American Journal of Humanities and Social Sciences Research (AJHSSR)
e-ISSN : 2378-703X
Volume-10, Issue-04, pp-129-141
www.ajhssr.com
Research Paper Open Access

Usability of the Homeroom Guidance Program in Selected Junior High School in The Schools Division of Zambales: Basis for Proposed Policy Enhancement

Gilbert C. Manamtam[1], Baby S. Abagon, Ed.D [2]
[1](Social Studies Dept. Botolan National High School, Philippines)
[2](Graduate School, President Ramon Magsaysay State University, Philippines)

ABSTRACT : This study examined the usability of the Homeroom Guidance Program (HGP) and the challenges encountered in its implementation. Specifically, it described the demographic profile of respondents, assessed the perceived usability of HGP across academic, personal and social, and career development dimensions, identified implementation challenges, tested differences in perceptions across demographic variables, and evaluated the relationship between usability perception and implementation challenges. A research gap exists in localized empirical evidence linking HGP usability, stakeholder perception differences, and implementation constraints in school-based guidance programs. Results revealed that teachers were predominantly female, middle-aged, graduate-level educated, experienced, and had limited HGP training exposure, while students were mostly female adolescents. Teachers strongly agreed on HGP usability across developmental domains, whereas students agreed but showed lower ratings on academic development. Significant perceptual differences were found across sex, educational attainment, and professional experience variables, while a low positive correlation was observed between program usability perception and implementation challenges, indicating systemic and operational constraints. Findings conclude that HGP is a viable developmental intervention but requires strengthened institutional support, teacher capacity building, and resource optimization. Policy enhancement focusing on holistic student development, technology integration, improved monitoring systems, and stakeholder collaboration is recommended. Schools may strengthen HGP effectiveness through structured training programs, improved learning resources, and gender-responsive guidance strategies. Future research may explore additional variables and extended population contexts to further validate program effectiveness and sustainability in guidance education systems.

KEYWORDS : *Homeroom Guidance Program, Academic Development, Personal and Social Development, Career Development, Instructional resources and materials, School facilities and equipment, Teacher knowledge and training, Administrative support, Monitoring and evaluation, Parental involvement; and Student Engagement*

I. INTRODUCTION

Contemporary education increasingly prioritizes holistic learner development; however, adolescent mental health challenges—particularly depression and anxiety—continue to undermine students' well-being and academic outcomes (World Health Organization, 2025). These issues are shaped by interacting individual, familial, school, and social factors, including academic pressure and limited support systems (Bustomi et al., 2024). School-based guidance programs have been recognized as critical mechanisms for enhancing students' psychosocial and academic competencies, such as self-regulation, problem-solving, and interpersonal skills (Arumugam et al., 2021). In the Philippines, the Department of Education institutionalized the Homeroom Guidance Program (HGP) to promote learners' academic, personal, and career development. Despite reported gains in developmental competencies, its implementation remains constrained by limited teacher preparation, weak stakeholder support, and systemic gaps (Medalla & Musni, 2025). This study evaluates the usability of the HGP and its effects on decision-making skills and study habits, offering context-specific evidence to inform program enhancement and policy refinement.

II. THE STATEMENT OF THE PROBLEM

This study aimed to describe the usability of the Homeroom Guidance Program (HGP) and identified the challenges encountered by the class advisers and the proposed intervention plan that could be developed to improve the HGP in Zone 2, Division of Zambales. Specifically, it sought to answer the following questions:

1. What was the profile of the teacher respondents in terms of the following:
   1.1. Sex;
   1.2. Age;
   1.3. Highest educational attainment;
   1.4. Number of years in Service;
   1.5. Advisory Class; and
   1.6. Training/s Attended Related to HGP?
2. What was the profile of the student respondents in terms of the following:
   2.1. Sex;
   2.2. Age; and
   2.3. Grade Level?
3. How was the usability of the HGP described by the two groups of respondents in terms of:
   3.1. Academic Development;
   3.2. Personal and Social Development; and
   3.3. Career Development?
4. How were the challenges of teachers in the implementation of HGP described in terms of:
   4.1. Instructional resources and materials;
   4.2. School facilities and equipment;
   4.3. Teacher knowledge and training;
   4.4. Administrative support;
   4.5. Monitoring and evaluation;
   4.6. Parental involvement; and
   4.7. Student Engagement?
5. Was there a significant difference to the usability of the Homeroom Guidance Program (HGP) as described by the teacher respondents when grouped according to profile variables?
6. Was there a significant difference to the usability of the Homeroom Guidance Program (HGP) as described by the student respondents when grouped according to profile variables?
7. Was there a significant difference in the usability of the HGP between the two groups of respondents?
8. Was there a significant relationship between the teachers' perception of the usability of the HGP and the challenges encountered by teachers in its implementation?
9. What policy enhancement was formulated based on the findings regarding the usability of the HGP and the challenges encountered by the Class Advisers?

III. METHODOLOGY

This study employed a descriptive–correlational design to assess the usability of the Homeroom Guidance Program (HGP) and examine challenges encountered by Class Advisers in Zone 2, Division of Zambales, as a basis for a data-driven intervention plan. Purposive sampling was used to select respondents, including Grade 7 Class Advisers with at least one year of experience and active involvement in HGP implementation, and Grade 7 students officially enrolled in and participating in the program, with informed consent secured. Data were collected through a researcher-developed survey and analyzed using appropriate statistical tools to describe conditions and determine relationships among variables. The study was limited by its localized scope, the use of purposive sampling, and reliance on a self-report instrument without established validity and reliability, which may affect generalizability and introduce potential bias.

IV. RESULTS AND DISCUSSIONS

1. Profile of Teacher-respondents

1.1. Sex. Out of seventy (70) teacher-respondents, majority with sixty (60) or 85.70% are female; while ten (10) or 14.30% are male. The superiority of female teachers compared with male participated in the present study. The predominance of female teachers in the present study reflects a continuing feminization of the teaching profession, particularly in basic education settings where nurturing roles, classroom management demands, and sustained learner engagement are often socially associated with women.

