

Effectiveness of the Homeroom Guidance Program Services on the Social Development of Pupils in Tabaco West District.

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Abstract

This quantitative study assesses the effectiveness of Homeroom Guidance Program Services in fostering pupils' social development in Tabaco West District. It examines service provision, practice extent, effectiveness in key areas, and challenges faced. Using a descriptive-survey method, 155 class advisers participated. Statistical tools ensured a robust analysis, guiding program improvements.

Findings: This study surveyed 155 elementary school advisers in Tabaco West District to assess Homeroom Guidance Program Services. Collaboration had the highest implementation rate (91.61%), followed by emotional and social support (90.32%), consultation (77.42%), and referrals (63.22%). Effectiveness was rated highest in adaptive functioning (4.44), autonomy (4.27), and classroom interaction (3.25). Identified challenges included difficulties in referrals, negative stakeholder perceptions, and lack of training. To address these, an annual plan was proposed, outlining objectives, strategies, timelines, responsible offices, funding sources, and verification methods. Statistical tools ensured a robust analysis of effectiveness, guiding program improvements and future interventions.

Conclusions: The Homeroom Guidance Program in Tabaco West District enhances collaboration, emotional and social support, consultation, and referrals. Consistently practiced, these services improve adaptive functioning, autonomy, classroom interaction, and communication. Challenges include referral issues, stakeholder perceptions, and training gaps. An annual plan addresses these, strengthening program implementation and pupil social development.

Areas for Further Study: Future research topics may explore the experiences of guidance and counseling advocates in San Antonio Elementary School and the competencies of advocates in Tabaco West District. These themes provide valuable insights into the implementation, challenges, and effectiveness of guidance programs, helping enhance support systems for student development and well-being.

Keywords: Adaptive Functioning; Autonomy; Collaboration; Consultations

1. Introduction

Education serves as a powerful instrument for social progress by nurturing human virtues among pupils and promoting active participation in a democratic society. This principle is rooted in the belief that genuine development is driven by positive transformations in an individual's values, character, and ethical conduct. Schools play a critical role in shaping not only intellectual growth but also emotional and social well-being, ensuring that learners become responsible and engaged citizens. Furthermore, education extends beyond national boundaries, as every individual is inherently part of a global community. This interconnectedness is reflected in international relations, where nations and governments collaborate to uphold shared values, cultural understanding, and collective progress. By fostering empathy, civic

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responsibility, and social awareness, education empowers individuals to contribute meaningfully to both local and global development.

The agenda of Sustainable Development Goals for 2030 calls for a new cooperative paradigm based on the concept of global partnership and the principle of no one will be left behind. Sustainable Development Goals 4 for Education aims to ensure inclusive and quality education for all and promote lifelong learning.¹ This provides a broad framework for education and its contribution to social progress.

Recently in the Philippines, attention has been shifted from access to equity, quality and persistence of learning since in the country, high proportions of school children do not acquire basic competencies and often drop out early, particularly among those coming from low-income communities. The role of the teachers of improving the social skills of the learner is one of the foci of Philippine education.

The Homeroom Guidance Program, initiated by the Department of Education (DepEd), aims to address the holistic development of students, including their social, emotional, and ethical aspects. According to DepEd Order No. 7, s. 2020, the Homeroom Guidance Program aims to provide learners with life skills, foster positive attitudes and behaviors, and support the development of their social competencies. The program's goal is to nurture well-rounded individuals who can contribute positively to society.

The Enhanced Basic Education Act of 2013 (Republic Act No. 10533) and the Philippine Development Plan (PDP) 2017-2022 both highlight the importance of inclusive education and social development. The PDP outlines strategies to improve the quality of education and promote lifelong learning opportunities for all Filipinos.

The curriculum includes the emphasis for broad and diversified learning through life and that social aspects of learning contribute largely to the full development of Filipino learners. This also covers the redirection of the teaching profession to the social development of pupils. One of the significant legislations is Republic Act No. 9258 which is An Act Professionalizing the Practice of Guidance and Counseling and Creating for this Purpose a Professional Regulatory Board of Guidance and Counseling, Appropriating Funds Therefor and For Other Purposes. Section 2 of the said act mandates that

It is hereby declared a policy of the State to promote the improvement, advancement and protection of the guidance and counseling services profession by undertaking and instituting measures that will result in professional, ethical, relevant, efficient and effective guidance and counseling services for the development and enrichment of individuals and group lives.²

The said Act indicates the development of methodologies for measuring and assessing learning results with appropriate and adequate social skills wherein not all elementary teachers who are not really trained to perform and conduct guidance and counseling services to pupils. This also incorporates the mapping and identification of the so-called non-cognitive skills which covers character and civics education.

Fostering harmonious social relationships with other individuals is a skill that must be prepared from the early years of an individual's life. This skill, however, is not a theoretical concept that can simply be conveyed through teaching and guidance but rather a practical skill that must be directly learned by an individual through his or her interactions with others and the forming of relationships with other learners at school. Social skills then become an important aspect in the realization of students' activities and social values. Social skills are an important part of the socialization process between students, with them affecting their manner of interacting, both in terms of communication and their behavior toward others. These skills are essential for the future lives of students, who will continue developing to overcome various conflicts that occur in the community and learn from real situations.

