

**INVOLVEMENT OF HOMEROOM ADVISERS AND GUIDANCE
COUNSELORS IN HOMEROOM GUIDANCE ACTIVITIES:
INPUT TO A PROPOSED MODEL**

A Thesis

Presented to the
Faculty of the Graduate Education
Samar State Polytechnic College
Catbalogan, Samar

In Partial Fulfillment of the Requirements
Of the Degree
MASTER OF ARTS IN EDUCATION
Major in Guidance and Counseling

EVANGELINE L. PIMENTEL

October, 1999

APPROVAL SHEET

In partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (MAED)**, this thesis entitled, "**INVOLVEMENT OF HOMEROOM ADVISERS AND GUIDANCE COUNSELORS IN HOMEROOM GUIDANCE ACTIVITIES: INPUT TO A PROPOSED MODEL**", has been prepared and submitted by **Ms. Evangeline L. Pimentel**, who having passed the Comprehensive Examination, is hereby recommended for oral examination.


RIZALINA M. URBIZTONDO, Ed. D.
Adviser

Passed **Approved** by the Committee on Oral Examination with a rating of


MARILYN D. CARDOSO, Ph. D.
Chairman


HILARIO A. PABLO, MAT
Member


ANITA P. LEGATUB, MAT
Member


EVANGELINE B. CABANGAN, Ph. D.
Member

Accepted in partial fulfillment of the requirements for the degree, **MASTER OF ARTS IN EDUCATION (MAED)**.


RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate/Post-Graduate Education

Date of Oral Examination:

October 8, 1999

ACKNOWLEDGMENT

The value of this research endeavor could not be measured by the knowledge formulated by the researcher that is based on her collapsible ability and capability but by the concerted efforts synergized by several individuals who shared their expertise in the field of their specialization.

Moreover, with the synergized information, inputs and suggestions coming from the researcher's mentors, superiors, peers, relatives and friends, this masterpiece - a dream once, became a reality and metamorphosed into a specialized craft above mediocrity. Thus, this output became a treasured masterpiece by the researcher as a symbol of friendship and camaraderie.

Therefore, with this, the researcher wishes to record her appreciation to the following individuals, who had in one way or another casted their unselfish contribution to the realization of this endeavor:

To Dr. Rizalina M. Urbiztondo, the researcher's adviser, who laboured to guide her in the preparation of the manuscript, in the defense and in the final production of this book;

To Dr. Marilyn D. Cardoso, the Chairman of the Panel of Oral Examiners, who casted her share in the metamorphosis of this endeavor through her suggestions;

Likewise to the members of the Panel of Oral Examiners, **Dr. Evangeline B. Cabanganan**, **Prof. Hilaria Pablo** and **Prof. Anita Legatub**, the same degree of appreciation is recorded for their suggestions that elevated this masterpiece above mediocrity;

A special appreciation is also recorded for **Mr. Guillermo D. Lagbo** who laboured overtime in the encoding of the manuscript, production of the book copies and for his synergized statistical wit that made the dream into a concrete reality;

Same degree of special appreciation is also recorded for **Dr. Deborah T. Marco** for the editing of the manuscript and finishing its craft that made this masterpiece worthy of appreciation;

Special thanks is hereby recorded also for **Mr. and Mrs. Rey Gacho** (*nee Lucilyn L. Gacho*), the researcher's sister and brother-in-law, for the unsolicited assistance they extended while this endeavor was in progress;

Same thanks and appreciation is also recorded for the following persons who had unselfishly contributed much to this endeavor: **Mrs. Elsa P. Padogdog**, for the permission to use their office computer; District Supervisors, **Mrs. Beatriz L. Orbeso**, **Mrs. Florfina T. Daradal**, **Mr. Jaime Mabesa** and **Miss Nora C. Perez**, for facilitating the

retrieval of the questionnaires; Principals, **Mrs. Sylvia M. Cananua** and **Mr. Alejandro C. Albos**, for the assistance extended in the administration of the questionnaires to the respondents; **Guidance Counselors, teachers and pupils** of the four educational districts of Catbalogan, who were chosen as respondents, for their honesty and cooperation in answering the survey questionnaires; **peers, colleagues, relatives and friends**, for their encouragement and moral support, as well as spiritual.