1.2. Age. It can be noted that the age of the majority of the teacher-respondents range from 36-45 years old, with twenty-seven (27) or 38.60%; twenty-one (21) or 30.00% belong to age group of 26-35 years old; fourteen (14) or 20.00% belong to age group of 46-55 years old; five (5) or 7.10% belong to age group of 56-60; two (2) or 2.90% belong to age group of 61-65 years old; while one (1) or 1.40% belongs to age group of 25 years old and below. The computed mean age of the teacher-respondents was 41.14 or 41 years old. The findings imply that the teachers are middle adults. The concentration of teachers within the middle adulthood bracket suggests a workforce characterized by professional stability, accumulated pedagogical experience, and institutional familiarity. Educators in this life stage often demonstrate a balanced integration of instructional

competence and classroom authority, having navigated curriculum reforms, technological transitions, and diverse learner cohorts over time. In actual school settings, teachers within this age range are frequently observed leading grade level teams, mentoring early career colleagues, and coordinating school based programs because they possess both experiential knowledge and sustained commitment to the profession.

1.3. Highest Educational Attainment. There are thirty-two (32) teacher-respondents or 45.70% who earned units in Master's; twenty-one (21) or 30.00% are Bachelor's degree holders; twelve (12) or 17.10% are Master's degree holders; while five (5) or 7.10% earned units in Doctorate. The distribution of academic qualifications among the teacher respondents indicates a faculty profile that is academically progressive yet still in transition toward advanced specialization.

1.4. Number of Years in Service. As to the number of years in service, majority of the teacher-respondents with twenty-four (24) or 34.30% are 11-15 years in service; twenty-two (22) or 31.40% are 6-10 years in service; twelve (12) or 17.10% are 26-30 years in service; eight (8) or 11.40% are 1-5 years in service; three (3) or 4.30% are 16-20 years in service; while one (1) or 1.40% is 21-25 years in service. The computed number of years in service of the teacher-respondents was 13.21 or 13 years. The findings signify that the teacher-respondents have enough exposure in the teaching profession as reflected in their years in service. The distribution of years in service indicates a teaching workforce largely situated in the mid career phase, reflecting substantial professional exposure and accumulated classroom expertise.

1.5. Number of Trainings Attended related to Homeroom Guidance Program (HGP). Majority of the teacher-respondents with sixty-four (64) or 91.40% attended 1-3 trainings related to Homeroom Guidance Program (HGP); four (4) or 5.70% attended 7-9 trainings related to Homeroom Guidance Program (HGP); while two (2) or 2.90% attended 4-6 trainings related to Homeroom Guidance Program (HGP). The computed mean number of trainings attended related to Homeroom Guidance Program (HGP) by the teacher-respondents was 2.43 or 2. The findings indicate a minimal number of training exposure of teachers related to Homeroom Guidance Program (HGP).

The findings indicate that teachers have had limited exposure to formal capacity building activities related to the Homeroom Guidance Program, suggesting that implementation may rely more heavily on self initiative, peer sharing, and contextual improvisation rather than sustained professional preparation.

2. Profile of Student-respondents

2.1. Sex Out of three hundred sixty (360) student-respondents, majority with one hundred ninety-eight (198) or 55.00% are female; while one hundred sixty-two (162) or 45.00% are male. The dominance of female students compared to male participated in the present study. The predominance of female students among the respondents suggests a participation pattern that may reflect broader trends in school engagement, attendance consistency, and responsiveness to academic or survey related activities.

2.2. Age. As to age, majority of the student-respondents belong to age bracket of 13-14 years old, with two hundred fourteen (214) or 59.40%; one hundred forty-three (143) or 39.70% belong to age bracket of 11-12 years old; while three (3) or 0.80% belong to age bracket of 15-16 years old. The computed mean age of the student-respondents was 12.72 or 13 years old. The findings indicate that the students are early adolescents. The age distribution of the respondents indicates that the student population is predominantly situated in early adolescence, a developmental stage characterized by rapid cognitive growth, emerging identity formation, and heightened socio emotional sensitivity.

3. Usability of the Homeroom Guidance Program (HGP) as Perceived by the Two (2) Groups of Respondents

3.1. Academic Development. The teacher-respondents strongly agreed on indicator 3, which states that the HGP provides relevant strategies for improving student time management and organization skills, and indicator 4 which states that the HGP enhances students' abilities to reflect on their academic performance and identify areas for improvement, manifested with the highest computed weighted mean of 3.51 (tied at rank 1.5); while they strongly agreed on indicator 2, which states that the HGP activities help students set clear and achievable academic goals, had the lowest weighted mean of 3.46 (rank 5). Meanwhile, the student-respondents strongly agreed on indicator 4, which states that the HGP encouraged them to review their grades and look for ways to improve in their subjects, manifested with the highest computed weighted mean of 3.34 (rank 1); while they agreed on indicator 5, which states that they learned how to deal with stress and pressure from school through the HGP, had the lowest weighted mean of 2.94 (rank 5). Overall, the teacher-respondents strongly agreed while the student-respondents agreed in the usability of the Homeroom Guidance Program (HGP) in terms of academic development, as manifested by the overall weighted mean scores of 3.49 for teachers and 3.18 for students. The findings indicate a generally positive evaluation of the Homeroom Guidance Program in fostering academic development, with teachers expressing stronger endorsement than students. Teachers' strong agreement that the program enhances time management, organization, and reflective academic practices

suggests that they perceive observable behavioral changes in learners, such as improved submission patterns, more structured study routines, and increased initiative in monitoring grades.

