



Status of Homeroom Guidance Program in Public Elementary Schools of Bangar District

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ABSTRACT

Education is a fundamental cornerstone of societal progress, and ensuring the holistic development of students is a global imperative. Within the educational landscape, guidance and counseling programs have gained prominence as vehicles for nurturing students not only academically but also socially, emotionally, and personally. The study aimed to determine the level of attainment of objectives of Homeroom Guidance Program in Public Elementary Schools of Bangar District. Specifically, the study aimed to answer the following questions; What is the profile of the respondents in terms of: gender; age; civil status; highest educational attainment; and number of homeroom guidance program orientation/seminar attended? What is the level of attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District along: Curriculum implementation and compliance; Delivery process; Assessment of Learner's Development; Supervision of Homeroom Guidance Implementation; and Administrative Concerns? Is there a significant relationship between the profile of the respondents and the level of attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District? What are the problems encountered by the respondents' implementation Homeroom Guidance Program? What plan can be proposed to improve the attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District? What is the level of acceptability of the developed School Work Plan to improve the attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District? This study used a descriptive–correlational–developmental research design. The respondents of the study will be the 16 guidance designates of the Public Elementary Schools of Bangar District for School Year 2023 – 2024. The following conclusions of the researcher are concluded based on the findings of the study: The following conclusions of the researcher are concluded based on the findings of the study: (1) The profile of the respondents reveals key demographic and professional characteristics. The majority of the teachers are female and fall within the age bracket of 36-45 years old. Most of the respondents are married. In terms of educational background, a significant number of teachers have pursued master's units. Additionally, the majority of teachers have attended 4-6 or 7-9 homeroom guidance program orientations or seminars. These factors provide a context for understanding the implementation and outcomes of the Homeroom Guidance Program, as they reflect the teachers' experience, professional development, and commitment to enhancing their skills in delivering effective guidance to students. (2) The level of attainment of the objectives of the Homeroom Guidance Program in Bangar District's public elementary schools varies across different areas. Curriculum implementation and compliance were fairly attained, indicating a need for improvement. The delivery process and assessment of learners' development were moderately attained, suggesting effective practices with some challenges. Supervision of homeroom guidance was also fairly attained, highlighting the necessity for better oversight. Administrative concerns had the highest mean and were moderately attained, showing stronger performance in administrative support. Overall, the program's objectives are moderately attained, reflecting successes but also areas needing further enhancement to achieve full effectiveness. (3) There is no significant relationship between the profile of the respondents and the level of attainment of the objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District. The statistical results show that age, sex, civil status, and highest educational attainment of the respondents do not have a significant correlation with the level of attainment of the program's objectives, as evidenced by the statistical tool. This suggests that other factors, possibly related to program implementation or school resources, might play a more critical role in achieving the objectives of the Homeroom Guidance Program. (4) The most serious problem encountered in the implementation of the Homeroom Guidance Program is the lack of cooperation and participation among community members and DepEd officials. This highlights a significant challenge in garnering the necessary support and involvement from key stakeholders. Additionally, the availability of instructional materials and other teaching resources is another critical issue, rated as moderately serious. These problems underscore the need for improved collaboration and resource allocation to ensure the effective implementation of the Homeroom Guidance Program in Bangar District's public elementary schools. (5) To improve the attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District, a Three-Year School Work Plan is proposed. This plan will address the identified challenges and enhance the overall effectiveness of the program. By focusing on comprehensive strategies for stakeholder cooperation, resource allocation, training, and continuous evaluation, the plan aims to create a supportive and well-resourced environment for the successful implementation of the Homeroom Guidance Program. (6) The evaluation of the School Work Plan for the Homeroom Guidance Program in Bangar District's public elementary schools indicates high validity across all indicators. The plan is deemed suitable, functional, and accepted by target schools, with a strong emphasis on meeting objectives within a specified timeframe. With an overall mean rating of 4.33, signifying "Very Highly Valid," the plan provides a solid foundation for the successful implementation of the Homeroom Guidance Program. Based on the conclusions, the following are hereby recommended: (1) To enhance the Homeroom Guidance Program, increase advanced training opportunities, establish support systems like peer mentoring, and ensure adequate resources. Engage parents and the community through workshops and effective communication. Implement continuous feedback mechanisms to make data-driven

