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Stakeholder's Feedback on the Implementation of Homeroom Guidance Program of Elementary Schools in Batangas

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Abstract

Aim: This research aimed to study the stakeholders' feedback of homeroom guidance implementation in Batangas Province. The study explored the respondents' assessment of the homeroom guidance program in terms of curriculum implementation, covering aspects such as academic development, personal and social development, and career development. The assessment also covered the delivery process, homeroom guidance implementation supervision, and administrative concerns. Another focus was on whether there were significant differences in the assessment of the program's implementation among different types of stakeholders. Lastly, the study identified problems encountered by schools in implementing the homeroom guidance program.

Methodology: The study, employed a descriptive research design, aimed to provide a comprehensive understanding of homeroom guidance programs by examining existing literature and stakeholders' perspectives. This approach allowed the researchers to identify common themes across multiple studies, offering valuable insights into the nature and assessment of homeroom guidance program implementation.

Results: Stakeholders generally assessed the Homeroom Guidance Program rating academic, personal/social, and career development aspects as "implemented." The program's delivery process, supervision, and administrative concerns also received same ratings, indicating effective integration and management. This positive perception suggests that the program is well-received and meets the expectations of various stakeholders. Stakeholders showed significant differences in their perceptions of academic development, but they agreed on the program's effectiveness in personal, social, and career development. The null hypothesis for program's delivery process, supervision, and administrative aspects was rejected.

Conclusion: The study found out that despite some differences in specific areas, stakeholders generally concur on the program's effectiveness. Challenges identified included resource inadequacy, logistical constraints, and stakeholder engagement issues, highlighting areas for improvement to enhance the program's implementation and support students' holistic development. Effectively addressing these challenges is critical for improving the program and ensuring that it can adequately support students in various developmental areas.

Keywords: stakeholders, feedback, Homeroom Guidance Program, Elementary Schools, Batangas

INTRODUCTION

During the last pandemic, limited face-to-face interaction affected teaching and learning, prompting the implementation of the Homeroom Guidance Program (RGP). Indeed, pupils cannot evade its impact on their areas of development. The curriculum encourages sound judgment, virtuous conduct, and an optimistic outlook. Bilgin (2016), adapted the curriculum from the American Counselling Association (ACA), emphasizing the counselling process and incorporating concepts related to human development, psychology, and mental health.

According to Malolos et. al. (2021), World Health Organization highlighted numerous physical, emotional, and social changes that are vulnerable to children's development. Factors such as poverty, abuse, or violence further exacerbated these vulnerabilities. Children with emotional or behavioral issues often struggle with focusing, regulating emotions, communicating with peers and family, and maintaining self-control. These challenges frequently had long-lasting effects, potentially persisting throughout their lives. Parents played a crucial role in



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obtaining mental health assistance and communicating their child's emotional and behavioral issues to medical professionals (Childstats, 2023).

Six million Filipinos suffer from anxiety and depression, making mental health, also known as psychological and human development, the country's third most common kind of disability. The Philippines ranks third in the Western region for mental health issues (Martinez et al., 2020). According to Winzer et al. (2018), mental illness affects students' academic development, future readiness, and lower occupational performance. These issues underscored the need for a strengthened connection between students, parents, schools, and society.

In response to these challenges, the DepEd issued Memorandum No. 0155, Series 2020, known as the Policy Guidelines on the Implementation of Homeroom Guidance (HG) during Crisis Situations. This policy aimed to address concerns within the education system by creating a program focused on learners' holistic development. The school schedule mandated that the program be included, allocating one hour per week from kindergarten to grade 12. In Batangas province, schools actively participated in implementing this program to tackle problems such as academic failures, school dropouts, bullying, social media addiction, poor career choices, and other related challenges. Currently, the DepEd Memorandum No. 1 series of 2024 anchors HG's best practices during Cath Up Fridays.