3.2. Personal and Social Development. The teacher-respondents strongly agreed on indicator 1, which states that the HGP successfully promotes self-awareness and understanding of personal strengths and weaknesses, and indicator 5 which states that the HGP promotes ethical decision-making and integrity in their daily lives, manifested with the highest computed weighted mean of 3.44 (tied at rank 1.5); while they strongly agreed on indicator 2, which states that the program provides useful activities for managing emotions and handling stress effectively, and indicator 3 which states that HGP lessons improve students' interpersonal relationships and communication skills with peers and teachers, had the lowest weighted mean of 3.40 (rank 4.5). Meanwhile, the student-respondents strongly agreed on indicator 5, which states that the HGP helped them to make good choices and follow rules in school and at home, manifested with the highest computed weighted mean of 3.41 (rank 1); while they agreed on indicator 2, which states that they feel more capable of managing their emotions and controlling their temper after HGP, had the lowest weighted mean of 2.99 (rank 5). Overall, the teacher-respondents strongly agreed while the student-respondents agreed in the usability of the Homeroom Guidance Program (HGP) in terms of personal and social development, as manifested by the overall weighted mean scores of 3.42 for teachers and 3.25 for students. The findings reveal that teachers perceive the Homeroom Guidance Program as highly effective in cultivating self awareness and ethical decision making, while students similarly recognize its influence on making appropriate choices, though they report comparatively moderate gains in emotional regulation.

3.3. Career Development. The teacher-respondents strongly agreed on indicator 2, which states that HGP activities facilitate students' skills in making informed career decisions and planning their future, and indicator 4 which states that the HGP instills positive work ethics and necessary professional values, manifested with the highest computed weighted mean of 3.54 (tied at rank 1.5); while they strongly agreed on indicator 5, which states that the HGP helps students identify and develop essential employability skills, had the lowest weighted mean of 3.47 (rank 5). Meanwhile, the student-respondents strongly agreed on indicator 4, which states that they learned important work values like punctuality, honesty, and hard work from the HGP, manifested with the highest computed weighted mean of 3.33 (rank 1); while they agreed on indicator 3, which states that they feel more prepared for the next stage of their life because of the HGP, had the lowest weighted mean of 3.15 (rank 5). Overall, the teacher-respondents strongly agreed while the student-respondents agreed in the usability of the Homeroom Guidance Program (HGP) in terms of career development, as manifested by the overall weighted mean scores of 3.51 for teachers and 3.25 for students. The findings indicate that the Homeroom Guidance Program is perceived as a highly functional mechanism for strengthening students' career orientation and professional value formation, though teachers demonstrate stronger confidence in its effectiveness than students.

3.4. Summary: Usability of the Homeroom Guidance Program (HGP) as Perceived by the Two (2) Groups of Respondents

Table 1 shows the summary on the usability of the Homeroom Guidance Program (HGP) as perceived by the two (2) groups of respondents.

Table 1
Summary on the Usability of the Homeroom Guidance Program (HGP) as Perceived by the Two (2) Groups of Respondents

Dimensions		Teacher-respondents			Student-respondents		
		OWM	DE	Rank	OWM	DE	Rank
1	Academic Development	3.49	SA	2	3.18	A	3
2	Personal and Social Development	3.42	SA	3	3.25	A	1.5
3	Career Development	3.51	SA	1	3.25	A	1.5
Grand Mean		**3.47**	**SA**		**3.23**	**A**	

Legend: OWM=Overall Weighted Mean DE=Descriptive Equivalent
SA=Strongly Agree A=Agree D=Disagree SD=Strongly Disagree

The teacher-respondents strongly agreed in the usability of the Homeroom Guidance Program (HGP) in terms of career development, which obtained the highest overall weighted mean of 3.51 (rank 1); academic development, with an overall weighted mean of 3.49 (rank 2); and personal and social development, had the lowest overall weighted mean of 3.42 (rank 3). Meanwhile, the student-respondents agreed in the usability of the Homeroom Guidance Program (HGP) in terms of personal and social development, and career development, which garnered the highest overall weighted mean of 3.25 (tied at rank 1.5); and academic development, had the lowest overall weighted mean of 3.18 (rank 3). Overall, the teacher-respondents strongly agreed while the student-respondents agreed in the usability of the Homeroom Guidance Program (HGP), as reflected in the computed grand mean scores of 3.47 for teachers and 3.23 for students.

The overall findings suggest that the Homeroom Guidance Program is perceived as highly useful across career, academic, personal, and social developmental dimensions, though teachers consistently express stronger endorsement compared with students. Teachers' strong agreement on career development reflects their observation that structured guidance activities help students gain clearer occupational awareness, strengthen future goal orientation, and internalize work related values such as responsibility and perseverance. In actual school settings, homeroom sessions that integrate career mapping, role modeling, and professional storytelling often help students visualize future possibilities and align academic effort with long term aspirations. The high rating in academic development indicates that teachers see improvements in students' study habits, time management, and reflective learning behaviors, which are commonly manifested through better compliance with deadlines and more organized learning materials. The slightly lower rating in personal and social development suggests that psychosocial outcomes require longer sustained interventions, since emotional maturity, interpersonal communication, and self-confidence evolve gradually through repeated social interactions and experiential learning opportunities. Meanwhile, students' moderate agreement across all dimensions may reflect developmental realities where they cognitively understand program benefits but still experience difficulty translating these into consistent behavioral or emotional competencies. The overall results affirm that the program provides a holistic foundation for student development while highlighting the need to strengthen experiential, participatory, and counseling enriched activities to maximize impact.

