

Teachers' Role on Revitalized Homeroom Guidance Program and Learners' Personal Development

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Abstract

The Revitalized Homeroom Guidance Program (RHGP) promotes learners' holistic development through teacher-led guidance instruction. This study determined the teachers' role on RHGP and learners' personal development in Manolo Fortich Districts, Division of Bukidnon, School Year 2025-2026. Specifically, it aimed to find out the respondents' assessment of their role in RHGP, and examine how the respondents perceive the learners' personal development. The study employed a descriptive research design involving 202 teacher-advisers selected through total enumeration sampling. Data were collected using a patterned and modified questionnaire developed by Dalayap and Cerado (2025) and Panuga and Gutierrez (2023). Mean and Standard Deviation were used to analyze the data.

The findings revealed that teacher-advisers demonstrated a very high level of performance in RHGP, with support and facilitation obtaining the highest rating and learners' engagement and participation the lowest. Learners were perceived to have attained a very high level of personal development, with social development ranking highest and career development lowest. The study concluded that teacher-advisers were committed to their responsibilities in carrying out the RHGP and perceived that learners were well-engaged in academic, socialize positively with others, and demonstrate awareness for their future career paths. It is recommended that teacher-advisers, school administrators, and guidance designate, should collaborate to strengthen RHGP through learner-centered strategies, enhance career guidance initiatives, and sustain learners' engagement and participation.

Keywords: revitalized homeroom guidance program, personal development

1. Introduction

Education visions to develop learners holistically by addressing their academic, personal, social, emotional, and career needs. The Revitalized Homeroom Guidance Program was strengthened by the Department of Education to support learners' developmental needs through structured modules and guided activities. However, despite its implementation, there is a lack of localized research on the program's effectiveness, particularly in the Division of Bukidnon, creating a significant research gap. The program became especially important during the pandemic as learners experienced stress, anxiety, academic pressure, and social isolation. Teachers play an essential role in implementing the program by facilitating

activities, providing guidance, conducting orientations, and integrating the program into the school calendar. However, differences in teaching approaches, teacher preparation, available resources, and time allocation may affect its effectiveness. Therefore, the study seeks to determine the teachers' role in the Revitalized Homeroom Guidance Program, and assess learners' personal development.

Research Questions

This study aimed to determine the teachers' role on Revitalized Homeroom Guidance Program and learners' personal development in Manolo Fortich Districts, Division of Bukidnon, for the School Year 2025-2026.

Specifically, it sought to answer the following questions:

1. How do the respondents assess their role in the Revitalized Homeroom Guidance Program in terms of instructional design and delivery, learners' engagement and participation, assessment and feedback, and support and facilitation?
2. How do the respondents perceive the learners' personal development based on academic, social, and career?

Significance

The study may provide empirical evidence on the teachers' role in the Revitalized Homeroom Guidance Program and its contribution to learners' personal development. The findings may help school administrators assess program implementation and provide teachers with adequate support, resources, and professional development. Teacher advisers may gain insights into effective instructional design, assessment, and learner engagement strategies that support academic, social, emotional, and career development. Learners may benefit from improved program implementation that can strengthen their academic performance, socioemotional skills, and career direction. Guidance designates may use the findings to enhance guidance initiatives, career awareness activities, and collaboration with teacher advisers. The study may also serve as a useful reference for future researchers exploring homeroom guidance, program effectiveness, learner development, and other related factors such as parental involvement and long-term developmental outcomes.

Scope and Limitations

This study focused on the teachers' role on Revitalized Homeroom Guidance Program and learners' personal development in Manolo Fortich Districts, Division of Bukidnon, School Year 2025-2026, with a total of two hundred two (202) teacher-advisers. The independent variables were limited only to teachers' role in RHGP in terms of instructional design and delivery, learners' engagement and participation, assessment and feedback, and support and facilitation. Moreover, the dependent variables were also limited to learners' personal development based on academic, social, and career.

The findings were confined to the perspective of teacher-advisers and may not be generalized to other districts and divisions.