Utilizing the Homeroom Guidance Program (HGP) in practice in Batangas Province faces several challenges. These include ensuring continuous professional growth for advisers and designated guidance teachers. In their assessment of the implementation guidance counselling in Sto. Tomas South District, Bahoy et al. (2022) supported these challenges regarding the level of readiness among guidance teachers and advisers, expressing a moderate level of agreement. Volante (2022), in her action research on the implementation of homeroom guidance in Pangasinan II Division, found a strong correlation between the number of HGP trainings attended and the extent of the program's implementation. Effective implementation required guidance designees, advisers, and parents to possess the most recent information and abilities, integrate the HGP curriculum with existing programs, and overcome resource limitations (DepEd, 2020). Additionally, providing adequate supervision and administrative support, engaging parents, maintaining student engagement, and developing effective monitoring and evaluation mechanisms are critical hurdles. Clear communication and coordination among stakeholders are also essential to address potential misunderstandings and conflicts, ultimately ensuring the program's success (Alcober, 2020).

By documenting the implementation and impact of the HGP in Batangas, this study fills these gaps, contributing to the broader field of educational research and policy development. It offers evidence-based recommendations that can inform future educational reforms and initiatives, both locally and globally. This research thus provides unique insights into effective educational practices and policies tailored to the specific needs of Batangas Province, addressing areas not overstudied by previous researchers.

The urgent need to address mental health and educational challenges, assess the effectiveness of policy interventions, enhance collaboration among support networks, and prepare students for future societal roles justifies the conduct of this study. The findings will provide valuable information for improving the homeroom guidance program and influencing broader educational policies and practices.

Theoretical Framework

Systems theory, a relevant theoretical framework for understanding their approaches to student development, underpins the Department of Education's Homeroom Guidance (HG) program in the Philippines and the American School Counseling Association's (ASCA) Model (Bronfenbrenner, 1979). According to the theory of systems, people live in environments that are interrelated, like families, communities, and schools, where changes in one part can impact the entire system. Both the HG program and ASCA Model emphasize holistic student development, integrating academic, social, and emotional support to nurture well-rounded learners. Structured frameworks define clear missions and core beliefs, ensuring that all interventions and activities align with overarching goals. These programs promote comprehensive support by recognizing the interconnectedness of students' environments and experiences, taking into account the multifaceted influences on student success and well-being. As a result, Systems Theory provides a foundational perspective that supports the systematic and integrated approach of both the HG program and the ASCA Model in fostering positive educational outcomes and personal growth among students.



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Conceptual Framework

The interconnected process of developing an action plan for the HGP in Batangas through a systematic approach involving input, process, output, and feedback.

The **input** process begins with the respondents assessing various aspects of the HGP, such as curriculum implementation and conformity in academic areas, personal and social development, and career development. The assessment also covers the delivery process, homeroom guidance implementation supervision, and any administrative concerns. This thorough input phase guarantees the capture of all pertinent data and feedback for analysis.

The **process** phase entails the systematic organization and analysis of the collected input data. The administration of survey questionnaires, distributed to stakeholders, is the first step in gathering responses. After collection, the researcher uses data-gathering procedures to compile the responses. The researcher then statistically treats the collected data, analyzing it to identify trends, insights, and areas for improvement. This rigorous analysis is crucial for transforming raw data into actionable information.

The **output** of this process is the formulation of an action plan for the Homeroom Guidance Program in Batangas. This action plan is based on the insights gained from the statistical analysis of the input data. It aims to address identified issues, improve program implementation, and enhance the overall value of the guidance provided to students.

Finally, the **feedback** mechanism ensures that the results are not the end of the process but rather a part of a continuous improvement cycle. The feedback is used to refine and improve the initial input and process stages, fostering an environment of ongoing evaluation and enhancement. This cyclical feedback loop helps to maintain the HGP's relevance and effectiveness over time.

Objectives

This research sought to ascertain the homeroom guidance implementation in Batangas Province as assessed by the following stakeholders: twelve guidance counsellors or designate professionals, 149 teachers, and 36 parents made up the respondents for this study, all of whom are crucial in overseeing and evaluating the implementation of homeroom guidance in their respective educational contexts.