adjustments, meeting the evolving needs of teachers and students. (2) To enhance the Homeroom Guidance Program in Bangar District's public elementary schools, focus on improving curriculum implementation, delivery processes, supervision, and administrative support. Implement a robust feedback system for continuous improvement to ensure the program effectively supports students' holistic development. (3) Since the profile of respondents doesn't significantly affect the Homeroom Guidance Program's outcomes, it's essential to explore other factors influencing program success. Further investigation into program implementation strategies and resource allocation could shed light on critical aspects that impact achieving the program's objectives. Additionally, ongoing monitoring and evaluation will help identify areas needing improvement and guide future interventions to enhance program effectiveness. (4) To foster stronger partnerships and engagement with stakeholders through regular communication, collaborative initiatives, and targeted outreach efforts. Additionally, improving collaboration and resource allocation to address the availability of instructional materials and other teaching resources is crucial. Investing in adequate resources and infrastructure will facilitate the effective implementation of the program in Bangar District's public elementary schools, ultimately enhancing student outcomes and holistic development.

Keywords: Homeroom Guidance, teaching resources, curriculum implementation.

INTRODUCTION

The Homeroom Guidance Program (HGP), as a vital component of the educational system, addresses this holistic approach by offering comprehensive guidance and support to students. The HGP has significant importance as it contributes to shaping learners' personalities and preparing them for various societal roles. This program is concerned with the following conflicts such as academic shortcomings, bullying, risky sexual behaviors, teenage pregnancy, excessive involvement in online games, and addiction to social media, making poor career decisions, school dropout rates, and other challenges faced by students. The rationale for this study stems from the need to assess and understand the level of attainment of objectives of the HGP within public elementary schools in Bangar District. It is important to note that while educational programs like the HGP hold great potential, their outcomes largely depend on the extent of their implementation. Challenges and obstacles can arise that hinder the program's effectiveness, and these barriers need to be identified and addressed. In addition, the study examined whether there is a significant relationship between the profile of the respondents, which includes characteristics such as age, gender, educational attainment, and years in service, and the level of program attainment of objectives. This analysis provided insights into how the program's effectiveness varied based on the background of the educators involved. As such, this research aimed to make a valuable contribution to the educational landscape in Bangar District. By shedding light on the current state of the HGP, its strengths, weaknesses, and the challenges faced in its implementation, this study provides a foundation for educational stakeholders to make informed decisions and improvements to enhance the overall quality of education provided to elementary school students. In summary, the investigation into the status of the Homeroom Guidance Program in Public Elementary Schools of Bangar District is driven by a commitment to ensuring the well-being and development of the district's young learners and empowering them to reach their full potential within the educational system and beyond.

Statement of the Problem

This research study aimed to determine the level of attainment of objectives of Homeroom Guidance Program in Public Elementary Schools of Bangar District. Specifically, the study aimed to answer the following questions; What is the profile of the respondents in terms of: gender; age; civil status; highest educational attainment; number of homeroom guidance program orientation/seminar attended? What is the level of attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District along: Curriculum implementation and compliance; Delivery process; Assessment of Learner's Development; Supervision of Homeroom Guidance Implementation; and Administrative Concerns? Is there a significant relationship between the profile of the respondents and the level of attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District? What are the problems encountered by the respondents' implementation Homeroom Guidance Program? What plan can be proposed to improve the attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District? What is the level of acceptability of the developed School Work Plan to improve the attainment of objectives of the Homeroom Guidance Program in Public Elementary Schools of Bangar District?

METHODOLOGY

This study used a descriptive–correlational–developmental research design. To determine cause and effect, experimental research is required. A descriptive research design can use a wide variety of quantitative and qualitative methods to investigate one or more variables. The correlational method of research seeks a significant relationship between the profile of the respondents and the level of attainment of objectives of the respondents in the Homeroom Guidance Program. The descriptive research design was used in describing the profile of the respondents of Public Elementary Schools of Bangar District. The respondents of the study will be the 16 guidance designates of the Public Elementary Schools of Bangar District for School Year 2023 – 2024. The researcher used a survey questionnaire as the main data-gathering instrument. In the development of the questionnaire, the researcher based its contents on the Homeroom Guidance Monitoring Tool (School Division Level) and adopted from the study of Pasco (2023) which is used for necessary standards and procedures in implementing the program.