To all of you, a million thanks . . .

E. L. P.

DEDICATION

This masterpiece is a symbol of love and
inspiration

Ultimately dedicated

To:

My ever supportive husband,
Rey;

My loving son,
Bengbeng;

My faithful jewels,
Tina and Reynalyn;

My brothers and sisters;
And to my friends.

Gelin

ABSTRACT

This study focused on the participation of the homeroom advisers and the guidance counselors in the implementation of the homeroom guidance activities so as to propose a model for homeroom guidance program for the elementary pupils in the four educational Districts of Catbalogan. The descriptive-developmental survey method was used in this study using the questionnaire as the main instrument in gathering the data, this study was conducted during the school year 1999-2000. The total grand mean of both the homeroom advisers and guidance counselors in their involvement on the implementation of homeroom guidance activities along personality development is 3.88 which means that the two groups of respondents were "highly involved". Both respondents have suggested the following solutions to problems they met in homeroom guidance as 1) Provision of homeroom guidance kits; 2) Lesser teaching loads of homeroom advisers; and 3) Provisions for a definite homeroom guidance period. For the conclusion, the majority of the homeroom advisers and guidance counselors involved in this study were female and belong to the middle age group which suggests that they have the motherly instinct and the maturity for child development. For the recommendation, Guidance counselors should be encouraged to take up masteral studies, specifically on guidance and counseling, to equip them with professional training.

TABLE OF CONTENTS

Title Page	i
Approval Sheet	ii
Acknowledgment	iii
Dedication	v
Abstract	vii
Table of Contents	viii

CHAPTER		PAGE
1	THE PROBLEM: ITS BACKGROUND	1
	Introduction	1
	Statement of the Problem	5
	Hypotheses	6
	Theoretical Framework	7
	Conceptual Framework	8
	Importance of the Study	10
	Scope and Delimitation	12
	Definition of Terms	14
2	REVIEW OF RELATED LITERATURE AND STUDIES . .	20
	Review of Related Literature	20
	Related Studies	24
3	METHODOLOGY	35
	Research Design	35

	Instrumentation	35
	Validation of Instrument	37
	Sampling Procedure	38
	Data Gathering	39
	Statistical Treatment of Data	39
4	PRESENTATION, ANALYSIS AND INTERPRETATION	43
	Profile of the Respondents	43
	Age and Sex	43
	Civil Status	45
	Educational Qualification	46
	Performance Rating	48
	Teaching Experience	49
	In-service Training	50
	Involvement in Homeroom Activities	52
	Personality Development	52
	Leadership and Citizenship Training	56
	Career Development	61
	Difference in the Involvement in Homeroom Activities Between the Two Groups of Respondents	65
	Personality Development	66
	Leadership and Citizenship Training	67
	Career Development	67
	Relationship Between the Involve- ment and Variates of the Respondents	68

	Age	68
	Sex	69
	Civil Status	70
	Educational Qualification	70
	Performance Rating	71
	Teaching Experience	72
	In-service Training	72
	Problems Met by the Respondents	72
	Suggested Solutions to the Problems Met .	74
5	SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	77
	Summary of Findings	77
	Conclusions	81
	Recommendations	83
6	PROPOSED HOMEROOM GUIDANCE PROGRAM MODEL . . .	85
	BIBLIOGRAPHY	114
	APPENDICES	120
	A Request for Approval of Title	121
	B Application for Assignment of Adviser	122
	C Request to Field the Instrument	123
	D Questionnaire	124
	CURRICULUM VITAE	130
	LIST OF TABLES	134
	LIST OF FIGURES	135

Chapter 1

THE PROBLEM: ITS BACKGROUND

Introduction

The growing complexities of life and the mounting problems arising from a changing and expanding socio-economic atmosphere have placed upon our educational system an increased pressure for giving better and effective guidance in order to help the pupil properly adjust himself to the multiple demands of a changing society.