Specifically, this study sought answers to the following questions:

1. What is the respondents' feedback of the homeroom guidance program in aspects of academic development, personal/social development, career development, delivery process, supervision of homeroom guidance and administrative concerns?
2. Is there any significant difference in the respondents' assessment of the implementation of the homeroom guidance program among the types of stakeholder evaluation?
3. What are the problems encountered by the schools in the implementation of the homeroom guidance program?

METHODS

Research Design

The research design employed in this study was descriptive, focusing on outlining and summarizing the characteristics or behaviors of a specific phenomenon or group without manipulating variables. Descriptive research aims to offer a thorough describe the current implementation of the homeroom guidance in Batangas among the stakeholders' feedback. According to Agudo (2024), this type of research involves reviewing and summarizing existing literature and studies on homeroom guidance programs, covering their objectives, methodologies, findings, and implications. Instead of conducting original experiments or interventions, the researchers gather information from various sources to present a detailed overview of the topic.

This study assessed homeroom guidance (HGP) implementation in Batangas Province from the perspectives of designated guidance teachers, teachers, and parents. This study used a five-point Likert scale to measure the extent of HGP implementation. Furthermore, the study included descriptions of how respondents evaluated the implementation of HGP in terms of curriculum execution, delivery processes, homeroom guidance supervision, and administrative considerations. Furthermore, the research outlined the challenges encountered by respondents in implementing the HGP.



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Population and Sampling

The study has a total population of 403 stakeholders from three groups. There were 12 guidance counsellors or designates, 271 teachers, and 120 stakeholders.

However, the study used Cochran's formula to determine the appropriate sample size for this study.

Each school's guidance counsellor or designate contributes to the sample size, resulting in a total sample of 12 for this category. The sample size for teachers varies from school to school, cumulatively totalling 149 teachers across all the schools listed. For parents, each school has a consistent sample size of 3, amounting to 36 parents in total.

The researcher selected the school respondents using a stratified random sampling method. Noor et. al. (2022) state that this procedure ensures equal eligibility for all participants in the study, employing random selection throughout. The researcher first divided the population into different strata based on relevant characteristics (designate guidance teachers, teachers, and parents). The researcher then employed a simple random sampling method within each stratum. Specifically, the researcher used a "wheel of names" for each school. The researcher spun the list of names within each stratum on the wheel to randomly select participants.

Twelve guidance counsellors or designate professionals, 149 teachers, and 36 parents made up the respondents for this study, all of whom are crucial in overseeing and evaluating the implementation of homeroom guidance in their respective educational contexts. The researcher purposefully selected these individuals to represent diverse perspectives and experiences, ensuring a thorough understanding of the program's effectiveness and consequences.

The researcher chose participants based on their active involvement in the ongoing assessment and oversight of homeroom guidance initiatives, regardless of their age, gender, or civil status. This inclusive approach to participant selection facilitated a rich and multifaceted exploration of the subject matter, capturing a broad spectrum of insights and viewpoints from key stakeholders within the educational community.

Instrument

The survey instruments underwent a rigorous validation process, which involved scrutiny by three esteemed experts: an Education Program Supervisor, a Public Schools District Supervisor, and an Edukasyon sa Pagpapakatao (ESP) District Coordinator. Their combined expertise ensured a thorough examination and validation of the instruments, ensuring their credibility and accuracy.

After validation, the researcher piloted the survey instruments with a sample of 40 respondents, which included 14 teachers, 13 guidance designate personnel, and 13 parents. This pilot phase aimed to assess the reliability of the questionnaires through real-world testing. The researcher regarded any necessary modifications identified during this phase as critical enhancements to refine the instruments for finalisation.

