
READINESS OF GUIDANCE DESIGNATES AND ADVISERS IN THE IMPLEMENTATION OF HOMEROOM GUIDANCE PROGRAM IN ANTIPOLO CITY, PHILIPPINES

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Abstract:

This study aimed to determine the readiness of guidance designates and advisers in the implementation of homeroom guidance program in public elementary and secondary schools in District II, Division of Antipolo City, during the School Year 2022 - 2023. Furthermore, it sought to explore the relationship between the profile of the respondents and the readiness of guidance designates and advisers in the implementation of homeroom guidance program. And lastly, it attempted to discover the problems encountered by the respondents in the implementation of homeroom guidance program. This study used the quantitative descriptive design and was conducted in 34 different public elementary school and 14 secondary school in District II Division of Antipolo City, Rizal. The participants of this study were 48 guidance designates and advisers. The study utilized a questionnaire checklist as the main instrument, which consists of three parts. The first part focused on the profile of the respondents, the second part focused on the readiness of guidance designates and advisers in implementing the homeroom guidance program along with program implementation, administrative skills, delivery process, assessment of learner's development, and supervision of homeroom guidance and the third part of focused on the problems encountered by the respondents in implementing the homeroom guidance program. The study found that majority of the respondents are female, in early adulthood stage, married, holding a teacher II teaching position, with master's unit in graduate school, and with training related to homeroom guidance program. Program implementation is the central point of the guidance designates and advisers followed by delivery process, administrative skills, supervision, and assessment of learners' development. Age is significantly correlated to the readiness of guidance designates and advisers in implementing homeroom guidance program along with supervision and assessment of learners' development. Limited instructional materials and other teaching and learning resources, limited school facilities and equipment that promote an engaging learning environment, and adversity in addressing different learner's needs and concerns with right interventions are some of the serious problems encountered by the guidance designates and advisers in implementing the homeroom guidance.



INTRODUCTION

Guidance program is a system of services designed to improve the adjustment of each person for whom it was organized, responsive to the students' needs and recognizes the student as an individual. As time passed, guidance program was consequently incorporate in the curriculum, and this was acknowledged by the state. As guidance as part of the curriculum, which is also frequently referred to as the "heart of the school" it involves parents, teachers, and students as well as the community in a coordinated system.

Improvements and adaptations of guidance program to current DepEd programs were required to align with the K–12 Basic Education Program's development and implementation. The K–12 curriculum places a focus on motivating and enhancing students by providing them with life skills. The program will consider both societal factors and the learners' developmental needs. This entails exposing them to playing different roles, helping them deal with social and personal issues, and ultimately deciding when they should leave the program. Along with current academic programs, policies that are responsive and innovative must meet these demands of the learners.

The DepEd Memorandum DM-OUCI-2021-346 from the office of Undersecretary for Curriculum and Instruction released a memorandum entitled Homeroom Guidance Program (HGP) to help solve the problems of our students nowadays. The program implementation is crucial because this program will help in the development of the student's character to ready them for the various roles they will be engaging in society. In crafting the curriculum, problems such as bullying, academic deficits, school dropouts, poor career choices, social media addiction,



online games, and other student problems were viewed. These recommendations were developed after consulting teachers, guidance and counseling specialists, and schools' administrators. This will give transparent understanding of the guidelines and procedures in the implementation and continuous evaluation and monitoring of the program, that is a crucial part of its sustainable development and continuous improvement.

The main goal of the homeroom guidance program is to reach the needs of all learners by helping them achieve their full potential and succeed academically (Volante, 2022). But before the learners achieve their full potential and success in academics it is important that we look forward for the people who is tasked to implement the homeroom guidance program. The program's key character is the guidance designates and advisers, assisting students in meeting their developmental needs while also acting as a resource for parents, teachers, and administrators.

In the implementation process, guidance designates, and advisers are assigned to implement the homeroom guidance program to their respective schools with the supervision of guidance counselor and school head. The guidance designates and advisers should be equipped with the new trends of knowledge and skills in delivering the main objective of the homeroom guidance program. To make this program a successful one, the implementer should be ready and prepared and properly oriented before they conduct the homeroom guidance program in each school.



Policies and Guidelines of Homeroom Guidance in the Philippines

All schools and classes established under the Philippine educational system should always abide by the rules and regulations.

To meet the needs of the students, Revitalized Homeroom Guidance (RHG) for secondary students was developed in 1998. However, several factors are deemed required to make it more thorough, proactive, and progressive.

The Homeroom Guidance Program (HG) is started by the Department of Education. The curriculum is pertinent because it encourages logical reasoning, healthy behavior, and a happy outlook. The curriculum was developed with consideration for the problems facing today's learners, such as poor job choices, internet and social media addiction, drug addiction, bullying, and academic failures.

Homeroom Guidance is a comprehensive program that gives students the skills to handle problems that aren't included in the curriculum but are still crucial to their growth. Furthermore, Carey and Dimmitt's (2018) "study discovered that connection with school counselors and thorough guidance programs, which is especially true for students in low-income schools, is a key factor in students' performance in school, both academically and behaviorally."

Homeroom Guidance Program

The goal of the homeroom guidance program at the school is to provide distinct skill and learning in a dynamic, obstructive way so that all learners can succeed in school in terms of their academic, professional, and personal/social experiences. The three main areas of development

that the homeroom instruction focuses on are academic, or learning to study; career, or learning to work; and personal/social, or learning to live.

The comprehensive homeroom guidance program will take care of all the pupils' needs. Incorporate scheduled activities based on each student's requirements, such as developmental, preventive, and remedial services, as well as the overall educational experience. For the entire community, including children, parents, teachers, counselors, administrators, and businesses, a homeroom guidance program has several advantages. (Santos 2019)

Moreover, when students' academic, career, personal/social development, and community involvement are supported, they feel prepared for the challenges of the future. Students are given instruction in professional self-management, social interaction, and skills for lifelong learning. The advantages of this program for parents include having children who are ready for future challenges and who have a developed system for long-term learning and planning. Each student's academic performance is encouraged by teachers, who also have a well-defined role in providing guidance.

According to studies, effective homeroom guidance programs are founded on ideas of human development. This theoretical underpinning should be reflected in the program's content, intervention, and goals. Developing students' knowledge, attitudes, self-awareness, and abilities is the goal of a developmental program, which is proactive and preventative in nature. Students who successfully master typical developmental tasks will have developed these skills. Developmentally based programs ensure that more students are served and raise awareness of the

homeroom guidance program. Additionally, there is strong empirical evidence that these programs support student growth and academic performance (Myrick 2019).

The Homeroom Guidance Program supports teachers in the classroom and equips them with the resources they need to provide challenging instruction that is of the highest caliber. Schoolwork shows that students who have access to homeroom guidance programs are happier, feel more at home and safe in their schools, and are more engaged in their studies. (Lapan 2018).

Comprehensive homeroom guidance programs are reliably linked to significant measures of student achievement and safety. According to a study, school guidance advocates who were more actively involved in offering pupils an emotional and academic support services were more likely to have a pragmatic influence than those who did not.

