school. No factors of HGP implementation that predict the holistic development of learners based on the corresponding results in policy ($r=0.32$), planning ($r=0.15$), needs assessment ($r=-0.56$), response services ($r=-0.37$), counseling services ($r=-0.22$) and program evaluation ($r=-0.14$).

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Variables	Moral Dev't	Physical Dev't	Social Dev't	Intellectual Dev't	Overall
<i>Pearson r</i>					
Policy	0.19	0.41	0.36	0.31	0.32
Planning	0.03	0.18	0.19	0.18	0.15
Needs Assessment	-0.67	-0.38	-0.52	-0.60	-0.56
Response Services	-0.53	-0.18	-0.32	-0.41	-0.37
Counseling Services	-0.38	-0.06	-0.17	-0.24	-0.22
Program Evaluation	-0.30	0.04	-0.10	-0.18	-0.14
Overall HGP Implementation	-0.36	-0.02	-0.14	-0.22	-0.19

Note: r -critical (.05, 4)=0.811 < r -value (Significant)

□

Relationship between the Level of Implementation of Homeroom Guidance Program and Teachers' Teaching Performance

There is a significant relationship between the homeroom guidance program's implementation level and teachers' teaching performance as shown in the computed r is greater than the r -critical at .05 level, that is, 0.811. It is significant. There is a substantial relationship between the policy of HGP implementation and assessment and reporting of teaching performance ($r=0.88 > 0.811$) and between needs assessment and curriculum and planning ($r=-0.85 > 0.811$). This means that assessment, reporting, curriculum, and planning of teachers' performance are relatively associated with the HGP implementation policy and needs assessment. In other words, when policy and needs assessment are implemented effectively, teachers also perform better in assessing and reporting learners' progress and development as well as developing, overseeing, and putting into action developmentally appropriate teaching and learning procedures to satisfy curriculum demands and accommodate a variety of instructional settings for the benefits of learners.

Variables	Content Knowledge & Pedagogy	Diversity of Learners	Assessment & Reporting	Curriculum & Planning	Community Linkages & Prof'l Engagement	Personal Growth & Prof'l Dev't	Overall
<i>Pearson r</i>							
Policy	0.37	-0.05	0.88*	-0.32	-0.47	-0.67	-0.29
Planning	0.30	-0.32	0.62	0.04	-0.44	-0.62	-0.46
Needs Assessment	0.24	-0.20	0.13	-0.85*	0.26	-0.05	0.05
Response Services	0.32	-0.36	0.35	-0.80	0.02	-0.17	-0.17
Counseling Services	-0.14	-0.41	0.30	-0.60	0.23	-0.44	-0.39
Program Evaluation	0.03	-0.37	0.31	-0.76	0.10	-0.16	-0.26
Overall HGP Implementation	0.28	-0.33	0.54	-0.70	-0.08	-0.40	-0.27

Note: r -critical (.05, 4)=0.811 < r -value (Significant*)

Significant Differences in Holistic Development Based on Parents and Teachers

There is a significant difference in the holistic development of learners according to the assessment of parents and teachers ($t=5.22$, $p=.000$). Thus, an alternative hypothesis was upheld. The result means that the holistic development of learners is not the same when the ratings of parents and teachers are compared. Thus, they have different perceptions about the holistic development of learners because teachers assess learners based on the needs of the school setting with the appropriate assessment tools. At the same time, parents rely on their observations of their children at home. In so doing, moral development ($t=3.55$, $p=0.000$), physical development ($t=5.71$, $p=0.000$), social development ($t=3.63$, $p=0.000$), and intellectual development ($t=5.52$, $p=0.000$) significantly differed in parents' and teachers' assessments. The result means that all factors of the holistic development of learners differ in the ratings of parents and teachers.

Factors	Parents		Teachers		df	t-stat	p-value
	Mean	SD	Mean	SD			
Moral Development	4.36	0.57	4.60	0.40	284	3.55	0.000*
Physical Development	4.20	0.58	4.58	0.40	284	5.71	0.000*
Social Development	4.29	0.63	4.55	0.41	284	3.63	0.000*
Intellectual Development	4.24	0.63	4.67	0.39	284	5.52	0.000*
Overall	4.27	0.70	4.67	0.39	284	5.22	0.000*

Note: $p < .05$, significant*

1.8. Conclusion

The Homeroom Guidance Program (HGP) in school was a complete, developmental, and proactive program that equips learners with life skills and healthy learning opportunities that promote positive attitudes, behaviors, and values and strengthen their bonds with the teachers.

Most of the teachers performed extraordinarily, representing an outstanding achievement and commitment based on quality and time, sufficiency and efficiency of skills and knowledge, ingenuity, creativity, and initiative.

Learners possess very high holistic development that depicts their total personality. They were progressing in their developmental capabilities and overall influence on their moral, physical, social, and intellectual development.

Moral, physical, social, and intellectual development factors do not rely on the HGP because learners' holistic development could be developed through the nurture or influence of their parents, community, peers, and relatives aside from the learning gained in school.

The assessment report, sorting cur, curriculum, and planning of teachers' performance were relatively associated with the policy and needs assessment of HGP implementation.

There was a different assessment of the holistic development of learners because teachers assess learners based on the needs of the school setting using the prescribed assessment tools. At the same time, parents rely on their observations of their children at home.

1.9. Recommendation

1. The school may improve the implementation of the Homeroom Guidance Program (HGP) by focusing on the planning aspects, preparing the timelines or calendar of activities, and monitoring the plan and materials for the entire program duration.

2. It was also recommended that the school heads sustain the classroom observation of teachers to justify their outstanding performance through technical assistance in utilizing the HGP as part of integrating the subject being taught.

3. This study suggests that teachers and parents may prioritize the physical aspect of the learners' holistic development by integrating play and games in school and at home during leisure time and other free time activities.

4. The schools are encouraged to sustain their counseling services through effective mechanisms.

5. This study also advocates that schools and parents may collaborate to strengthen the advocacy of the HGP to uphold the learners' total development.

6. Parents should also participate in their children's development, particularly moral and social development.

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