The instrument delved into a comprehensive assessment of various dimensions of the homeroom guidance programs within the participants' respective schools. This included evaluating the efficacy of curriculum implementation and compliance across key areas such as academic development, personal and social development, and career development. Additionally, the instrument examined the program's delivery process, assessing the effectiveness of instructional strategies and the overall learning environment. It also encompassed an evaluation of learners' development, gauging the program's impact on student outcomes and growth. This evaluation extended to the supervision of homeroom guidance implementation, exploring the effectiveness of oversight mechanisms and support structures in place. Lastly, addressed administrative concerns related to homeroom guidance implementation, ranging from budgetary considerations to orientation programs for stakeholders. By systematically examining these facets, the research instrument offered a thorough structure for assessing the multifaceted dimensions of homeroom guidance programs and their impact on educational outcomes.

Data Collection

The university provided ethical clearance before distributing the research questionnaire. The questionnaire underwent validation by a university expert to ensure its consistency with the study's requirements.

The data collection process began with the researcher sending formal request letters to the division superintendents of three divisions in Batangas. The researcher then physically administered survey questionnaires to schools in close proximity. The researcher also uploaded the survey questions to Google Forms and shared the link through various social media channels to reach the target respondents.



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All participants received assurances of anonymity and strict confidentiality in their responses. The researcher provided clear information about the study's purpose and the handling of their data. Furthermore, the survey instrument did not collect any personally identifiable information.

The researcher gave respondents ample time to complete the online survey at their convenience. After collecting responses, the researcher meticulously tallied and encoded the data, ensuring accuracy and completeness while adhering to both data privacy regulations and ethical guidelines.

Data Analysis

For data analysis median was used for the assessment of the homeroom guidance program. The median was computed to measure the central tendency for homeroom guidance assessment.

Kruskal-Wallis Test was used also to determine the significant difference in the assessment made using two variables. It was used in this study to determine whether the two groups' means significantly differed from each other.

However, the investigation would continue if the findings showed a significant difference. The researcher conducted interviews with selected respondents to validate and further explore the findings. These qualitative studies aimed to deepen understanding and provide insights into the reasons behind the observed differences.

Ethical Consideration

The researcher ensured the dignity and well-being of respondents was protected at all times. In the process of research, the data and information that were taken from the respondents had been held with utmost confidentiality and anonymity. Ensuring research ethics and rules had also been held with utmost confidentiality and anonymity. Ensuring research ethics and rules had also been aptly observed by the researcher to circumvent future problems relative to plagiarism, intellectual dishonesty and the like. Cited references were accordingly affirmed.

RESULTS and DISCUSSION

The researcher analysed the data collected from the respondents in this chapter using supporting literature and studies.

1. Respondents' Assessment of Homeroom Guidance Program

Homeroom Guidance Assessment	Median	Verbal Interpretation
Academic Development	4	Implemented
Personal and Social Development	4	Implemented
Career Development	4	Implemented
Delivery Process	4	Implemented
Supervision of Homeroom Guidance	4	Implemented
Administrative Concerns	4	Implemented
Academic Development	4	Implemented
AVERAGE	4	Implemented

The Homeroom Guidance Program's assessment, as summarized, reveals consistent implementation across various developmental areas, each receiving a median score of 4, interpreted as "implemented." This uniform rating indicates that the program is effectively addressing multiple aspects of student development, contributing to its overall success.

First and foremost, in terms of academic development, the program has effectively facilitated students' understanding of necessary knowledge, active participation in discussions, and enjoyment of homework and activities. These elements are crucial for creating an atmosphere that is favorable for learning and in which pupils



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can thrive academically. The median score of 4 suggests that the program is well-implemented in helping pupils reach their academic potential.

The program receives a median score of 4 in the area of personal and social development. This indicates that students are successfully building interpersonal skills, managing emotions, and developing social responsibility. Such personal and social competencies are critical for students' overall well-being and ability to navigate complex social landscapes.

Career development is another key area where the program has shown effectiveness, again with a median score of 4. This suggests that students are gaining valuable skills and knowledge to explore and prepare for future career opportunities. The program helps students set career goals and understand the necessary steps to achieve them, thus preparing them for the workforce.

The homeroom guidance program's delivery process receives a median score of 4, indicating the effectiveness of the methods and strategies used to deliver its content. This includes the structure, materials, and instructional methods employed by educators, ensuring that students receive the intended guidance and support.