Many school heads, teachers, school counselors, parents and other education partners believe that some pupils are under-performing academically because they lack proper social skills. Pupils who struggle to master social skills face more disciplinary consequences when they fail to engage in appropriate behavior. The lack of social skills is not only prevalent in urban schools but in rural schools as well. The characteristics of lack of social skills are as follows: inappropriate classroom behavior, inattention during lesson, adverse relationship and interaction with teachers and classmates and disruptive classroom behavior.

There are negative consequences of lack of social skills. These include underperformance in classwork and homework assignments; failure in examinations, tests and quizzes; lack of organization of schoolwork: tardiness and absenteeism; and inability to maintain or sustain social relationships with teachers and classmates among others. Children with good

social skills succeed in helping people around them, building good relationships, working and sharing with people they live with. On the other hand, children who are not good enough in terms of social skills experience problems in adapting with people at school and even at home. These children cannot maintain a healthy communication process with everyone and have poor decision-making.

Social skills of pupils begin at home. The immediate people in one's environment are the very first group of people that help the child develop socially. These interactions and experiences increase so does the child's perception of the environment. The communication and interactions that the child establishes with the people around him allow the child to recognize his own self as well as socialize. Self is a structure acquired through maturation and socialization and gained because of communication with living and environment. As the child perceives the environment, he assimilates the appropriate experiences and changes the inappropriate ones to suit the self-concept and makes them most important determinant of behavior. The school is a training ground to develop the necessary social skills that the country needs. It is also tantamount that the school heads and the teachers who are the second parents of the pupils have a lot of responsibility to achieve well developed socially productive citizens of the country.

The vision of the City Division of Tabaco in Albay articulates of its dream of Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation. With its ten (10) clusters working passionately to realize this vision, Tabaco West District with three (3) of these clusters is also instrumental in building quality, equitable, culture-base and complete basic education for every Tabaqueño child. The thirteen (13) elementary schools under Tabaco West District are considered upland schools. With this, a lot of challenges, especially on access and academic performance beset many teachers and school heads. Teachers in rural areas work doubly hard to carry out their role due to infrastructure challenges, societal beliefs, and resource scarcity. In many rural households the value of education is low. A rural teacher must help students not only appreciate the opportunities education affords but must also motivate families to support their child in finishing school. There is a scarcity of mobile phones and internet access. Teachers in the rural areas have a hard time accessing online learning resources either for their teaching or for professional development. Sometimes, teachers end up buying students their learning materials, like notebooks and pencils. Admittedly, some rural schools are used as training grounds for new teachers. This makes it difficult to keep teachers motivated.

The main goals of guidance and counseling are to help people understand themselves so they can deal with life experiences in a healthy manner—by recognizing the causes of problems and seeking appropriate methods to resolve or avoid situations that may lead to unhealthy lifestyles.

Guidance and counseling in public elementary schools is very important nowadays due to many stressors. It plays a vital role in keeping the students' mental state good and functional. But with the lack of registered guidance counselors, the assigned guidance advocate of every school is tasked to implement the guidance and counseling referral system which aims to give DepEd schools the mechanism to address the needs of learners on their mental health. Guidance advocates are not registered professionals who can give counseling for the students, they are teachers who extend their services by guiding the students to cope with their stressors and misbehaviors by means of life coaching.

The classroom teachers are in the best position to provide the necessary interventions as well as perceptions on how to develop the appropriate social skills that young learners should possess. This study aims to explore the level of effectiveness of counseling on the social development of pupils in Tabaco West District. As discussed earlier, social skills are imperative for pupils to academically excel in schools. These skills can be developed; however, without the necessary data that can provide of the current state of social development of the pupils specifically in upland schools of Tabaco, the many efforts to improve the competencies of learners will not come into fruition. The scarcity of materials on this topic is also another reason for this study. Lastly, the researcher who is an elementary teacher would like to understand more her role as guidance advocate and consequently make a difference in improving the social skills of pupils. Thus, she conducted this study.

2. Conclusion

The Homeroom Guidance Program Services plays a crucial role in supporting the social development of pupils, especially in underserved rural settings like the Tabaco West District. As this introduction highlights, social skills are foundational to students' academic success and overall well-being. However, despite the clear need, challenges such as lack of trained guidance counselors, limited resources, and social inequities persist. This study seeks to evaluate the effectiveness of the program in enhancing pupils' social competencies, recognizing that teachers—particularly those acting as guidance advocates—hold a critical responsibility in shaping learners' social behavior. By understanding and

addressing these dynamics, the research aims to contribute valuable insights that can inform better implementation and support systems for holistic learner development.

Compliance with ethical standards

Disclosure of conflict of interest

No conflict of interest should be disclosed

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