Literature Review

Teachers' Role in RHGP

Pagatpatan and Alejo (2025) found that the Revitalized Homeroom Guidance Program was generally perceived as fully implemented and contributes to the holistic development of learners by addressing their academic, personal, social, career, and mental needs. However, they emphasized the importance of

providing adequate financial resources and ensuring clear coordination to sustain the program. Dalayap and Cerado (2025) also established that effective implementation of the Homeroom Guidance Program through instructional practices, learner engagement, assessment and feedback, and support facilitation enhances learners' developmental competencies. Pan (2023) further highlighted that teachers' instructional preparedness and continuous professional development improve teaching effectiveness and promote positive outcomes among learners. The reviewed literature indicates that instructional design and delivery should be responsive to learners' different needs, abilities, interests, and learning preferences while providing meaningful and engaging activities. Learner engagement and participation are strengthened when teachers provide meaningful choices, encourage collaboration, inquiry, reflection, and allow learners to take an active role in the learning process. Assessment and feedback are likewise important because valid, fair, and appropriate assessment provides information about learners' progress, while clear, timely, and constructive feedback helps them identify areas for improvement, develop better learning strategies, and increase their motivation. Moreover, support and facilitation require teachers to create a safe, positive, inclusive, and learner centered environment where learners can freely express their thoughts, collaborate with others, develop confidence, and participate actively. Overall, the literature demonstrates that effective implementation of the Revitalized Homeroom Guidance Program requires prepared and supportive teachers, meaningful instructional practices, active learner participation, appropriate assessment and feedback, and responsive facilitation. These elements work together to create a conducive learning environment that addresses learners' varied needs and promotes their academic, social, emotional, personal, and overall developmental growth.

Learners' Personal Development

Panuga and Gutierrez (2023) established that the revised implementation of the Homeroom Guidance Program contributes positively to learners' personal development, particularly in the academic, social, and career domains. Academic development involves strengthening learners' cognitive abilities, motivation, self-efficacy, study habits, concentration, learning strategies, resilience, and commitment to academic goals, which can improve classroom performance, engagement, and confidence. Frith et al. (2022) emphasized that academic skills support not only improves students' performance but also strengthens their sense of belonging and reduces anxiety, while Hayat et al. (2020) highlighted the importance of self-efficacy, learning related emotions, metacognitive strategies, and personal well-being in achieving better academic outcomes. In the social domain, learners develop interpersonal skills, responsible behavior, citizenship competencies, moral reasoning, communication, and awareness of social justice through active participation and values-based activities. These competencies help learners understand different perspectives, establish positive relationships, and become responsible members of the community. In the career domain, personal development involves helping learners understand their interests, abilities, aspirations, and strengths while providing appropriate information and guidance for future educational and occupational choices. Career guidance and counseling can support learners in making informed decisions, managing challenges, exploring opportunities, and developing skills needed for future careers. Overall, the reviewed literature shows that the Homeroom Guidance Program plays an important role in developing well rounded learners by strengthening academic capabilities, social competencies, personal awareness, decision making skills, and career readiness, thereby preparing learners to manage present responsibilities and pursue meaningful goals in the future.

Methodology**Research Design**

This study utilized a descriptive research design. Furthermore, a survey questionnaire was used to gather data on both variables: teacher's role in RHGP and their perceived learners' personal development.

Participants

The respondents of this study were the teacher-advisers in Manolo Fortich I, II, III, and IV Districts with a total of two hundred two (202) respondents.

The demographic profile revealed that the majority of respondents were female, 30–39 years old, had master's degree units, and had 5 years and above of experience of RHGP. Thus, these characteristics strengthen the credibility of the findings, as respondents have sufficient experience and professional competence to assess their roles in RHGP and learners' personal development.

Due to manageability and research scope, the study employed complete enumeration sampling, and only the assigned teacher-advisers during the School Year 2025-2026 were included as respondents. Other teachers not designated as advisers were not involved to ensure comprehensive and accurate representation of the population.

Data Collection

The researcher employed a survey questionnaire as the primary data collection tool to capture essential information relevant to the teachers' role in the Revitalized Homeroom Guidance Program and learners' personal development, consisting of three (3) main parts aligned with the research objectives.

The first part explored the teachers' role in Revitalized Homeroom Guidance Program, patterned and modified from the study of Dalayap and Cerado (2025) entitled Exploring the Role of Homeroom Guidance Program in Enhancing Developmental Competencies of Junior High School Students in Region XII with the variables such as instructional design and delivery, learners' engagement and participation, assessment and feedback, and support and facilitation, and primarily used the 4-Likert Scale with the following options: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree.

The second part examined the learners' personal development, patterned and modified from the study of Panuga and Gutierrez (2023) entitled Assessment on the Revised Implementation of the Homeroom Guidance Program in Zone 2, Division of Zambales with the variables such as academic, social, and career development, and was measured using the 4-Likert Scale with the following options: (4) Strongly Agree, (3) Agree, (2) Disagree, and (1) Strongly Disagree.

However, the profile of the respondents is in the questionnaire for the discussion of research results.

Data Analysis

After collecting the data, the researcher used the following statistical tools:

Descriptive statistics, the mean and standard deviation, were used to determine the extent of the teachers' role in RHGP in terms of instructional design and delivery, learners' engagement and participation,

assessment and feedback, and support and facilitation, and the perceived learners' personal development based on academic, social, and career.