The primary concerns of education is human resource development. Our schools should turn out well-developed human resources who are self-reliant, self-disciplined, socially interacting, morally upright and functional literate citizens equipped with leadership skills and participating capabilities in civil and political affairs (Casareno, 1985:122).

Dreams are constantly revised to comply with changing realities. What was learned in the past is sometimes less important than knowing how to learn in the present and for the future. Guidance focusses on learning processes.

Modern trends in education are pointing towards guidance services as a part and parcel of the teaching-learning process. This is simply another way of saying that guidance must be provided for all educational levels - elementary, secondary and colleges - and in all types of

institutions - academic, vocational, technical, trade and commerce. This also implies that the guidance counselors and specialists are necessary to carry into effect the aims and purposes of guidance. However, Ordoñez (1985:93) has emphatically propounded that

. . . counselors and specialists are essential and that without their services no guidance program can be completely effective yet paradoxically, it will be less effective if the feeling in the school is that only counselors and specialist can give guidance. No guidance program can fully succeed . . . if and when the teachers are being considered as being outside of the field.

Today's young children are living in a world that has become too materialistic. Family values have undergone changes because of economic and social pressures. Family ties are not as close as years ago. The contact of the child with his parents is getting less and, most often, he is deprived of the loving care needed in the early years of his life which is a very crucial element to his future adult life.

Specifically, the elementary pupil is one of the human resources considered as an important asset of the nation. The young children need the correct information even in their early years. They need concepts to awaken their awareness and the consequences that are brought by the challenging world around them.

Since the school is the most effective agency to uplift the sense of discipline and moral values of the child, the guidance program of the school must be well-organized. With the existence of the guidance services afforded by the program, every individual can do the best he can. Likely, the guidance program also provides each child the opportunity to experience a sense of accomplishment, group competence, and satisfaction in being a creative member of a group through varied activities. It further provides a place where counseling and good will are experienced by the child to live an orderly and clean life.

The growing concern of the educational system to espouse a new era for moral regeneration and economic stability has brought to the fore the implementation of Department Order No. 6, s. 1975 which give emphasis on homeroom guidance. This order places emphasis on personality development, leadership and citizenship training, and career choices and development of the child which are to be given once a week for one hour (DECS Bulletin No. 2, s. 1978).

It is, therefore, a necessity for every school to provide an organized and functional homeroom guidance. The school needs to provide the students with the necessary information to help them know themselves and to understand their environment and be able to make suitable adjustment

with their fellowmen. Suan (1987:4-5) declared that when guidance is used to proper advantage, it is a means that would prevent the wastage of human resources -- the growth and full development of the child.

The achievement of the goals of the homeroom guidance entails willingness of the guidance workers to study every pupil by utilizing every means or resource the school and the community furnish in order to hasten the social and personality development of pupils. Because the social and personality development of pupils affect their cognitive performance, the homeroom likewise should aim to improve the pupils' academic performance.

The researcher has observed that all sections in the intermediate grades, specifically, grades five and six, have assigned homeroom advisers. The four educational Districts have also guidance coordinators who most of the time stay only in the central school. DECS Department Order No. 6, s. 1975 was issued for two decades already but the researcher noted that it is not yet fully implemented.

It is in this context, therefore, that the researcher was motivated to undertake this study to find out whether the homeroom advisers are implementing the suggested guidance activities and if ever there are effective and functional homeroom guidance programs in the elementary schools.

Statement of the Problem

This study sought to evaluate the participation of the homeroom advisers and the guidance counselors in the implementation of the homeroom guidance activities so as to propose a model for homeroom guidance program. Specifically, this study answered the following questions:

1. What is the profile of the homeroom advisers and the guidance counselors in the four central schools in Catbalogan, Samar, as to:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 educational qualification;
- 1.4 performance rating;
- 1.5 teaching experience; and
- 1.6 in-service trainings in guidance?