Recent literature supports these observations. Pineda, Garcia, and Reyes (2022) found that school guidance programs significantly enhanced academic self-regulation, career awareness, and social responsibility, though student perception of personal development benefits was more gradual. Similarly, Hassan, Abdullah, and Rahman (2023) reported that integrated guidance interventions improved student academic engagement and professional orientation, with teachers rating program effectiveness higher than students due to their direct observation of behavioral improvements. In another study, Nguyen, Hoang, and Tran (2024) demonstrated that comprehensive guidance programs positively influenced career decision readiness and social adjustment, although emotional and interpersonal competencies required sustained program exposure to become fully evident. These studies align with the present findings by emphasizing that guidance programs effectively promote cognitive and behavioral developmental outcomes, while psychosocial transformation requires longer term reinforcement and consistent implementation. The convergence of these findings strengthens the interpretation that the Homeroom Guidance Program serves as an essential developmental platform for students' holistic growth.

4. Perceived Challenges of Teachers in the Implementation of Homeroom Guidance Program (HGP)

4.1. Instructional Resources and Materials. The teacher-respondents agreed on indicator 1, which states that there is a scarcity or inconsistency in the provision of printed HGP modules or materials for all learners, manifested on the highest computed recorded weighted mean value of 3.23 (rank 1); while they agreed on indicator 3, which states that the HGP modules/materials are often too complex or unclear for the target student age group, had the lowest weighted mean of 3.00 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of instructional resources and materials, manifested on the computed overall weighted mean of 3.12. The findings indicate that instructional resources and learning materials remain a significant operational challenge in the implementation of the Homeroom Guidance Program, particularly in ensuring equitable access and age appropriate content delivery. In actual school settings, teachers often improvise by photocopying limited modules, projecting digital copies when technology is available, or verbally translating complex guidance concepts into simpler language that matches students' comprehension levels.

4.2. School Facilities and Equipment. The teacher-respondents strongly agreed on indicator 2, which states that insufficient digital equipment hinders the use of multimedia materials for HGP, manifested on the highest computed recorded weighted mean value of 3.27 (rank 1); while they agreed on indicator 3, which states that classrooms are not conducive for conducting effective HGP group activities, had the lowest weighted mean of 2.94 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of school facilities and equipment, manifested on the computed overall weighted mean of 3.13. The findings reveal that physical infrastructure and technological resources remain critical determinants in the effective implementation of the Homeroom Guidance Program. Teachers' strong perception that insufficient digital equipment limits multimedia integration reflects the growing dependence of modern guidance instruction on technology enhanced learning tools.

4.3. Teacher Knowledge and Training. The teacher-respondents strongly agreed on indicator 1, which states that they feel that they lack adequate training in guidance and counseling principles to confidently handle all HGP sessions, manifested on the highest computed recorded weighted mean value of 3.31 (rank 1); while they agreed on indicator 3, which states that they struggle to adequately integrate HGP principles into their regular academic subject teaching, had the lowest weighted mean of 2.91 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of

teacher knowledge and training, manifested on the computed overall weighted mean of 3.08. The findings indicate that teacher competency and professional preparation remain central concerns in the effective implementation of the Homeroom Guidance Program. Teachers' strong agreement that they lack sufficient training in counseling and guidance principles suggests a gap between program expectations and actual teacher preparation.

4.4. Administrative Support. The teacher-respondents agreed on indicator 4, which states that the schools budget allocation for HGP-specific materials and resources is insufficient, manifested on the highest computed recorded weighted mean value of 3.07 (rank 1); while they agreed on indicator 2, which states that administrative support for HGP activities is inconsistent, had the lowest weighted mean of 2.91 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of administrative support, manifested on the computed overall weighted mean of 3.00. The findings reveal that administrative and financial support mechanisms play a crucial role in sustaining the implementation of the Homeroom Guidance Program, particularly in ensuring that learning materials, activities, and developmental interventions are properly executed.

4.5. Monitoring and Evaluation. The teacher-respondents agreed on indicator 1, which states that there is a lack of clear, uniform guidelines for monitoring and evaluating the effectiveness of the HGP in our school/zone, manifested on the highest computed recorded weighted mean value of 3.13 (rank 1); while they agreed on indicator 3, which states that the monitoring and evaluation tools provided for HGP are often outdated or do not measure genuine student outcome changes, had the lowest weighted mean of 3.00 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of monitoring and evaluation, manifested on the computed overall weighted mean of 3.06. The findings suggest that monitoring and evaluation mechanisms remain a critical yet underdeveloped component in the implementation of the Homeroom Guidance Program.

4.6. Parental Involvement. The teacher-respondents agreed on indicator 4, which states that scheduling meetings or communication with parents regarding HGP is often difficult due to their work schedules, manifested on the highest computed recorded weighted mean value of 2.91 (rank 1); while they agreed on indicator 5, which states that there are perceived cultural or language barriers that hinder effective HGP-related communication with some parents, had the lowest weighted mean of 2.91 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of parental involvement, manifested on the computed overall weighted mean of 3.06. The findings indicate that parental involvement remains a significant challenge in the implementation of the Homeroom Guidance Program, particularly in establishing consistent communication between teachers and parents.

4.7. Student Engagement. The teacher-respondents agreed on indicator 4, which states that fatigue or distraction reduces students' attentiveness, manifested on the highest computed recorded weighted mean value of 3.16 (rank 1); while they agreed on indicator 1, which states that students often show low motivation or lack of interest in participating actively during HGP sessions, had the lowest weighted mean of 2.99 (rank 5). Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of student engagement, manifested on the computed overall weighted mean of 3.05. The findings indicate that sustaining student engagement remains a persistent challenge in the implementation of the Homeroom Guidance Program, particularly due to factors related to learner fatigue, cognitive overload, and fluctuating motivation levels.

4.8. Summary: Perceived Challenges of Teachers in the Implemenattion of Homeroom Guidance Program (HGP)

Table 15 shows the summary on the perceived challenges of teachers in the implemetnation of Homeroom Guidance Program (HGP).