The median score of 4 indicates effective management of homeroom guidance. Adequate oversight and support are crucial for maintaining the quality and consistency of the program's implementation and ensuring that it meets its objectives and standards.

Finally, the program effectively addresses administrative concerns, achieving a median score of 4. This includes the administrative support, resources, and policies necessary for the efficient execution of the Homeroom Guidance Program.

The program consistently implements itself across different domains, as evidenced by the overall median score of 4 across all assessed areas. This balanced and well-rounded approach indicates a holistic framework for student guidance and support, meeting demands in the areas of personal, social, and professional growth in addition to academics.

The consistent median score across all areas underscores the program's robustness and integration into the educational system, ensuring that students receive comprehensive development and support. However, there are factors to achieve full implementation based on the analysis's findings, such as classroom dynamics, teacher-student relationships, and the overall school climate, which significantly impact the effectiveness of educational interventions. Ensuring adequate support for all aspects of student development necessitates ongoing evaluation and adaptation of program strategies to address these challenges. The availability of adequate financial resources is essential for meeting programmatic needs, maintaining quality standards, and ensuring smooth operations. By prioritizing budget allocation, the Homeroom Guidance Program can effectively address logistical and operational requirements, thereby enhancing its overall effectiveness and sustainability.

Moreover, research by Dilag (2022), it is critical that students have access to advice and counselling services in order to improve their motivation to study. The process of assisting students in realizing their full potential and overcoming life's challenges is known as guidance and counselling. Thus, in addition to receiving incentives to study, students who participate in guidance and counselling programs also receive emotional support. Additionally, guidance and counselling support students in developing effective study techniques and defining learning goals that suit their aptitudes and interests. As a result, counselling and guidance play a crucial role in raising students' motivation.

The guidance and counselling curriculum aids students in developing their problem-solving skills by utilizing instructional techniques that equip them to deal with a range of situations, both individual and group-related (Nahdiliyin, 2023).

2. Significant difference in the respondents' assessment of the implementation of homeroom guidance program in Batangas among the type of stakeholder evaluation

In summary, the Kruskal-Wallis test results show significant differences in the assessments of the implementation of the Homeroom Guidance Program across various aspects of academic development among the stakeholder groups. The only aspect where there was no significant difference found was in pupils developing academic skills to interact with others based on international standards obtained p-value is less than 0.05, the null hypothesis was rejected, indicating significant differences in assessments. This suggests that perceptions about the program's effectiveness vary significantly among stakeholders for most aspects of academic development.

However, the test results indicate no significant differences in the assessments of the implementation of the Homeroom Guidance Program in terms curriculum implementation of personal/social development and career

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development, same with the delivery process, evaluation of the program and administrative concerns among the different stakeholder groups (DGT, Parents, Teachers). All p-values are greater than the significance level of 0.05, leading to a failure to reject the null hypothesis across all evaluated aspects of personal/social development. This suggests that perceptions of the program's effectiveness in promoting personal and social development are similar among the stakeholders.

The study's findings are consistent with Moon-Seo and Munsell (2022) study that, in shaping children's character, parents are the primary figures to play entertainer or people who can influence the child's sort. Researchers discovered that parents' involvement in their children's education boosted their learning enthusiasm.

Cisneros-Cohernour (2021) have brought attention to administrative concerns, which emphasize the importance of giving administrative matters careful consideration in order to support efficient teaching and learning.

Studies also emphasize the importance of involving parents and teachers in guidance programs to guarantee a comprehensive strategy for student development. Collaboration among different stakeholders is crucial for reinforcing the program's objectives both at school and at home.

3. Problems encountered by the schools in the implementation of homeroom guidance program

The study classified the shortage of qualified and trained staff, which received a median rating of 3, as a "moderately serious problem." This issue highlights concerns about the availability and readiness of personnel to deliver comprehensive guidance and counselling services within the HGP framework. Enhancing recruitment efforts and providing ongoing professional development opportunities are essential steps to mitigate this challenge and enhance the program's impact.