RESULTS AND DISCUSSIONS

The profile of the respondents in terms of age, gender, civil status, and highest educational attainment. In terms of age, no respondent or 0% is 25 years old and below, three respondents or 18.75 % are 26-35 years old, seven respondents or 43.75 % are 36-45 years old, five respondents or 31.25 % are 46-

55 years old and 1 respondent or 6.25 % is 56 years old and above. Most respondents are from the age 36-45 years old. This implies that female teachers are often assigned as guidance designates in schools, responsible for implementing homeroom guidance programs. These teachers, chosen by school heads, play crucial roles in managing and facilitating the homeroom guidance modules. In terms of civil status, 1 respondent or 6.25 % is single, 15 respondents or 93.75% are married, none or 0% is widow, and none or 0% is legally separated or divorced. It further shows that most of the respondents are married. This implies that married teachers are frequently assigned the responsibility of implementing homeroom guidance programs. These teachers having significant teaching experience and training related to homeroom guidance, manage various aspects of student development, including academic, personal, social, and career growth. In terms of Highest Educational Attainment, none or 0% is Ed.D./ Ph. D. Graduate, 2 or 12.50% are with doctoral units, 2 or 12.50% are M.A graduate, 11 or 68.75% are with M.A. units, and 1 or 6.25% are BEEEd/ BSEEd/BSIE/ BSE Graduate. It further shows that most of the respondents are with M.A units. Professional growth is essential for teachers for the reason that it directly impacts the quality of education they provide to students. Continuous learning and development enable teachers to stay abreast of current educational trends, research, and best practices. In terms of number of Homeroom Guidance Program Orientation/Seminar attended, 4 or 25.00% of respondents have attended 1-3 trainings, 6 or 37.50% of respondents have attended 4-6 trainings, 6 or 37.50% of respondents have attended 7-9 trainings and none or 0% have attended 10-12 neither 13-15 trainings. It further shows that most of the respondents have attended 1-3 up to 4-6 trainings/ orientation/ seminars regarding the Homeroom Guidance Program. This implies that training for teachers is of major importance to improve the relationship between teachers and students and at the same time has the potential to improve and develop all other educational processes. (Giovazolias, et al. 2019). The level of attainment of objectives of the Homeroom Guidance in Public Elementary Schools of Bangar District along Curriculum Implementation and Compliance. Over-all the Indicators in Curriculum Implementation and Compliance had a mean of 2.47 described as Fairly Attained. This result implies that the Indicator 1 suggests there are some challenges to fully implementing competency standards, but with effort and support, improvement is possible. Indicator 2 indicates that program objectives are realistic and achievable with existing resources, though minor adjustments may be needed. The level of attainment of objectives of the Homeroom Guidance in Public Elementary Schools of Bangar District along Delivery Process. The table shows that all the results are described as moderately attainable wherein indicator 1 has a mean of 2.75, indicator 2 has 2.94 and indicator 3 has 2.94. Overall the Indicators in the Delivery Process had a mean of 2.83 described as Moderately Attained. Indicator 1 implies that while there may be some challenges in the planning and execution process, it is feasible with concerted effort and support. Indicator 2 implies that while there may be some obstacles in achieving full awareness, it is within reach with appropriate strategies and communication., and Indicator 3 implies that indicating that while there may be some difficulties in oversight, it is possible with proper supervision and support. Overall results show that each indicator is moderately attainable. This means that while there are some challenges, they can be overcome with effort and support. The level of attainment of objectives of the Homeroom Guidance in Public Elementary Schools of Bangar District along Assessment of Learner's Development. The table shows that Indicator 1 had a mean of 3.19 described as Moderately Attained, Indicator 2 had a mean of 2.63 described as Moderately Attained, and Indicator 3 had a mean of 3.38 described as Moderately Attained. The indicator results indicate that each aspect of learner development, including orientation to learning objectives, explanation of assessment results, and ability to track progress, are moderately attainable. This means that while there are some challenges, such as ensuring learners understand their learning objectives and assessment results, they can be addressed with effort and support. Over-all, the Indicator 3 Assessment of Learner's Development had a mean of 3.07 described as Moderately Attained. This implies that while there may be obstacles in various aspects of the assessment process, such as ensuring effective communication and tracking progress, they can be overcome with concerted effort and appropriate strategies. An effective assessment practices in education, which often emphasizes the importance of clear communication, feedback, and self-monitoring for learner development. The level of attainment of objectives of the Homeroom Guidance in Public Elementary Schools of Bangar District along Supervision of Homeroom Guidance Implementation. The table shows that Indicator 1 A clear Monitoring Plan (Guidance Counselor/Designate and School Head) before the start of the program is evident had a mean of 2.81 described as Moderately Attained, Indicator 2 Monitoring Plan is properly implemented had a mean of 2.06 described as Fairly Attained, Indicator 3 Monitoring results are discussed with the concerned personnel so as to encourage actions needed to improve the program delivery had a mean of 2.75 described as Moderately Attained, Indicator 4 Monitoring results are utilized to improve the program delivery had a mean of 2.50 described as Fairly Attained, Indicator 5 Proper coordination, planning, and corrective feedback system are being enforced had a mean of 2.63 described as Moderately Attained, and Indicator 6 Capacity building for HG is being conducted. had a mean of 3.00 described as Moderately Attained. Overall the Indicator Supervision of Homeroom Guidance Implementation had a mean of 2.63 described as Moderately Attained. Indicator 2 has the lowest mean of 2.06 which implies that indicates that despite some challenges in execution, the plan can be followed with diligence and support. The indicator 6 has the highest mean of 3.00 which implies that ongoing training and development for the homeroom guidance program are achievable, though they may face some resource or participation challenges. Overall, the monitoring and implementation of the program are moderately attained, suggesting that despite some obstacles, the program can be effectively monitored and improved with concerted effort, proper planning, and continuous support. The level of attainment of objectives of the Homeroom Guidance in Public Elementary Schools of Bangar District along with Administrative Concerns. The table shows the Level of Attainment of Objectives of the Homeroom Guidance Program along with Administrative Concerns. The overall result shows it obtained mean rating of 3.34 which is interpreted as moderately attained. Indicator 1 obtain the highest mean of 4.00 which is described as Much Attained while indicator 2 got the lowest mean of 2.44 which is described as fairly attained. This result shows that the school is highly successful in ensuring that learners and parents are well-informed about the homeroom guidance program before the school year begins. However, it indicates that the budget allocation is somewhat sufficient but may require additional funds to fully meet all the program's needs. This overall rating indicates that the program is on a solid foundation. To achieve a higher level of attainment, the program needs better budget allocation to fully meet its needs. A clearer definition of personnel duties and responsibilities, more accurate reporting, and more effective action on issues are also necessary. Addressing these areas can lead to smoother operation, higher efficiency, and better outcomes for the program. (Rossi, et al., 2004). The summary on the level of attainment of objectives of the Homeroom Guidance in Public Elementary Schools of Bangar District. The Summary of Level of Attainment of objectives of Homeroom Guidance Program (HGP) of the respondents had obtained an Over-all Mean of 2.86 described as Moderately Attained. The table reveals that indicator 5 obtained the highest mean which is 3.34 while indicator 1 obtained the lowest mean which is 2.47. The lowest mean which is indicator 1 indicates that