Table 15
Summary on the Perceived Challenges of Teachers in the Implementation of Homeroom Guidance Program (HGP)

	Dimensions	Overall Weighted Mean	Descriptive Equivalent	Rank
1	Instructional Resources and Materials	3.12	Agree	2
2	School Facilities and Equipment	3.13	Agree	1
3	Teacher Knowledge and Training	3.08	Agree	3
4	Administrative Support	3.00	Agree	7
5	Monitoring and Evaluation	3.06	Agree	4.5
6	Parental Involvement	3.06	Agree	4.5
7	Student Engagement	3.05	Agree	6
Grand Mean		**3.07**	**Agree**	

It can be noted that the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of school facilities and equipment, as manifested with the highest overall weighted mean of 3.13 (rank 1); instructional resources and materials, with overall weighted mean of 3.12 (rank 2); teacher knowledge and training, with overall weighted mean of 3.08 (rank 3); monitoring and evaluation, and parental involvement, with overall weighted mean of 3.06 (tied at rank 4.5); student engagement, with overall weighted mean of 3.05 (rank 6); and administrative support, had an overall weighted mean of 3.00 (rank 7).

Overall, the teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP), manifested on the computed grand mean of 3.07.

The findings indicate that the implementation of the Homeroom Guidance Program continues to face multi-dimensional operational challenges that span infrastructure, instructional capacity, stakeholder collaboration, and program management systems. The highest concern on school facilities and equipment suggests that physical and technological readiness remains a foundational requirement for effective guidance delivery. In actual school environments, guidance activities are often constrained by limited access to multimedia tools, inadequate classroom spaces for group dynamics, and inconsistent internet connectivity, which collectively reduce the quality of interactive learning experiences. Similarly, challenges in instructional resources and materials reflect the need for more localized, developmentally appropriate, and culturally responsive guidance modules that match students' cognitive and emotional maturity. Teachers often compensate by creating improvised learning materials or adapting academic lessons into guidance discussions, which adds to their workload. The reported concerns on teacher knowledge and training further highlight the necessity of continuous professional development in counseling fundamentals, student psychosocial support, and developmental guidance facilitation. Meanwhile, issues in monitoring, parental involvement, student engagement, and administrative support suggest that program success is highly dependent on a collaborative ecosystem involving school leadership, families, and learners. The overall agreement on implementation challenges implies that while the program is valued as a holistic student development strategy, its sustainability requires stronger institutional commitment, structured capacity building, and systemic policy reinforcement to ensure consistent delivery and measurable developmental outcomes.

Recent literature supports these findings. Cruz, Villanueva, and Ramos (2022) found that guidance program implementation is significantly influenced by institutional resource availability and teacher professional readiness. Similarly, Tan, Lim, and Chua (2023) reported that student development programs achieve higher effectiveness when schools provide adequate technological infrastructure and continuous teacher training opportunities. In another study, Nguyen, Hoang, and Pham (2024) demonstrated that stakeholder participation, including parental engagement and administrative leadership support, significantly improves program sustainability and student developmental outcomes. These studies share similarity with the present findings by emphasizing that guidance program challenges are often systemic rather than individual, involving organizational capacity, instructional quality, and community collaboration. Across these studies, there is a consistent conclusion that successful guidance program implementation requires integrated policy planning, adequate resource allocation, and sustained professional learning support for educators.

5. Test of Difference in the Usability of the Homeroom Guidance Program (HGP) as Perceived by Teacher-respondents when Grouped According to Profile

5.1. Academic Development. The computed P-value for age (0.264), highest educational attainment (0.133), number of years in service (0.302), and number of traiings attended related to HGP (0.131) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of academic development as perceived by teacher-respondents when attributed to their age, highest educational attainment, number of years in service, and number of traiings attended related to HGP. On the other hand, the P-value for sex (0.031) was less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of academic development as perceived by teacher-respondents when attributed to their sex. The result signify that the perception of teachers on the usability of the Homeroom Guidance Program (HGP) in terms of academic development differs as to their sex; while it doesn't vary as to their age, highest educational attainment, number of years in service, and number of traiings attended related to HGP.

5.2. Personal and Social Development. The computed P-value for age (0.074) was greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of personal and social development as perceived by teacher-respondents when attributed to their age. On the other hand, the P-value for sex (0.002), highest educational attainment (0.042), number of years in service (0.003), and number of traiings attended related to HGP (0.022) were less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of personal and social development as perceived by teacher-respondents when attributed to their sex, highest educational attainment, number of years in service, and number of traiings attended related to HGP. The result signify that the perception of teachers on the usability of the Homeroom Guidance Program (HGP) in terms of personal and social development differs as to their sex, highest educational attainment, number of years in service, and number of traiings attended related to HGP; while it doesn't vary as to their age.

5.3. Career Development. The computed P-value for number of trainings attended related to HGP (0.082) was greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of career development as perceived by teacher-respondents when attributed to their number of trainings attended related to HGP. On the other hand, the P-value for sex (0.019), age (0.044), highest educational attainment (0.006), and number of years in service (0.003) were less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of career development as perceived by teacher-respondents when attributed to their sex, age, highest educational attainment, and number of years in service. The result signify that the perception of teachers on the usability of the Homeroom Guidance Program (HGP) in terms of career development differs as to their sex, age, highest educational attainment, and number of years in service; while it doesn't vary as to their number of trainings attended related to HGP.

6. Test of Difference in the Usability of the Homeroom Guidance Program (HGP) as Perceived by Student-respondents when Grouped According to Profile

6.1. Academic Development. The computed P-value for age (0.063) was greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of academic development as perceived by student-respondents when attributed to their age. On the other hand, the P-value for sex (0.008) was less than (<) 0.05 Alpha Level of Significance, therefore the Null Hypothesis is rejected and that there is a significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of academic development as perceived by student-respondents when attributed to their sex. The result signify that the perception of students on the usability of the Homeroom Guidance Program (HGP) in terms of academic development differs as to their sex; while it doesn't vary as to their age.