The respondents categorized the lack of information on guidelines and program implementation as a "moderately serious problem" and gave it a median rating of 3. Respondents emphasized the need for clearer communication and structured guidance to ensure consistent and effective implementation of the HGP across educational settings.

High teaching loads and time constraints got a median rating of 3, indicating significant concerns about the impact of workload pressures on educators' ability to dedicate ample time to HGP activities. Addressing these challenges is critical to enabling teachers to fully engage in guiding and supporting students' holistic development through the program.

The issues identified include inadequate guidance and counselling resources, negative student perceptions towards guidance and counselling, a lack of printed learning modules, a lack of support provided to teachers, and a lack of cooperation and parental support. Each of these issues received varying degrees of attention, emphasizing the complex array of challenges affecting the successful implementation of the HGP.

In conclusion, addressing these ranked challenges comprehensively is essential to enhancing the effectiveness and impact of the Homeroom Guidance Program. By prioritizing financial support, improving training and resource allocation, clarifying guidelines, and addressing workload concerns, educational stakeholders can collaboratively work towards creating a supportive and conducive environment for student development through the HGP initiatives.

Boit (2023), supported this study, which found that among the difficulties in implementing the guidance and counselling program were a lack of competent staff, recalcitrant clients, inadequate facilities, and a shortage of time and money. The study concluded that the guidance and counselling program faces challenges in its execution. Therefore, we recommend that the government and educational institutions provide teacher counsellors with training, resources, and facilities. The study also recommends full-time employment for teacher counsellors, scheduling G&C sessions, and reducing their burden.

Similar to Pasco and Fabella's study from (2023), they found that a few of the main problems faced by advisers and guidance designates when putting the homeroom guidance program into practice included a lack of resources for teaching and learning about homeroom guidance, a shortage of equipment and facilities in schools that support an engaging learning environment, and challenges in effectively addressing the needs and concerns of different learners.

Conclusions

Stakeholders assessed the Homeroom Guidance Program on various aspects including academic, personal/social, and career development. Each aspects rated as "implemented." The program's delivery process, supervision, and



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administrative concerns also have the same ratings.

While significant differences exist in perceptions of academic development, stakeholders agree on the program's effectiveness in personal, social, and career development. Furthermore, stakeholder groups uniformly assess the program's delivery process, supervision, and administrative aspects. Thus, the null hypothesis was rejected.

Problems identified in implementing the Homeroom Guidance Program include resource inadequacy, logistical constraints, and stakeholder engagement issues. Addressing these problems effectively is vital for enhancing the program's effectiveness and supporting students' holistic development.

Recommendations

Based on the findings and conclusions, the following recommendations were presented:

To fully implement the Homeroom Guidance Program (HGP), school heads may foster a supportive environment that encourages collaboration among stakeholders and promotes active participation in the HGP. Implement regular monitoring and evaluation mechanisms to assess program effectiveness and address any issues promptly. Guidance counselors may enhance collaboration with teachers and parents to ensure holistic support for students' academic, personal, and career development. It is crucial to consistently provide opportunities for professional development, enabling staff members to remain up-to-date with the latest advancements in guidance and counseling. Lastly, teachers may integrate guidance and counseling principles into classroom activities to support students' holistic development. Collaborate closely with guidance counselors to identify and address students' individual needs effectively.

Given stakeholders' consensus and seamless program implementation, adapting the proposed Homeroom Guidance Program (HGP) involves appointing designated guidance teachers. This step ensures the ongoing active engagement of teachers and parents in school activities, thereby fostering holistic child development. By staying informed about the HGP and its objectives, stakeholders can effectively support their child's growth and development at home, aligning with the program's goals and enhancing its overall impact.

To address the problems encountered in homeroom guidance implementation, DepEd officials and Division Top Management may allocate sufficient resources and funding to address identified challenges in the implementation of the homeroom guidance program (HGP). Teachers, guidance counselors, and parents should receive comprehensive training and support to improve their comprehension and execution of the program's objectives.

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