Students who joined the program showed much fewer inappropriate actions and more like views toward school than those students who did not take part, according to reports that the school's homeroom program had a considerable impact on discipline issues (Baker and Gerler 2028).

According to study conducted by Border and Drury in 2019, “schools that have established guidance programs have a significant impact on the academic and personal growth of their pupils. The achievement of pupils in the classroom and afterwards appears to be directly influenced by guiding and consultation activities in the classroom. Only those operations that increase the program's accountability and efficiency should be coordinated”. (Border and Drury 2020)

Moreover, “All students must benefit from comprehensive, developing homeroom guidance programs if they are to receive an education that is of the finest quality. Furthermore, each school's overall educational program includes a thorough developmental homeroom guidance program (Neeley et al., 2004)”. Three essential components are typically found in a thorough, developmental homeroom guidance program: content, organizational structure, and resources. Due to their involvement in the school's homeroom guidance program, identifies student competencies that the school district considers crucial for pupils to develop. (Gysbers & Henderson, 2021).

Importance of Guidance Designates and Advisers

The range of problems that people now face in important areas of their lives has led to a growth in the demand for guidance and counseling in the modern world. Both the terms "counseling" and "leading" are interchangeable. The broad definition of advice includes counseling as a service. It refers to help or direction in making complex problems connected to your job, education, and personal relationships simpler (Dhami, 2020).

To guarantee that children have outstanding educational experiences, school counselors are important. They are a vital part of a school support team that offers both academic and social-emotional assistance (Marrero, 2019).

The position of the school guidance designates is complex. They can be approached voluntarily by students who want advice. The objective of guidance advocates with a student is to help them for their own benefit rather than to improve the situation for the benefit of the school (Wake Forest University, 2022).

One of the biggest advantages of guidance program in schools are the potential for them to help students prepare for academic, social challenges, and career by linking their academic achievement with the potential accomplishment of their future lives (Alliant International University, 2022).

There is sufficient evidence to show that a lack of student guidance results in indiscipline in classrooms. But due to a lack of a legal and policy framework, a shortage of trained teacher counselors, and an excessive amount of teacher workload, it is challenging for guidance programs to be successful in promoting student discipline (Salgong et al., 2018).

Burke's (2018), "research revealed that while guidance teachers undoubtedly suffer certain status-related difficulties, their experiences can vary based on the environment of their schools."

In the study of Hoffman (2019), "which revealed that degree of education affects the performance of guidance advocates in performing their task and duties in creating a program in school or institutions."

In her study, Cervantes (2019) noted that "advocates or facilitators of guidance are ineligible to serve as school counselors". Additionally, it was mentioned in the studies by Bustamam et al. (2021), Michel et al. (2017), and Warui et al. (2018) that "school counselor teachers struggled with a lack of knowledge and training. One of the many roles that teachers play is to be a counselor" (Alonazi, 2017). However, providing such services is a challenge for teachers. It was clear from this study that the participants lacked the knowledge and abilities needed to use ethical bracketing and deliver quick, accurate counseling services.

Moreover, “Why Teachers” (2023) said that teachers are probably among the most vital components of community. They inspire children to succeed in their studies and in existence, providing them with a cause to live, and educate children to be useful contributors to humanity. Teachers are the most essential component in shaping today's youngsters into the stars of future. Therefore, teachers providing guidance counseling to their students is a common thing in their profession.

In addition, Mendijar & Manamtam (2020) said that teachers need to advance effectively, receive pertinent instruction, and be provided with material in which they may use their guidance skills. Second, urge the people in charge of providing guidance to enroll in graduate courses to enhance their careers and gain greater expertise in meeting the demands of students. Third, to raise their level of understanding of the guidance department's operations, all heads of schools ought to send advice teachers or designate to training courses and seminars. Fourth, the designated guidance instructor must maximize the execution of guidance responsibilities across various services, including information, consulting, placement, evaluation, recommendation, and assistance with services provided by the system. Then, those in charge of providing guidance should increase the population's knowledge of the programs available for consulting with families and others (Volante & Olua, 2022).

Ushiyama (2019) “claims that there should be one certified guidance advocates for every 500 students, the Department of Education is short on this”. As a result, educators are given the title of "guidance designates" so that they may continue to give students the essential academic support without breaking the law. However, in some instances, they were hired as classroom

teachers rather than counselors, which puts a great deal of stress on them (Gatheru,2008 as cited in Warui, 2018).

The various obligations given to the teacher or guidance advocate threaten the quality of the given guidance and counseling services, putting the program at risk, according to studies by Bustamam *et al.* (2021), Cervantes (2019), Ushiyama (2019), and Warui (2018).

In the study of Viray (2022), it was discovered that “Guidance Designate serve as program manager, catering to teachers' needs for potential technical assistance, holding quarterly meetings with teachers, holding orientations, and validating the content and pedagogy of the Homeroom Guidance modules given out when there is no Guidance Counselor available in school. He or she may be appointed by school heads but must go through proper orientation to guarantee that homeroom guidance is implemented properly.”

The educational system depends on a specific curriculum, and it cannot function without recognizing its significance. An effective curriculum is essential to the operation of any school. The administration must have a clear vision for what it wants the students to be able to do after completing their academic program (“Importance of...”, 2020)

Curriculum refers to the academic subjects and lessons that should be covered in each grade at school. A curriculum includes a list of subjects as well as other information. It outlines a plan for various elements of students' and teachers' life including student learning resources, class availability, session length, lesson plans, exams, and techniques for student evaluation (Vishwashanti Gurukul, 2022).



It is important to keep in mind that a curriculum is not a standalone guide for a particular academic year. Instead, it's a piece of a much larger puzzle that connects to every other grade's curriculum. Year after year, students can improve. Teachers are preparing students to continue their journey the following year and each year after in a more logical and organized way by adhering to the curriculum (Williams, 2019).

An efficient curriculum offers a different strategy and structure for delivering a quality education to teachers, students, administrators, and community stakeholders. The learning outcomes, basic competencies, and standards that students must exhibit before moving on to the following level are specified in the curriculum. The curriculum is developed, implemented, evaluated, and modified with significant input from teachers. A road map for teachers and students to follow on the way to academic success is an evidence-based curriculum (Glenn, 2018).

Students, parents, teachers, administrators, school counselors, school site councils and advisory groups, business and industry, and the community all gain significantly from comprehensive guidance and counseling programs with the work of Dr. Norman C. Gysbers, professor of educational and counseling psychology at the University of Missouri - Columbia, a model for school guidance and counseling was developed in the 1970s. Gysbers' work and years of field research by numerous other members of the counseling profession served as the foundation for the national model that the American School Counselor Association (ASCA) published in 2002. The research's conclusions unambiguously support our school districts' adoption of comprehensive guidance and counseling models.