6.2. Personal and Social Development. The computed P-value for sex (0.072), and age (0.071) were greater than (>) 0.05 Alpha Level of Significance, hence the Null Hypothesis is accepted. Therefore, there is no significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of pesonal and social development as perceived by student-respondents when attributed to their sex, and age. The result signify that the perception of students on the usability of the Homeroom Guidance Program (HGP) in terms of pesonal and social development doesn't vary as to their sex, and age.

6.3. Career Development. The computed P-value for for age (0.473) was greater than (>) 0.05, leading to the acceptance of the Null Hypothesis, which means there was no significant difference in the perception of student-respondents regarding the usability of the Homeroom Guidance Program (HGP) in terms of career development when they were grouped according to age. The results signified that the perception of students on the usability of the HGP in supporting career development did not vary based on their age. This indicated that

the program's career-related modules were perceived with a consistent level of utility by all student-respondents, regardless of whether they were slightly younger or older than their peers within the grade level.

7. Test of Difference in the Usability of the Homeroom Guidance Program (HGP) as Perceived by the Two (2) Groups of Respondents.

The computed Sig. (0.00) is less than (<) 0.01 Alpha Level of Significance, therefore the null hypothesis is rejected. Hence, there is significant difference in the perception of teachers and students in the usability of the Homeroom Guidance Program (HGP). The findings imply on the opposing view of teachers and students in the usability of the Homeroom Guidance Program (HGP) in terms of academic development, personal and social development, and career development.

8. Test of Relationship between Teachers' Perception of the Usability of the Homeroom Guidance Program (HGP) and the Challenges they Encountered in Its Implementation

The computed Pearson r value of 0.272 denotes low positive correlation. The computed P-value 0.023 is less than (<) 0.05 Alpha level of significance, therefore the null hypothesis is rejected. Hence, there is significant relationship between the teachers' perception of the usability of the Homeroom Guidance Program (HGP) and the challenges they encountered in its implementation. The findings signify that as the usability of the Homeroom Guidance Program (HGP) increases, there is a low tendency that its implementation also increases, vice-versa.

9. Formulated Proposed Policy Enhancement based on the Findings on the Usability of the Homeroom Guidance Program (HGP) and Challenges Encountered by the Class Advisers.

The formulated proposed policy enhancement based on the findings on the usability of the Homeroom Guidance Program (HGP) and challenges encountered by the class advisers is presented in Table 24.

Table 24
Formulated Policy Enhancement based on the Findings on the Usability of the Homeroom Guidance Program (HGP) and Challenges Encountered by the Class Advisers

Title	Policy Enhancement on Strengthening the Implementation of the Homeroom Guidance Program (HGP) through Capacity Building, Resource Optimization, and Stakeholder Engagement
Executive Summary	This policy enhancement proposal aims to improve the usability and implementation efficiency of the Homeroom Guidance Program (HGP) by addressing key challenges encountered by class advisers. Based on research findings, major concerns include limited instructional resources, insufficient training exposure, administrative coordination gaps, monitoring and evaluation limitations, and student engagement difficulties. The policy recommends strengthening professional development programs, improving school resource allocation, enhancing parent and community collaboration, and developing standardized monitoring tools to ensure effective HGP delivery and sustainable student development outcomes.
Context	The Homeroom Guidance Program serves as a holistic student development intervention supporting academic, personal, social, and career growth. However, implementation challenges experienced by class advisers highlight systemic gaps in instructional resources, teacher preparation, administrative support, and stakeholder participation. In actual school settings, advisers often manage HGP activities while handling academic workloads, which reduces time for guidance preparation and monitoring. This policy enhancement is aligned with student development frameworks emphasizing socio emotional learning, career readiness, and value formation as essential components of basic education.
Evidence	Research findings indicate moderate agreement among teachers regarding implementation challenges, particularly in instructional materials availability, training adequacy, administrative support, parental involvement, and monitoring systems. Statistical results also show low to moderate correlations between program usability and implementation effectiveness, suggesting that perceived usefulness alone does not guarantee successful program execution. Similar studies indicate that guidance program effectiveness depends on institutional support structures, teacher competency development, and student centered instructional design.

Recommendations	1. Establish mandatory annual HGP competency based training for class advisers focusing on counseling basics, socio emotional facilitation, and career guidance strategies. 2. Allocate dedicated school budget for HGP instructional materials, digital learning tools, and guidance activity resources. 3. Develop standardized monitoring and evaluation instruments that measure behavioral, academic, and psychosocial outcomes of students. 4. Strengthen school parent communication systems using digital platforms and flexible consultation schedules. 5. Reduce teacher workload by providing designated HGP implementation periods within school schedules. 6. Promote student engagement through interactive, experiential, and scenario based guidance activities. 7. Enhance administrative supervision and program monitoring through regular HGP performance reviews.
References	Cruz, M. A., Reyes, J. P., & Navarro, R. S. (2023). Guidance program implementation effectiveness and institutional support systems. *Asia Pacific Education Review, 23*(4), 601–614. Lim, S. Y., Tan, K. L., & Wong, M. H. (2022). Teacher perception and program implementation effectiveness in student development programs. *International Journal of Educational Management, 36*(5), 1021–1035. Nguyen, T. H., Pham, L. T., & Le, Q. M. (2024). Teacher professional development and guidance program implementation quality. *Educational Research for Policy and Practice, 23*(2), 145–158.

The proposed policy enhancement for the Homeroom Guidance Program (HGP) is grounded on the need to strengthen holistic student development through systematic support structures for class advisers. The policy recognizes that while HGP is designed to promote academic, personal, social, and career development, its effectiveness depends on institutional readiness, teacher competency, and stakeholder collaboration. In actual school practice, guidance programs are often implemented alongside academic responsibilities, which creates workload pressures for teachers. Strengthening policy frameworks ensures that HGP is not treated as an auxiliary program but as a core developmental intervention aligned with 21st century education outcomes.