1. Results and Discussions

Problem 1. How do the respondents assess their role in the Revitalized Homeroom Guidance Program in terms of instructional design and delivery, learners' engagement and participation, assessment and feedback, and support and facilitation?

Table 1
Summary of the Respondents' Role in RHGP

Variable	Mean	SD	Interpretation
Instructional Design and Delivery	3.66	0.42	Very High
Learners' Engagement and Participation	3.57	0.44	Very High
Assessment and Feedback	3.65	0.43	Very High
Support and Facilitation	3.67	0.43	Very High
Overall	3.64	0.39	Very High

Table 1 presents the teachers' role in the Revitalized Homeroom Guidance Program, which obtained an overall mean of 3.64 (SD = 0.39), interpreted as Very High. This indicates that teacher advisers consistently performed their expected responsibilities in conducting homeroom guidance sessions and supporting the holistic development of learners. Their active involvement helped create meaningful learning experiences that addressed learners' academic, social, emotional, and career needs. Among the four areas assessed, support and facilitation obtained the highest mean of 3.67 (SD = 0.43), interpreted as Very High, indicating that teachers placed strong emphasis on providing a positive, supportive, and encouraging learning environment where learners felt guided and comfortable participating in RHGP activities. On the other hand, learners' engagement and participation obtained the lowest mean of 3.57 (SD = 0.44), although still interpreted as Very High. This suggests that teachers consistently used strategies to encourage participation, but sustaining the active involvement of all learners may still require continuous improvement because learners differ in their interests, confidence, learning styles, and readiness to participate. Overall, the findings demonstrate that teacher advisers play an essential role in the effective implementation of the RHGP by facilitating meaningful activities, providing support, encouraging participation, and creating a classroom environment that promotes learners' holistic growth and development.

Problem 2. How do the respondents perceive the learners' personal development based on academic, social, and career?

Table 2
Summary of the Respondents' Perceived Learners' Personal Development

Variable	Mean	SD	Interpretation
Academic	3.47	0.50	Very High
Social	3.49	0.46	Very High
Career	3.42	0.48	Very High
Overall	3.46	0.43	Very High

Table 2 presents the perceived learners' personal development in terms of academic, social, and career development, with an overall mean of 3.46 (SD = 0.43), interpreted as Very High. This indicates that learners demonstrate a very high level of personal development across the three domains, suggesting that the consistent implementation of the Revitalized Homeroom Guidance Program contributes to their academic growth, positive social relationships, and preparation for future career opportunities. Among the three areas, social development obtained the highest mean of 3.49 (SD = 0.46), interpreted as Very High, indicating that learners demonstrate strong interpersonal skills and positive relationships with others, which may be strengthened through regular classroom interaction, communication, and guidance activities. Meanwhile, career development obtained the lowest mean of 3.42 (SD = 0.48), although still interpreted as Very High, suggesting that learners already possess positive career awareness but may still need further opportunities for career exploration, self-assessment, and goal setting. Overall, the findings emphasize the importance of sustaining and strengthening the RHGP through learner centered activities that address learners' academic, social, and career needs and provide continuous guidance as they develop clearer goals and prepare for their future educational and career pathways.

2. Conclusion and Recommendations

Conclusion

Teacher-advisers are committed to their responsibilities in carrying out the Revitalized Homeroom Guidance Program, demonstrating consistent fulfillment of their roles, which results for the very high level of their assessed roles. Furthermore, teacher-advisers perceive those learners are well-engaged in their academic experiences, socialize positively with others, and demonstrate awareness and preparation for their future career paths, resulting in a very high level of assessed personal development.

Recommendations

Based on the conclusions drawn from the study, the following recommendations were provided.

1. Teacher-advisers and school administrators should reinforce learners' engagement and participation by incorporating learner-centered RHGP activities such as small-group discussions, role-playing, reflection journals, and structured student-teacher dialogues during the conduct of homeroom guidance sessions. These activities may be implemented to allow learners to express

their ideas in peers and in groups, reflect on personal experiences, and actively partake in class discussions.

2. Teacher-advisers and guidance designate should improve the career guidance activities by conducting quarterly career activities for the learners to explore their interest, skills, and strengths. They should also organize at least one career orientation or career lecture each quarter in partnership with stakeholders such as community professionals, government agencies, or even private organizations.
3. Teacher-advisers and school administrators may sustain learners' engagement and participation by conducting quarterly learner-engagement monitoring assessment during RHGP sessions through participation checklists, reflection outputs, and learner feedback. The results should be reviewed at the end of the quarter to determine learners who still require further assistance to adjust succeeding RHGP activities accordingly. This monitoring may ensure that learner participation remains responsive to their academic, social, and career development.

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