Since the 1960s, comprehensive guidance programs have been developed, emphasizing guidance as a basic component of education rather than only as extra support services (Gysbers & Henderson, 2017). Comprehensive guidance services focused on improving students' abilities and preventing problems (Gysbers & Henderson, 2017). This approach is seen as a type of guidance that emphasizes development and prevention rather than extensive curative care. The curriculum is directed by the guidance designate and teacher who oversees carrying out the program, with the improvement of student learning outcomes as the end goal (Neukrug, 2019).

The purpose of a guidance program is to help and advise students on matters related to their academic and personal lives. Guidance counselors and advocates are licensed professionals who work for schools or academic institutions. They give students individualized counseling, evaluate students' performance and potential, and cooperate with other experts on issues pertaining to students. (ACSA, 2018).

Since children who are learning at home cannot be closely watched in comparison to when face-to-face sessions are performed, homeroom mentoring has been restricted during the pandemic. This does not lessen the value of homeroom instruction for students because it still plays a critical role in their character development (Ateneo de Zamboanga University 2018).

The homeroom guidance program offers learning opportunities in the classroom that will encourage positive behaviors, attitudes, and values as well as improve relationships between instructors and students when there is preparation involved in the implementation of the program (Carreon, 2018).

In dealing with pupils one-on-one, the school counselor offers direct student services. The school counseling curriculum is taught during this face-to-face time, along with individual student planning and responding services. These data-driven services are aimed at encouraging healthy growth and a positive attitude toward work and learning, as well as helping pupils succeed in school and successfully find postsecondary options (Connecticut State Department of Education, 2022).

Although organizing and implementing the guidance curriculum is part of the counselor's duties, it is the teachers' responsibility to implement the guidance curriculum in their classrooms with the support of the school counselors (Siyez *et al.*, 2017).

To serve as many students as possible, a school counselor's responsibility also includes participating in the education of students within comprehensive developmental guidance programs (Steen *et al.*, 2018).

According to some schools, homeroom time is allocated for tasks including extending breaks, collecting response sheets, and cleaning classrooms. It is more obvious that the current methods do not help with achieving the goals and mission of the program. More specifically, the discussions with many stakeholders reaffirmed the importance of cooperation between the family, school, and community to ensure the complete progress of students. To ensure that the program is properly implemented, the need for systematic and regular monitoring and evaluation has been addressed ("Implementation of...", 2022).

According to ASCA (2014), "CGCS should support teacher training with effective guidance programs by offering curriculum and instruction to assist students in learning how to

create and implement comprehensive school guidance programs. The students need someone who can serve as a mentor and role model and who can share their perspective on the work, they are doing to integrate this new vision. To adequately prepare candidates for guidance teacher positions, professional lecturers must also share the same mindset. Since they are an essential component of professional guidance teachers, they must be eager to collaborate with students who will occupy these positions and jointly develop themselves in accordance with the principles of leadership, collaboration, advocacy, and the use of data.”

“Guidance advocates are also tasked with interpreting and evaluating data relating to student's academic progress and interpretation of the required curriculum. Guidance designates can also look at the student's standardized test scores to further understand how a student is progressing and what areas they may be struggling with. While counselors should understand that student assessment has limitations and is not complete proof, it does give a mechanism for counselors to interact with educators and enable them to provide individual and need-based training to their students (World Health Organization, 2020). “

Evaluation is carried out to see what children and young people know, understand, and can-do assessment is highly important for tracking progress, reporting, planning next steps and including parents, children, and young people in learning. Assessment is a way of supporting learning. It allows teachers, learners, parents, and others to comprehend the depth and breadth of learning accomplished so that progress and next steps may be addressed and planned (“What is ..., 2022).



Despite the desirable goal of enhancing student learning, the trend toward more accountability through increased academic testing carries with it a broad spectrum of educational assessment approaches, technologies, opinions, and stakeholders (Faculty Focus, 2022).

Guidance designates and advocates help learners with their educational, vocational, and social needs - frequently gaining a full understanding of an individual through interviews and aptitude exams. They often work in partnership with parents, teachers, and administrators to ensure a student's academic achievement. Counseling sessions normally take place alone but can sometimes be provided in small groups (“What is the role...” 2022). A guidance advocates who is aware of these needs can help both to identify these learners and to provide recommendations for how to address their specific academic and personal developmental needs within the context of a complete developmental school guidance program (Reis and Colbert, 2019).

The purpose of a guidance program is to help all students develop into lifelong learners and valuable contributors to society by using a comprehensive, developmental framework that maximizes their academic, personal, social, and professional development (Gysbers & Henderson, 2017). The mission refers to existing educational standards and there appears to be a substantial role in coaching and counselling in developing all pupils to become lifelong learners and be a good citizen. During this time, a lot of guidance and counselling teacher who lacks confidence in the benefits that can be achieved by students, teachers, and other parties on the implementation of the program of guidance and counselling in schools. This makes them reluctant to collaborate with teachers and other school community members. A comprehensive guidance and counseling program will be able to benefit students, parents, teachers, school

administrators, and even the workplace, according to research by the South Carolina Guidance and Counselling Writing Team (2018).

According to Hoffman's (2018) research, “teachers' ability to assess students' growth and identify their needs through purposeful feedback is influenced by their age and educational level.”

Students will benefit from: (1) increased information for career exploration and development; enhanced academic accomplishment and success in school; (2) enhanced academic accomplishment and success in school; (3) support in learning about ourselves and effectively engage with others; and (4) development of decision-making and problem-solving abilities. Benefits for teachers include the following: (1) support an interdisciplinary approach to meet students' needs in achieving standards of competence; (2) promote a good working environment; (3) support a good learning environment; and (4) increase students' academic success.

One of the duties of a guidance advocate is to evaluate students' progress and emphasize their sense of accomplishment. Other duties include reviewing results and giving students purposeful feedback as part of the guidance program (Colbert, 2018)

When the program is implemented with foresight, the homeroom guidance program offers learning opportunities in the classroom that will encourage positive behaviors, values, and attitudes and strengthen relationships between instructors and students (Carreon, 2018).

However, developmental guidance will not be effective if teachers are not involved and supported. Teacher support is needed for a guidance program to be successful. For a

comprehensive guidance program to flourish, cooperation between school counselors and teachers is important (Siyez et al., 2017).

The introduction of guidance programs in schools is an endeavor to help learners develop their skills in accordance with the activities of their development and is the basis for discussion. Students require assistance to acknowledge and comprehend their self and their environment to determine the direction of their lives soon as they mature or become independent as individuals. It is crucial that the process of personal development is not always easy or devoid of challenges (Astuti, 2019)

One of the first guiding strategies to be used in schools is the home room concept. The conditions at the student's home and the frequency of the implementation time at school are only two examples of the many alterations that can be made to the home room technique. The home room strategy is essentially a method of fostering kinship that involves gatherings with a group of students outside of class, in a family setting, and with a mentoring teacher in attendance (Syarif, 2021).

In the study of Volante (2019), “revealed that age, degree of education and training affects guidance counselor competence in supervising different programs in school especially the guidance services. Guidance counselors engage in quality school supervision during their professional practice and training to improve the implementation of their school guidance program. School counselors' professional development and leadership training in their roles as potential supervisors and practitioners are enhanced by supervision from people with a history in guidance programs or certification in supervision.”