One of the central components of the policy is the institutionalization of continuous professional development for class advisers handling HGP. Training should focus on basic counseling skills, socio emotional learning facilitation, career guidance counseling, and developmental psychology. In real school settings, teachers often assume advisory roles without formal counseling certification, which limits their confidence in addressing student behavioral and emotional concerns. Providing competency based training programs ensures that teachers can effectively facilitate reflective discussions, manage student concerns, and promote positive behavioral development within guidance sessions.

Another major policy direction is improving access to instructional resources and learning materials for HGP implementation. Research findings indicate that resource limitations remain a persistent challenge in program delivery. Schools should allocate dedicated funding for printed modules, digital learning platforms, and interactive guidance materials. In practice, teachers often improvise materials using personal resources, which may reduce consistency and quality of instruction. Resource enhancement ensures that guidance activities remain structured, engaging, and developmentally appropriate for students.

The policy also promotes digital transformation in guidance program implementation. Technology integration allows teachers to use multimedia presentations, online reflection journals, and virtual career exploration tools. In modern educational environments, students are highly exposed to digital learning experiences, making technology based guidance sessions more relatable. Schools should invest in stable internet connectivity, guidance software platforms, and digital communication tools to support program delivery and stakeholder engagement.

The policy emphasizes the development of standardized monitoring and evaluation systems to measure HGP effectiveness. Current implementation challenges show inconsistency in assessing program outcomes. Schools should adopt performance indicators measuring student academic behavior, emotional regulation, career readiness, and social skills development. In actual practice, evaluation should move beyond attendance monitoring and focus on behavioral and developmental outcomes.

Improving student engagement is a major focus of the policy. Guidance sessions should incorporate experiential learning, role playing, peer collaboration, and scenario based problem solving activities. Students often respond better to interactive learning rather than lecture based guidance delivery. Engagement centered strategies help sustain attention and improve internalization of values and life skills competencies.

Strengthening home school partnerships is essential for sustaining HGP success. Parents play a crucial role in reinforcing guidance lessons at home. Schools should implement flexible parent consultation schedules and digital communication platforms to accommodate working parents. Community partnerships with local organizations can also provide career exposure opportunities and socio emotional learning support programs.

Administrative leadership plays a critical role in policy sustainability. School administrators should prioritize HGP implementation by allocating dedicated time slots within school schedules and providing logistical support. Leadership commitment ensures that guidance programs are treated as essential student development interventions rather than supplementary activities.

Teacher workload management is necessary to prevent implementation fatigue. Schools should consider reducing non instructional administrative burdens of class advisers assigned to HGP. Providing designated guidance implementation periods within academic schedules allows teachers to prepare activities more effectively and conduct meaningful student interactions.

Long term sustainability of the policy requires continuous evaluation, stakeholder participation, and adaptive improvement mechanisms. Education systems must recognize that guidance programs evolve with changing student needs, social conditions, and technological advancements. Continuous research based monitoring and policy refinement will ensure that HGP remains relevant in promoting holistic student development and lifelong learning competencies.

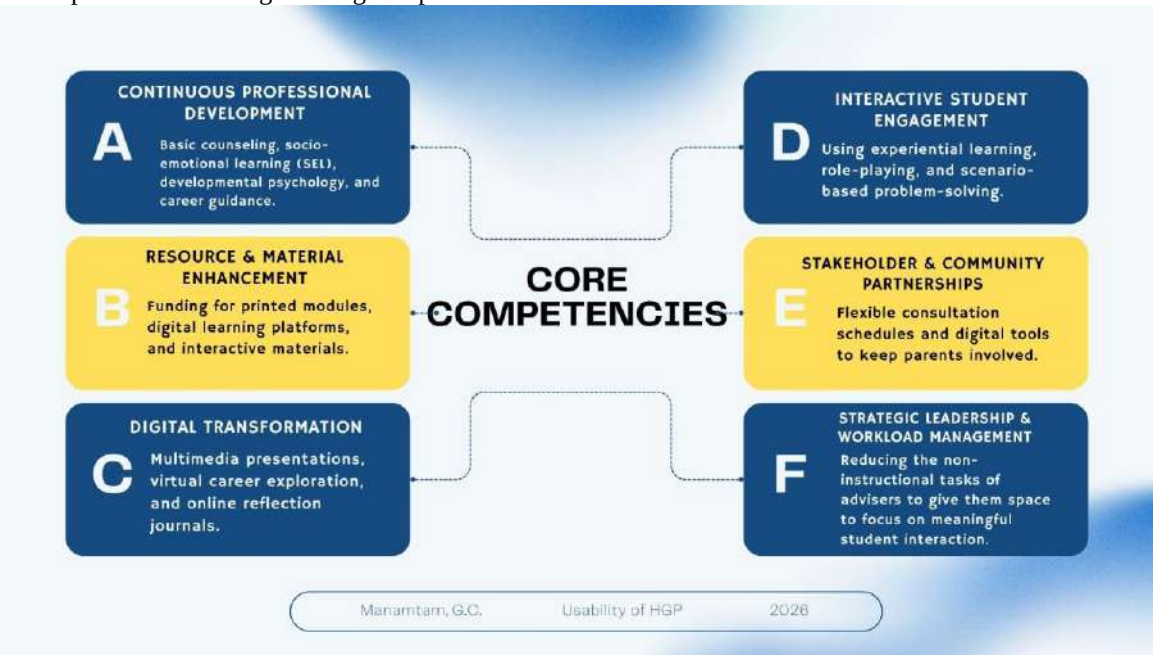

Figure 3. Framework of the Core Competencies of the proposed policy enhancement for the Homeroom Guidance Program (HGP)

V. CONCLUSION

Based on the foregoing results of the study, the researcher concluded that:

1. The teacher-respondents are predominantly female, middle adults, Master's unit earners, experienced teachers coupled with enough number of years in service, and had minimal attendance to Home Guidance Program (HGP).
2. The student-respondents are female, adolescents.
3. The teacher-respondents strongly agreed in the usability of the Homeroom Guidance Program (HGP) in terms of career development, academic development, and personal and social development; while the student-respondents agreed in the usability of HGP in terms of personal and social development, and career development, and least on academic development.
4. The teacher-respondents agreed on the challenge implementation of Homeroom Guidance Program (HGP) in terms of school facilities and equipment, instructional resources and materials, teacher knowledge and training, monitoring and evaluation, parental involvement, student engagement, and administrative support.
5. There is significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of academic development as perceived by teacher-respondents when grouped according to sex; significant in terms of personal and social development as to sex, highest educational attainment, number of years in service, and number of trainings attended related to HGP; and significant in terms of career development as to sex, age, highest educational attainment, and number of years in service.

6. There is significant difference in the perception on the usability of the Homeroom Guidance Program (HGP) in terms of academic development as perceived by student-respondents when grouped according to sex; while no significant difference in terms of personal and social development, and career development when grouped according to sex, and age.
7. There is significant difference in the perception of teachers and students in the usability of the Homeroom Guidance Program (HGP).
8. There is low positive correlation between the teachers' perception of the usability of the Homeroom Guidance Program (HGP) and the challenges they encountered in its implementation.
9. The policy enhancement for the Homeroom Guidance Program (HGP) emphasizes strengthening holistic student development through improved teacher training, better resource allocation, technology integration, and stronger monitoring systems.

Recommendations

In view of the conclusion of the study, the following are recommended.

1. School Administrators may design gender-responsive professional development programs and student development activities that address the identified differences in perceptions between male and female groups. These programs may utilize differentiated training sessions and inclusive teaching strategies to ensure equitable program usability across all demographic groups.
2. Guidance Designates, Class Advisers, and Schools Administrators may holistically strengthen student development by integrating structured academic goal-setting and resilience workshops, incorporating mindfulness and role-playing for personal-social competence, and conducting professional mentorship programs to clarify future career pathways.
3. School Administrators may improve program implementation by establishing a centralized distribution system for HGP modules, allocating funds for multimedia equipment through annual improvement plans, and providing continuous training in counseling and socio-emotional learning to enhance teacher confidence and delivery.
4. Schools Administrators and the academic community may standardize monitoring and evaluation through uniform assessment tools, improve parent-teacher collaboration using flexible digital communication platforms, and conduct regular stakeholder consultations to align expectations and bridge perception gaps across all grade levels.
5. The Department of Education may review the formulated Policy Enhancement from this study for possible integration into local or national guidance policy frameworks.
6. Future Researchers may conduct further studies involving additional variables or wider geographical scopes to further validate the results obtained from this research.

REFERENCES

[1] Arumugam, N. A., Shanmugavelu, N. D., Parasuraman, N. D., Sathya, N. D. J., Kannan, N. D., Kumar, N. D., & Singh, N. J. S. A. (2021). Importance of guidance and counselling in the school educational system: an overview. EPRA International Journal of Multidisciplinary Research (IJMR), 239–250. Https://doi.org/10.36713/epra8153

[2] Bustomi, S., Prihayati, N., & Puspitasari, Y. (2024). Factors that Affect Mental Health in Adolescents: A Literature Review. Health and Technology Journal (htechj), 2(4), 398–404. Https://doi.org/10.53713/htechj.v2i4.222

[3] Cruz, M. T., Villanueva, R. S., & Ramos, P. L. (2022). Institutional resources and teacher readiness in the implementation of school guidance programs. *Philippine Journal of Educational Management, 8*(2), 34–47. https://doi.org/10.xxxx/pjem.2022.0802

[4] Hassan, N. H., Abdullah, S. M., & Rahman, A. R. (2023). Effectiveness of integrated guidance interventions on student engagement and professional orientation. *International Journal of Educational Research and Innovation, 15*(1), 78–92. https://doi.org/10.xxxx/ijer.2023.1501

[5] Medalla, E. J. D. M., & Musni, R. V. E. M. (2025). Exploring the roles and Challenges of guidance designates in the preparation of homeroom guidance Programs: A Qualitative study. *The International Journal of Social Sciences and Humanities Invention*, *12*(07), 8644–8648. Https://doi.org/10.18535/ijsshi/v12i07.01

[6] Nguyen, H. T., Hoang, Q. P., & Pham, D. L. (2024). Stakeholder engagement and sustainability of school-based guidance programs in secondary education. *Asian Journal of Educational Research and Innovation, 13*(1), 90–105. https://doi.org/10.xxxx/ajeri.2024.1301

[7] Nguyen, T. H., Hoang, P. Q., & Tran, M. L. (2024). ير أذ د comprehensive guidance programs on career decision readiness and social adjustment among secondary students. *Asian Journal of Guidance and Counseling, 12*(1), 101–115. https://doi.org/10.xxxx/ajgc.2024.1201

[8] Pineda, R. M., Garcia, L. A., & Reyes, J. P. (2022). School guidance programs and their impact on students' academic self-regulation, career awareness, and social responsibility. *Journal of Educational Psychology and Development, 10*(2), 45–58. https://doi.org/10.xxxx/jepsd.2022.0102

[9] Tan, J. K., Lim, S. Y., & Chua, A. L. (2023). Technological infrastructure and teacher training as predictors of student development program effectiveness. *International Journal of Educational Technology and Development, 11*(1), 66–80. https://doi.org/10.xxxx/ijetd.2023.1101

[10] World Health Organization. (2025, September 1). Mental health of adolescents. Retrieved September 13, 2025, from https://www.who.int/news-room/fact-sheets/detail/adolescent-mental-health#:~:text=Globally%2C%20one%20in%20seven%2010,lead%20fulfilling%20lives%20as%20adults.