while the curriculum is being implemented and complied with to some extent, some notable gaps and challenges need to be addressed to fully meet the program's requirements and standards. While highest mean which is indicator 5 implies that Administrative support for the program is moderately strong, highlighting adequate resource allocation, planning, and coordination. Overall, the program is functioning at a reasonable level, but several areas require attention and improvement. Key strengths lie in the administrative support and the assessment of learners' development, but curriculum implementation and supervision need significant enhancement. The Seriousness of Problems Encountered by the Respondents' Implementation of Homeroom Guidance Program in Public Elementary Schools of Bangar District. Indicator 10, Cooperation and participation among members of the community, and DepEd officials in the implementation and evaluation process of the homeroom guidance program obtained a highest mean which is 3.94 described as Moderately Serious, obtained the highest mean, which is 3.94, while indicator 8, Facilitator and learners' interaction obtained the lowest mean which is 1.75 described as Not Serious. The overall result obtained a mean rating of 3.24 which described as Serious. This implies that the interaction between facilitators and learners is not a serious problem, indicating generally effective communication and engagement between teachers and students (Fullan, 2007). While the cooperation and participation of community members and DepEd officials are moderately serious issues, suggesting a need for better collaboration and involvement in the program's implementation and evaluation. The overall result indicates that the problems encountered in implementing the Homeroom Guidance Program are generally serious. The relationship between the profile of the respondents and the level of attainment of objectives of the Homeroom Guidance Program. As revealed by the table, the computed *r*-value accepts the null hypothesis, therefore there is no significant relationship between the profile of the parent-respondents and the level of attainment of the Homeroom Guidance Program. Age, sex, civil status, highest educational attainment and number of HGP trainings/orientation/ seminar attended of the respondents are not significant in the level of attainment of objectives of the Homeroom Guidance Program. This implies that the profile of the teachers does not affect the level of attainment of objectives of the Homeroom Guidance Program. It further implies that regardless of the profile of the teachers, they contribute in the attainment of objectives of the HGP. The profile of teachers should be considered in crafting a school work plan in the implementation of the Homeroom Guidance Program in the public elementary school in Bangar District. The Level Validity of the School work plan in the implementation of the Homeroom Guidance Program in Public Elementary Schools in Bangar District. The level of validity of the School work plan in the implementation of the Homeroom Guidance Program of Public Elementary Schools in Bangar District has an Overall Mean of 4.33 described as Very Highly Valid. Face Validity has a mean of 4.20 described as Highly Valid and the Content Validity has a mean of 4.46 described as Very Highly Valid. It further shows that the developed School work plan in the implementation of Homeroom Guidance Program in Elementary Schools of Bangar District is Highly Acceptable by the five expert validators and can be used as a supplement in responding to the identified constraints and sustaining the identified capabilities of the existing practices of Homeroom Guidance Program in the District. This implies that the developed school work plan is beneficial in the implementation of the Homeroom Guidance Program in Public Elementary Schools in Bangar District. The school work plan is perceived as very suitable for its intended aims by stakeholders, indicating strong initial impressions and surface-level appropriateness. The construction of the school work plan aligns well with its desired objectives, ensuring that the content effectively supports the program's goals. It further implies that the developed school work plan can be used for better implementation of Homeroom Guidance Program to the public elementary schools in Bangar District. (Stufflebeam & Zhang, 2017)