“Guidance advocates seek consultation and supervision in their school guidance training course and throughout their professional career to develop their school counseling abilities and remain culturally supportive and morally compliant (ASCA, 2019; ASCA, 2020; ASCA, 2022).” School counselors, both new and seasoned, can learn and improve the skills necessary to meet the needs of K–12 students as they go through traditional developmental phases and deal with social difficulties through supervision (Bultsma, 2021). The guiding program can adjust more easily to shifting cultural and environmental needs with the aid of supervision.

Because of the increased awareness and prevalence of standardized testing brought on by accountability measures, more school heads are now incorporating counselors as members of their school teams to give social-emotional preparedness tools to ensure all students are prepared and focused on learning. Lessons in the classroom that addressed decision-making and suitable coping techniques for stress or peer conflicts have decreased because of the emphasis on protecting instructional time ("Exploring the...", 2022).

In the study of Were (2018) “revealed that in some schools, the administration has less priority to guidance services since some schools has limited facilities for Guidance office, learning materials, teachers advocate of guidance are overloaded with their teaching subjects. It is suggested that there is need for the school administration to focus guidance program to enhance and develop learners’ skills and abilities.”

Anho (2018) discusses the value of guidance services in schools for the advancement of society. Our research has shown that every school needs to offer guidance services. to become successful and efficient in supporting young people's professional and psychosocial growth. The

duty of the administrator is to provide orientation and counsel. Because of this, counseling encourages more logical planning, resolving a problem, ability to make decision on their own, avoidance of serious difficulties, and situational stress in daily life. Leadership and counseling are thus tied to managerial functions. It is a clarifying procedure with a focus on common people.

When school head and guidance advocates recognize and acknowledge their roles, the whole school and community will benefit from their continuous and engaging relationship; right assessment may be the way in establishing this collaborative relationship (McConnell et al., 2020).

Assessment of guidance counselors is not only the duty of school heads, but also a way for school heads to reach the school and community by helping guidance counselors and advocates create and improve their strengths, and for counselors to recommend themselves and make their voices heard (Cisler and Bruce, 2018).

Guidance designates and advocates is responsible for administrative duties in support of programs in school, including implementing a program and promoting educational and training workshops for students and academic staffs. (Santos 2018).

Synthesis

The purpose of carrying out the current investigation was demonstrated in the literature that was presented and reviewed. The necessity of the homeroom guidance program, the guidance designates and advisers, and the school leader have been highlighted and underlined in the literature and research for it to be executed properly and effectively. The implementation of the guidance curriculum is assigned for curriculum implementation and compliance, how it will

be delivered, the assessment of the students' academic development, supervision of the homeroom guidance curriculum, and other counseling concerns regarding administrative matters in the new homeroom guidance program. If so, this study can be regarded as relevant and crucial, especially considering the guidance designates and advisers' readiness for the implementation in the present time.

Theoretical Framework

The study was anchored on the theory of planned behavior of Ajzen in 1991. According to Teo (2009), a person's action is determined by his behavioral intentions, where behavioral intention can be divided into three components such as attitude toward behavior, subjective norms, and perceived behavioral control of an individual. One's attitude towards a certain behavior influences the individual's decision either positively or negatively about doing a particular behavior. According to Armitage and Conner (2010), the stronger motivation to execute the behavior is caused by a more favorable attitude towards the behavior. On the other hand, Haggard (2005) defines subject norm as an individual's perceived expectation that significant others want him to perform a behavior in question. One's confidence, or those who believe that they can perform a specific task, significantly influences his behavior which tends to have a higher intention. In this study, the accessibility and the availability of the materials needed in the program implementation served as subjective norms which measure the readiness of guidance designates and advisers, attitude and awareness served as individual attitude, while the operational skills and the training and support are the perceived behavioral controls which indicate the readiness of the guidance designates towards the homeroom guidance

implementation. Guidance designates and advisers can only perform their duties if they are prepared and ready to fulfill their role and implement the homeroom guidance program in a school setting.

Background of the Study

The Department of Education (DepEd) started implementing Homeroom Guidance (HG) during Crisis Situation for School Year (SY) 2021-2022 in public and private schools to carry out the study of students' mental health state amid the Covid-19 pandemic. According to DepEd Memorandum DM-OUCI-2021-346 from the office of Undersecretary for Curriculum and Instruction released on June 22, 2021, the pandemic had an impact on the educational system in schools when students adapted to online classes, which had become the "new normal." The Department was required to address the students' academic difficulties in accordance with mental health awareness. According to the memorandum ("DepEd implements..." 2021) it has been agreed that there is a critical need to launch a program that targets the development of student abilities connected to academic, personal, social, and career elements.

The readiness of the guidance designates, and teachers is sensitive to the contextual issues. Many studies have identified the connection between readiness and various factors. Like, Viray (2022) identified factors that hinder the readiness of the guidance designates as well as the teachers/advisers in implementing the program: "lack of confidence, competence, and accessibility to resources of homeroom guidance program". On the other hand, Maimun (2018) underscored more factors such as school infrastructure, teacher skills, budget allocation, teacher confidence, workload, teacher practices, nature of the curriculum, and peer support system.



To fully implement the program, we need to look for the readiness of the people involved in implementing the homeroom guidance program. In the Division of Antipolo City, the implementation of the program is being handled by the teacher-in-charge of the various classes in collaboration with the school's guidance counselor and locally designated guidance coordinator/teacher.

Another issue in execution of the revised homeroom guidance program is the almost three years of distance learning in which the guidance designates, and advisers have spent the same amount of time as they did not perform their duties in the homeroom guidance program. So, the objective of this study is centered on the readiness of guidance designates and advisers in the implementation of the Homeroom Guidance Program, particularly in the public elementary and public secondary schools of District II, Division of Antipolo.

The researchers believe that this study is timely and appropriate because of the significance of the guidance program in every school. The guidance designates and the teacher/advisers play a large and many roles for the good of the students in terms of academic, personal, and social being. To achieve this for the benefits of the students it is important to know the level of readiness of the guidance designates and advisers in implementing the program. Guidance designates and advisers can only fulfill their role if they are ready for it so, it is appropriate to know the level of readiness of these authorities.

Research Questions

This study aimed to determine the Readiness of Guidance Designates and Advisers in the Implementation of Homeroom Guidance Program in public elementary and secondary schools in District II, Division of Antipolo City, during the School Year 2022 - 2023.

Specifically, the study sought to answer the following questions:

1. What is the profile of the respondents in terms of the following:
 - 1.1 gender;
 - 1.2 age;
 - 1.3 civil status;
 - 1.4 position in school;
 - 1.5 educational attainment;
 - 1.6 years in service; and
 - 1.7 trainings attended for the past 1-3 years?
2. What is the level of readiness of the respondents in the implementation of homeroom guidance program concerning the following:
 - 2.1 Program Implementation;
 - 2.2 Administrative Skills;
 - 2.3 Delivery Process;
 - 2.4 Assessment of Learner's Development; and
 - 2.5 Supervision of Homeroom Guidance?