2. What is the extent of involvement of the homeroom advisers and guidance counselors in the homeroom activities along:

- 2.1 personality development;
- 2.2 leadership and citizenship training; and
- 2.3 career development?

3. Is there a significant difference in the extent of involvement of the two groups of respondents along these three areas?

4. Is there a significant relationship between the extent of involvement of the homeroom adviser and guidance counselors in the homeroom activities as to:

- 4.1 age and sex;
- 4.2 civil status;
- 4.3 educational qualification;
- 4.4 performance rating;
- 4.5 teaching experience; and
- 4.6 in-service trainings?

5. What problems are met by the respondents in the implementation of the homeroom guidance program?

6. What solutions or alternatives may be suggested by the respondents to solve these problems?

7. What proposed model could be evolved for homeroom guidance based on the results of this study.

Hypothesis

This study advanced the hypothesis which states that there is no significant difference in the extent of involvement of homeroom advisers and guidance counselors in the implementation of homeroom activities which are categorized as:

- 1. personality development;
- 2. leadership and citizenship training; and
- 3. career development.

Theoretical Framework of the Study

Guidance which is an essential part of education is premised on the recognition and understanding of the child as an individual. It is proper guidance that an individual grows into a useful and successful adult. As Leal (1982:344) puts it, "guidance is the food, the right food for every living pupil or student".

This study is based on the theory of Traxler and North (1986:324) when they propounded that homeroom guidance makes an effective contribution to a desirable and effective development of an individual. They further emphasized the value of the homeroom program in personality development and maintained that the homeroom program can be an effective procedure if it is used mainly for guidance rather than for purposes of administration. Homeroom is considered the principal venue of group guidance whereby guidance for every individual can be assured. Homeroom guidance provides opportunities to observe pupils at regular intervals, facilitating the use of a preventive problem-solving approach. They enable pupils to study and learn from others, and encourage pupils to become acquainted with their counselor.

Kapunan (1974:8) supported the theory of Traxler and North when she stated that the homeroom is of vital

importance in all forms of guidance activities because of the naturalness of its setting and situation, and because of the guidance philosophy that prevention is more important than cure. She further stated that homeroom has its place in the personal, educational, social and moral aspects of guidance, which are not adequately provided for in the curricular activities.

Conceptual Framework of the Study

Guidance is based on the fact that human beings need help. Everyone needs assistance at one time or another in his life; some need it only at rare intervals in time of great crises; while others need it constantly and throughout their lives.

The Schematic Diagram of this study is reflected in Figure 1. It shows the environment of the study which is the educational Districts of Catbalogan, Division of Samar, with the homeroom advisers and the guidance counselors from Catbalogan I, Catbalogan II, Catbalogan III and Catbalogan IV, as respondents.

The variables of the study are of two categories; namely: the suggested homeroom activities of MECS Order No. 6, s. 1975 which are on personality development, leadership and citizenship trainings and career development. These three general homeroom activities will be equated with the