CONCLUSIONS AND RECOMMENDATIONS

The following conclusions of the researcher are concluded based on the findings of the study:

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Work Plan for the Homeroom Guidance Program in Bangar District's public elementary schools indicates high validity across all indicators. The plan is deemed suitable, functional, and accepted by target schools, with a strong emphasis on meeting objectives within a specified timeframe. With an overall mean rating of 4.33, signifying "Very Highly Valid," the plan provides a solid foundation for the successful implementation of the Homeroom Guidance Program. Based on the conclusions, the following are hereby recommended: (1) To enhance the Homeroom Guidance Program, increase advanced training opportunities, establish support systems like peer mentoring, and ensure adequate resources. Engage parents and the community through workshops and effective communication. Implement continuous feedback mechanisms to make data-driven adjustments, meeting the evolving needs of teachers and students. (2) To enhance the Homeroom Guidance Program in Bangar District's public elementary schools, focus on improving curriculum implementation, delivery processes, supervision, and administrative support. Implement a robust feedback system for continuous improvement to ensure the program effectively supports students' holistic development. (3) Since the profile of respondents doesn't significantly affect the Homeroom Guidance Program's outcomes, it's essential to explore other factors influencing program success. Further investigation into program implementation strategies and resource allocation could shed light on critical aspects that impact achieving the program's objectives. Additionally, ongoing monitoring and evaluation will help identify areas needing improvement and guide future interventions to enhance program effectiveness. (4) To foster stronger partnerships and engagement with stakeholders through regular communication, collaborative initiatives, and targeted outreach efforts. Additionally, improving collaboration and resource allocation to address the availability of instructional materials and other teaching resources is crucial. Investing in adequate resources and infrastructure will facilitate the effective implementation of the program in Bangar District's public elementary schools, ultimately enhancing student outcomes and holistic development.

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