3. Is there a significant relationship between the profile of the respondents and the readiness of guidance designates and advisers in the implementation of homeroom guidance program?
4. What are the problems encountered by the respondents in the implementation of homeroom guidance program?

Null Hypothesis

There is no significant relationship between the profile of the respondents and the readiness of guidance designates and advisers in the implementation of homeroom guidance program.

Scope and Delimitations of the Study

The respondents of the study were the guidance designates and advisers in the public elementary and secondary schools of District II Division of Antipolo City. The study aimed to determine the readiness of guidance designates and advisers in the implementation of homeroom guidance program in Antipolo City. The study was conducted on the first quarter of school year 2022-2023 in public elementary and secondary schools in District II Antipolo City. The respondents were described in terms of gender, age, civil status, position in school, educational attainment, years in service and trainings attended. Quantitative descriptive research design was applied utilizing a questionnaire in determining the readiness of guidance designates and in the implementation of homeroom guidance program with respect to program implementation, administrative skills, delivery process, assessment of learners' development and supervision of the program.

METHODOLOGY

The following are the research design, research locale, participants of the study, research instrument/s, data gathering procedure, data analysis and ethical considerations.

Research Design

This study used the quantitative descriptive for the researchers to find out the readiness of guidance designates and advisers in implementing the homeroom guidance program in District II Division of Antipolo City. The researchers utilized this research design considering the research problems, objectives, and first-hand data from the respondents, which are described using survey questionnaires, correlation was used to test the research problems in terms of expected relationships between and among variables.

Research Locale

The study was conducted in different (34) public elementary school and (14) secondary school in District II Division of Antipolo City, Rizal. These include the following: For District II-A: Juan Sumulong Elementary School and San Jose National High School. For District II-B: Dalig Elementary School, Kaila Elementary School, Knights of Columbus Elementary School, Lores Elementary School, Nazarene Ville Elementary School, and San Roque Jose National High School. For District II-C: Isaias S. Tapales Elementary School, Jesus Cabarrus Elementary School, Pantay Elementary School, San Antonio Village Elementary School, Teofila Z. Rovero Elementary School, San Jose National High School-Dalig Extension, and Marcelino National High School. For District II-D: Cupang Elementary School, Penafrancia Elementary School, Penafrancia Elementary School – Annex, Taguete Elementary School, and Cupang National

High School. For District II-E: Binayoyo Elementary School, Cabading Elementary School, Inuman Elementary School, Old Boso-Boso Elementary School, Peace Village Elementary School, San Luis Elementary School, Sapinit Elementary School, Tanza Elementary School, Antipolo National High Science and Technology HS, Maximo L. Gatlabayan National High School, Maximo NHS-Old Boso-Boso Ext, and San Juan National High School. For District II-F: Apia Elementary School, Calawis Elementary School, Canumay Elementary School, Kaysakat Elementary School, Libis Elementary School, Paglitaw Elementary School, Rizaa Elementary School, San Joseph Elementary School, San Ysiro Elementary School, Sumilang Elementary School, Upper Kilingan Elementary School, Canumay National High School, Antipolo NHS-Kaysakat Ext., Calawis National High School, Calawis NHD-Apia Extension, and Maximo MNHS-Rizza Extension.

Participants of the Study

The participants of this study are (48) guidance designates and advisers of different schools in District II, Division of Antipolo City. They are the subject of the study because this study is centered on their readiness in implementing the homeroom guidance program. They are the people who can provide reliable data because they are the central theme of this study.

Research Instrument

The study utilized a questionnaire checklist as the main instrument to gather the needed data. The instrument consists of three parts.

The first part focused on the profile of the respondents, namely: gender, age, civil status, highest educational attainment, years in service as a teacher, teaching position, and the number of trainings attended for the past 1-3 years.

The second part focused with the readiness of guidance designates and advisers in implementing the homeroom guidance program along with program implementation, administrative skills, delivery process, assessment of learner’s development, and supervision of homeroom guidance.

The third part of focused on the problems encountered by the respondents in implementing the homeroom guidance program.

To interpret the readiness of the guidance designates and advisers in the implementing the homeroom guidance program, the following scale was used:

Score	Range	Interpretation
5	4.21 – 5.00	Highly Ready
4	3.41 – 4.20	Moderately Ready
3	2.61 – 3.40	Ready
2	1.81 – 2.60	Least Ready
1	1.00 – 1.80	Not Ready

To interpret the problems encountered by the guidance designates and advisers in the implementation of the homeroom guidance program, the following scale was used:

Score	Range	Interpretation
5	4.21 – 5.00	Very Serious
4	3.41 – 4.20	Moderately Serious
3	2.61 – 3.40	Serious
2	1.81 – 2.60	Slightly Serious
1	1.00 – 1.80	Not Serious



Data Gathering Procedure

In the achievement of necessary information, the researchers asked permission from the Schools Division Superintendent and school heads of public elementary and secondary schools in District II Division of Antipolo City to conduct the study. The letter of request duly signed and approved by the Dean of FEU-Roosevelt College Graduate School of Education is furnish and personally give to them.

The researchers distributed the questionnaire to the guidance designates and advisers implemented the homeroom guidance program.

Data Analysis

For analysis and interpretation of data, the following statistical tools were considered:

To determine the profile of the respondents in terms of the variables, frequency and percentage distribution were used.

A weighted mean was used for problem 2, focused on the readiness of guidance designates and advisers in implementing the homeroom guidance program.

To determine the significant relationship between the profile of the respondents and the readiness of guidance designates and advisers in implementing the homeroom guidance program, the Chi-Square test for relationship was used.

A weighted mean was also used for problem 4, which pertains to the problems encountered by the respondents in implementing the homeroom guidance program.

RESULTS

The following are the results of the study and the analysis and interpretation of data gathered with the use of the adapted statistical measures.

Table 1.1
Profile of the Respondent in Terms of Gender

Gender	Frequency	Percentage
Male	9	18.8
Female	39	81.2
Total	48	100

Table 1.2
Profile of the Respondent in Terms of Age

Age	Frequency	Percentage
20-30 years old	14	29.2
31-40 years old	17	35.4
41-50 years old	13	27.1
51 years old & above	4	8.3
Total	48	100

Table 1.3
Profile of the Respondent in Terms of Civil Status

Civil Status	Frequency	Percentage
Single	21	43.8
Married	24	50
Widowed	1	2.1
Separated	2	4.2
Total	48	100

Table 1.4
Profile of the Respondent in Terms of Position in School

Position	Frequency	Percentage
Teacher I	23	47.9
Teacher II	16	33.3
Teacher III	4	8.3
Master Teacher I	3	6.3

Master Teacher II	2	4.2
Total	48	100

Table 1.5
Profile of the Respondent in Terms of Educational Attainment

Educational Attainment	Frequency	Percentage
With Doctor's Units	3	5.3
Master's Degree	8	16.7
With Master's Units	26	54.2
Bachelor's Degree	11	22.9
Total	48	100

Table 1.6
Profile of the Respondent in Terms of Years in Service

Years in Service	Frequency	Percentage
1-2 Years	3	6.3
3-4 Years	11	22.9
5-6 Years	10	20.8
7-8 Years	8	16.7
9-10 Years	8	16.7
11 Years & Above	8	16.7
Total	48	100

Table 1.7
Profile of the Respondent in Terms of Trainings for the Last 3 Years

Training	Frequency	Percentage
1-3 Trainings	21	43.8
4-6 Trainings	11	22.9
7-9 Trainings	7	14.6
10-12 Trainings	6	12.5
13-15 Trainings	3	6.3
16 & Above	0	0
Total	48	100

Table 2.1

Level of Readiness of the Respondents in the Implementation of Homeroom Guidance Program
Concerning the Program Implementation

Program Implementation	WM	VI
<i>As a guidance designates/advisers, am I ready to...</i>		
discuss to school head the implementation of homeroom guidance program curriculum	4.02	MR
conduct orientation in homeroom guidance program most essential learning competencies	3.96	MR
conduct school roll out and focus group discussion about homeroom guidance policy guidelines	3.75	MR
discuss the different domains of homeroom guidance program	3.81	MR
deliver and explain the objectives of the program to achieve at the end of the school year	3.81	MR
Composite Mean	3.87	MR

Legend:

5(4.21-5.00) - Highly Ready (HR)

4(3.41--4.20) - Moderately Ready (MR)

3(2.61-3.40) - Ready(R)

2(1.81-2.60) - Least Ready (LR)

1(1.00-1.80) - Not Ready (NR)

Table 2.2

Level of Readiness of the Respondents in the Implementation of Homeroom Guidance Program
Concerning the Administrative Skills

Administrative Skills	WM	VI
<i>As a guidance counselor/designates, am I ready to...</i>		
prepare a list of financial plans for homeroom guidance expenses.	3.56	MR
prepare materials and supplies online or printed learning materials for the learners and teachers of homeroom guidance.	3.65	MR
manage homeroom guidance program in different learning modality such as face to face or blended learning.	3.69	MR
discuss the duties and responsibilities of personnel implementing the homeroom guidance program.	3.81	MR
resolve issues and concerns about the implementation of the program.	3.60	MR
Composite Mean	3.66	MR

Legend:

5(4.21-5.00) - Highly Ready (HR)

4(3.41--4.20) - Moderately Ready (MR)

3(2.61-3.40) - Ready(R)
 2(1.81-2.60) - Least Ready (LR)
 1(1.00-1.80) - Not Ready (NR)

Table 2.3
 Level of Readiness of the Respondents in the Implementation of Homeroom Guidance Program Concerning the Delivery Process

Delivery Process	WM	VI
<i>As a guidance counselor/designates, am I ready to...</i>		
conduct capacity building for the homeroom guidance teachers	3.71	MR
orient parents about the integration of homeroom guidance as part of the learning areas	3.73	MR
check and monitor the homeroom guidance classes program for the whole school year per grade level.	3.75	MR
assist in the preparation of weekly learning plan for all grade level to be used in teaching homeroom guidance.	3.81	MR
monitor the distribution checklist of homeroom guidance module per adviser.	3.67	MR
Composite Mean	3.73	MR

Legend:

5(4.21-5.00) - Highly Ready (HR)
 4(3.41--4.20) - Moderately Ready (MR)
 3(2.61-3.40) - Ready(R)
 2(1.81-2.60) - Least Ready (LR)
 1(1.00-1.80) - Not Ready (NR)

Table 2.4
 Level of Readiness of the Respondents in the Implementation of Homeroom Guidance Program Concerning the Assessment of Learner’s Development

Assessment of Learner's Development	WM	VI
<i>As a guidance counselor/designates, am I ready to...</i>		
set focal group discussion on how to evaluate learner’s development assessment	3.67	MR
acquaint the learners and parents with the competencies of homeroom guidance program	3.54	MR
explain and discuss to parents the assessment tool used in assessing the leaners development	3.69	MR
discuss to learners the assessment results leading to the areas for improvement	3.75	MR
prepare an intervention program and monitor increase in learning outcomes	3.48	MR
Composite Mean	3.63	MR

Legend:

5(4.21-5.00) - Highly Ready (HR)

- 4(3.41--4.20) - Moderately Ready (MR)
- 3(2.61-3.40) - Ready(R)
- 2(1.81-2.60) - Least Ready (LR)
- 1(1.00-1.80) - Not Ready (NR)

Table 2.5

Level of Readiness of the Respondents in the Implementation of Homeroom Guidance Program Concerning the Supervision of Homeroom Guidance

Supervision of Homeroom Guidance	WM	VI
<i>As a guidance counselor/designates, am I ready to...</i>		
prepare a clear monitoring plan before the program start	3.67	MR
prepare monitoring tool to be use in monitoring the class advisers in implementing the homeroom guidance program.	3.63	MR
orient teachers on the learning objective and how the development of homeroom guidance will be evaluated.	3.75	MR
discuss the monitoring tool with the concern personnel to encourage actions to improve the program delivery	3.63	MR
enforce proper coordination, planning and corrective feedback system	3.50	MR
Composite Mean	3.63	MR

Legend:

- 5(4.21-5.00) - Highly Ready (HR)
- 4(3.41--4.20) - Moderately Ready (MR)
- 3(2.61-3.40) - Ready(R)
- 2(1.81-2.60) - Least Ready (LR)
- 1(1.00-1.80) - Not Ready (NR)

Table 2.6

Summary of the Level of Readiness of the Respondents in the Implementation of Homeroom Guidance Program

Summary	WM	VI
1. Program Implementation	3.87	MR
2. Administrative Skills	3.66	MR
3. Delivery Process	3.73	MR
4. Assessment of Learning Development	3.63	MR
5. Supervision of Homeroom Guidance	3.63	MR
Composite Mean	3.70	MR

Legend:

- 5(4.21-5.00) - Highly Ready (HR)
- 4(3.41--4.20) - Moderately Ready (MR)
- 3(2.61-3.40) - Ready(R)

2(1.81-2.60) - Least Ready (LR)

1(1.00-1.80) - Not Ready (NR)

Table 3

Relationship Between the profile of the Respondents and the result of Guidance designates and advisers in the Implementation of Homeroom Guidance Program

Variable	Computed Chi-Square Value	p-value	Interpretation	Decision
Program Implementation				
Gender	0.578	0.901	Not Significant	Do not Reject the Null Hypothesis
Age	9.730	0.373	Not Significant	Do not Reject the Null Hypothesis
Civil Status	7.725	0.562	Not Significant	Do not Reject the Null Hypothesis
Position	3.036	0.386	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	4.742	0.856	Not Significant	Do not Reject the Null Hypothesis
Years in Service	19.621	0.187	Not Significant	Do not Reject the Null Hypothesis
Trainings Attended for the Past 1-3 years	16.758	0.334	Not Significant	Do not Reject the Null Hypothesis

Administrative Skills				
Gender	3.517	0.319	Not Significant	Do not Reject the Null Hypothesis
Age	13.812	0.129	Not Significant	Do not Reject the Null Hypothesis
Civil Status	10.292	0.327	Not Significant	Do not Reject the Null Hypothesis
Position	1.212	0.750	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	5.753	0.764	Not Significant	Do not Reject the Null Hypothesis
Years in Service	17.610	0.284	Not Significant	Do not Reject the Null Hypothesis
Trainings Attended for the Past 1-3 years	11.684	0.703	Not Significant	Do not Reject the Null Hypothesis
Delivery Process				
Gender	2.859	0.414	Not Significant	Do not Reject the Null Hypothesis
Age	10.089	0.343	Not Significant	Do not Reject the Null Hypothesis

Civil Status	13.887	0.126	Not Significant	Do not Reject the Null Hypothesis
Position	2.279	0.517	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	10.466	0.314	Not Significant	Do not Reject the Null Hypothesis
Years in Service	21.991	0.108	Not Significant	Reject the Null Hypothesis
Trainings Attended for the Past 1-3 years	14.916	0.457	Not Significant	Do not Reject the Null Hypothesis
Assessment of Learner's Development				
Gender	8.533	0.074	Not Significant	Do not Reject the Null Hypothesis
Age	23.573	0.023	Significant	Reject the Null Hypothesis
Civil Status	13.397	0.341	Not Significant	Do not Reject the Null Hypothesis
Position	1.830	0.767	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	15.763	0.202	Not Significant	Do not Reject the Null Hypothesis

Years in Service	22.395	0.319	Not Significant	Do not Reject the Null Hypothesis
Trainings Attended for the Past 1-3 years	18.945	0.525	Not Significant	Do not Reject the Null Hypothesis
Supervision of Homeroom Guidance				
Gender	2.004	0.735	Not Significant	Do not Reject the Null Hypothesis
Age	22.751	0.030	Significant	Reject the Null Hypothesis
Civil Status	13.073	0.364	Not Significant	Do not Reject the Null Hypothesis
Position	4.941	0.293	Not Significant	Do not Reject the Null Hypothesis
Educational Attainment	17.991	0.116	Not Significant	Do not Reject the Null Hypothesis
Years in Service	15.701	0.735	Not Significant	Do not Reject the Null Hypothesis
Trainings Attended for the Past 1-3 years	16.625	0.677	Not Significant	Do not Reject the Null Hypothesis

Note: p-value ≤ 0.05 – significant, p-value > 0.05 – not significant

Table 4
 Problems Encountered in the Implementation of Homeroom
 Guidance Program

Homeroom Guidance Program	WM	VI
Lack of knowledge about DepEd memos, rules, and procedures	3.02	S
Limited school facilities and equipment that encourage an engaging learning environment	3.83	MS
Difficulty in providing the most effective teaching method to guarantee effective learning	3.27	S
Limited instructional materials and other teaching and learning resources about Homeroom Guidance	4.15	MS
Adversity in addressing different learner’s needs and concerns with right interventions	3.44	MS
Absence of technical assistance from the school officials and other educational planners	3.50	MS
Absence of communication channel to respond appropriately to homeroom guidance concerns	3.29	S
Limited facilitator and learners’ interaction	3.04	S
Difficulty in the preparation of sufficient, appropriate, and relevant homeroom guidance tasks for learners	3.35	S
Lack of cooperation and participation among members of the community, and DepEd officials in the implementation and evaluation process of the homeroom guidance program	3.33	S
Composite Mean	3.42	MS

Legend: 5(4.21-5.00) Very Serious (VS)
 4(3.41--4.20)–Moderately Serious (MS)
 3(2.61-3.40)-Serious (S)
 2(1.81-2.60)-Slightly Serious (SS)
 1(1.00-1.80) – Not Serious (NS)

DISCUSSION

Gender. The study revealed from Table 1.1 that there are 39 or 81.2% female respondents and 9 or 18.8% male. The outcome demonstrates that more women work as teachers/advisers. As a result, many teachers/advisers are female (CEPS Journal, 2017). Similarly, one of the occupations to open to women was to become teacher/advisers.

Age. The study observed from Table 1.2 that the respondents with 31-40 age brackets obtained the highest frequency of 17 with a percentage of 35.4%. Secondly, the 20-30 age brackets got 14 or 29.2% and 41-50 age brackets also got 13 or 27.1%. Lastly, age bracket under 51 years old and above have a frequency of 4 with a percentage of 8.3%. This implies that most of the respondents are in early adult category.

Civil Status. The table revealed that most of the respondents are married, obtaining 50%, while 43.8% are single, 4.2% are separated, and only 1% are widowed. These findings were in line with Burke's (2018) research, which discovered that while teachers undoubtedly endure certain difficulties because of their position, their experiences can vary based on the environment of the schools. Thus, teaching is a challenging intrapersonal profession.

Position in School. The findings show that majority of the respondents belong to Teacher I positions. Promotion is less uncommon than they may expect, given their years of expertise. Only a tiny percentage of respondents hold Master Teacher positions (2 for Master Teacher II and 3 for Master Teacher I); the remaining respondents hold Teacher II positions (16) and Teacher III (4). Every teacher has the power and responsibility to define the curriculum—its contents and method as reflected in their job description. DO No. 50, s. 2014, Guidelines on the Recruitment, Selection, and Placement of Personnel Under the DepEd Rationalization Program under Executive Order 366, s. 2004 stipulates that every teacher is subject to professional development and promotion.

Educational Attainment. As observed from the table, a most of the respondents (54.2%) had a master's unit. In contrast, the percentages for master's degree and bachelor's Degrees are equal

(22.9%), and the percentage for respondent with Doctoral units is 5.3% respectively. Professionals who advance their careers will also produce more productive employees. Professionals who gain to enhance their career skills will be more productive and efficient, which will be advantageous to the institution they are working. Lastly, access to new opportunities can be provided to employees through professional development (Camps & Rodriguez, 2018).

Years in Service. Most respondents (22.9%) had at least 3-4 years' experience in service. This indicates that many guidance designates and advisers in school setting is categorized as new in their profession. Most of guidance designates and advisers have a range of experience, including 5-6 years (20.8%), 7-8 years, 9-10 years, 11 years and above (16.7%), and newly hired teachers with 1-2 years (6.3%).

Trainings for the last 3 years. Almost half of the guidance designates, and advisers have attended 1-3 trainings, with 43.8%. This suggests that the respondents are prepared with the knowledge essential in homeroom guidance program. All organizations need to have training. Training and seminars are practical and helpful since they help to foster a just work environment (Illinois, 2021).

Table 2.1 reveals overall weighted mean of 3.87 and a verbal interpretation of "Moderately Ready" in level of readiness of the guidance designates and advisers in implementing the homeroom guidance program concerning the program implementation. The indicator that discusses to school head the implementation of homeroom guidance program curriculum has the highest weighted mean (4.02). This implies that guidance designates, and

adviser find more ready in the program implementation when there is a clear blueprint of homeroom guidance curriculum. This is supported by Glenn (2018) in her paper regarding the importance of guiding advocates in the creation, implementation, evaluation, and revision of the curriculum. A road map for instructors and students to follow on the way to academic success is an evidence-based curriculum.

Table 2.2 reveals the level of readiness of guidance designates and advisers in implementing the homeroom guidance program along with administrative skills. This has an overall weighted mean of 3.66, within the “Moderately Ready” descriptive equivalent. This shows that most of the guidance designates and are ready in terms of their admin skills in implementing the homeroom guidance program. According to Santos (2018), guidance advocates are responsible for administrative duties in support of programs in school, including implementing a program and facilitating educational and training workshops for students and academic staff.

Table 2.3 reveals an overall weighted mean of 3.73 and a verbal interpretation of “Moderately Ready” in level of readiness of the respondents in the implementation of homeroom guidance program concerning the delivery process. The indicator that assists in the preparation of weekly learning plan for all grade level to be used in teaching homeroom guidance has the highest weighted mean (3.81). This implies that guidance designates, and advisers find more ready in the program implementation when they have knowledge in preparing a learning plan for teachers and learners. This is corroborated by Carreon (2021) that homeroom guidance program provides wholesome learning experiences in the classroom that will nurture positive attitudes,

behaviors and values and improve relationship between teachers and students when there is preparation involved in the delivery of a program.

Table 2.4 presents the readiness of guidance designates and advisers in implementation of homeroom guidance program in assessing of learner's development. The overall weighted means is not that far apart. The highest is 3.63, which is setting group discussion on how to evaluate and explained the assessing tool in learner's development. This is important to guidance designates and advisers in assessing the needs of each learner. Reis and Colbert (2019), in their study on school guidance advocates, claim that when evaluating learners, school guidance advocates are aware of students' requirements and offer suggestions on how to meet those needs within the framework of a thorough developmental school guidance program.

Table 2.5 reveals the level of readiness of guidance counselors and designates in implementing the homeroom guidance program along with supervision of the program. This has an overall weighted mean of 3.63, which is within the "Moderately Ready" descriptive equivalent. It indicates that most of the guidance designates, and advisers are ready in terms of their supervision in implementing the homeroom guidance program. Bultsma (2021) claims that supervision gives new and seasoned school guidance advocates the chance to hone the skills necessary to meet K-12 students' needs as they move through typical developmental stages and confront societal challenges. Supervision is also useful for adjusting to shifting cultural and environmental requirements of guidance programs.

Table 2.6 shows of the level of readiness of guidance designates and advisers in implementing homeroom guidance program across all indicators. Notice that program

implementation has the highest overall weighted mean (3.70) showing that it is the most distinct aspect of the program. Neukrug (2018) recognize guidance teacher is in control of implementing the guidance program that the end goal is improving student learning outcomes. Guidance designates and advisers are certified professionals employed by schools or academic institutions to implement guidance program to assist and advice students about academic and personal decisions with parents and stakeholders to help students receive individualized and need-based instruction.

It can be noted in Table 3 that there is a significant relationship between the age in the readiness of guidance designates and advisers in implementing the homeroom guidance program along assessment of learners' development and supervision as indicated by a significance value of 0.023 and 0.030, which is less than the level of significance, which is .05. hence, the null hypothesis is rejected. This is congruent to the findings of Volante (2019) which revealed that age, degree of education and trainings attended affects the performance of guidance advocates and designates in supervising programs especially in guidance services.

Table 10. It has an overall weighted mean of 3.42. Notice that limited instructional materials and other teaching and learning resources about homeroom guidance has the highest weighted mean of 4.15. It is equivalent to a "Moderately Serious" problem. This is mentioned by Olua (2020) when talking about difficulties with distance learning. The needs of teachers and students are addressed in other ways by guidance advocates.

This is supported by Glenn's (2018) essay, which discusses how curriculum developers, implementers, assessors, and moderators rely heavily on guidance advocates and designates. A

road map for instructors and students to follow on the way to academic success is a curriculum that is evidence-based.

CONCLUSIONS

The following are a summary of findings, conclusions, and recommendations based on the results of the study.

1. The Profile of the Respondents:

The respondents are mostly 31 – 40 years old female, married, and in terms of designation most the respondents are in Teacher II teaching position with master's units in graduate school with 3 – 4 years in service and attended 1 – 3 trainings for the past 3 years. Majority of the respondents are female, in early adulthood stage, married, holding a teacher II teaching position, with master's unit in graduate school, and with training related to homeroom guidance program.

2. Level of Readiness of the Guidance Designates and Advisers in the Implementation of Homeroom Guidance Program Concerning the Program Implementation

The level of readiness of the guidance designates and advisers in the implementation of homeroom guidance program in terms of program implementation, administrative skills, delivery process, assessment of learner's development and supervision are Moderately Ready.

3. Relationship between the profile of the respondents and the readiness of guidance designates and advisers in implementing homeroom guidance program.

The data shows that relationship in the readiness of guidance designates and advisers in implementing the homeroom guidance program in terms of age is significantly correlated to the assessment of learners' development and supervision of homeroom guidance program.

4. Problems encountered by the respondents in the implementation of homeroom guidance program.

The problems encountered by the guidance designates and advisers in implementing homeroom guidance program are limited instructional materials and other teaching and learning resources about Homeroom Guidance, limited school facilities and equipment that encourage an engaging learning environment, and adversity in addressing different learner's needs and concerns with right interventions are some of the serious problems encountered by the guidance designates and adviser in implementing the homeroom guidance.

Recommendations

In the light of the findings from the study, the following are hereby recommended:

1. Guidance designates and advisers should work on creating programs/activities to strengthen their readiness in implementing Homeroom Guidance Program.
2. Learning Action Cell (LAC) should conduct by the school heads, administrators and guidance designates in District II.
3. Conduct Seminars/Focus Group Discussions (FGDs) to benchmark best practices in their readiness to implement the homeroom guidance program.
4. A professional development program for guidance designates and advisers in the implementation of homeroom guidance program can be crafted based on the findings of this study.
5. A similar study should be conducted, considering the effectiveness of homeroom guidance program to the learners.
6. The findings of this study could be used as future research references.

ETHICAL CONSIDERATIONS

The researchers applied the principles of ethical considerations developed by Bryman and Bell (2007). Regarding the involvement to this study, the participants will not be subjected to harm in any ways. Prior to the study, full consent will be obtained from the participants of District II of the Division of Antipolo City. Additionally, the confidentiality of research participants is protected. Respondents' voluntarily participating in the study was given high consideration. Additionally, participants were free to discontinue their participation in the study at any time.

A sufficient level of secrecy was ensured when handling the data. Providing inaccurate information of any kind and portraying the results of primary data in a biased manner were avoided. The the highest level of objectivity throughout the research was observed. No conflicts of interest exist and all communications on this research were open and truthful.

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