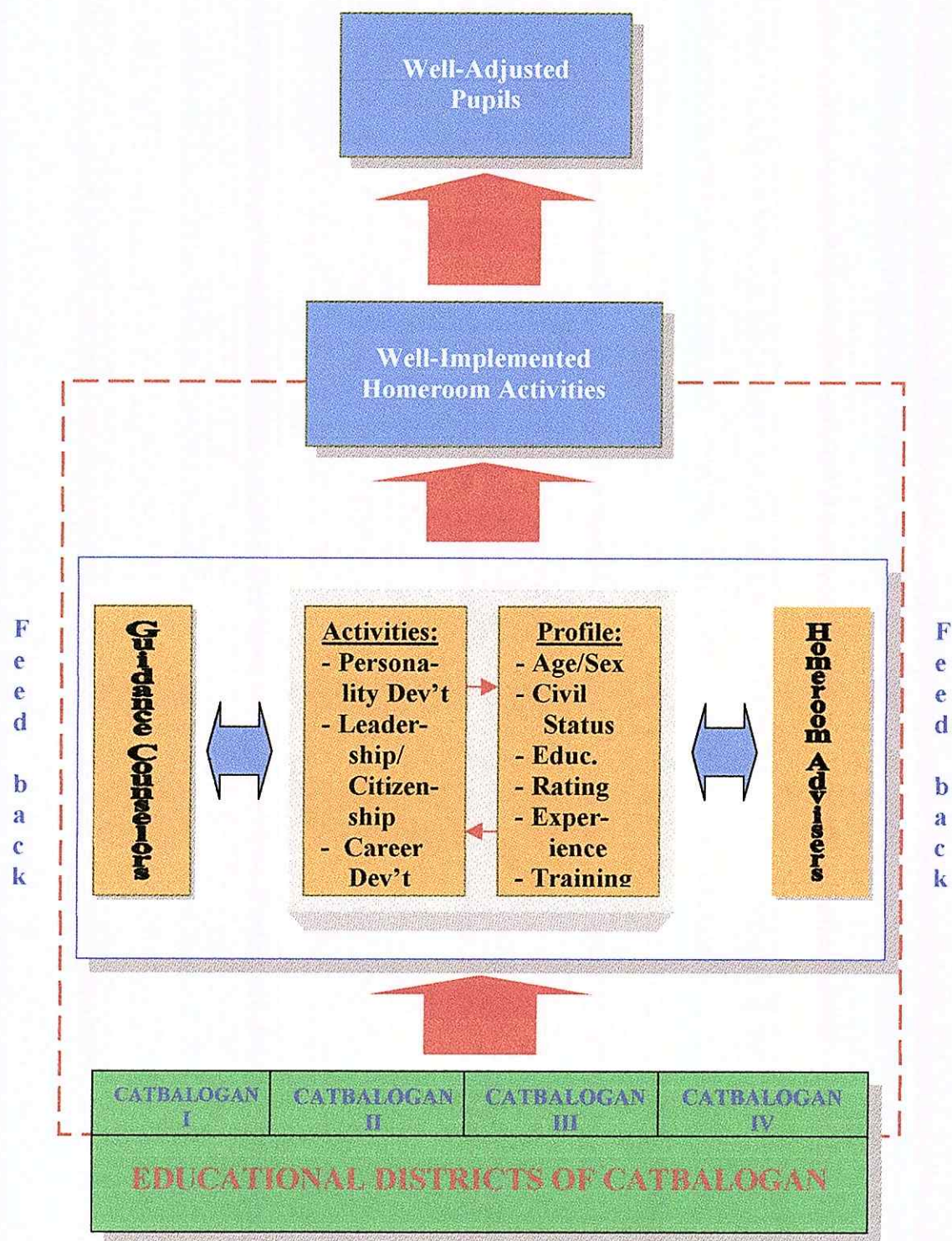


Figure 1. Schematic diagram illustrating the flow of how the study was conducted.

profile of the homeroom advisers and guidance counselors so as to come-up with a well-implemented homeroom activities which hopefully will produce some well-adjusted individuals.

Importance of the Study

Guidance in a democracy is one that is responsive to the needs of the individual (Bennett, 1962:3). If guidance was essential some years back, it has become even more important because of recent developments. No matter how well-planned the counseling program is, there is a need to supplement it with a well-organized, well-directed, and well-planned homeroom activities.

The results of this study will benefit the pupils who are the reason for the existence of the school and who are the focal point of the guidance program. It may develop within themselves the sense of responsibility in the home and community. Likewise, this study may be beneficial to the aforementioned individuals by making them aware of their civic duties and their place in the home, school and community.

The homeroom advisers are the key persons in the guidance program. Knowledge of the concepts, objectives, strategies and the different activities of the homeroom guidance will make them more effective implementors of the program in their respective schools. Their knowledge of the

day-to-day activities of the children may enable them to direct the pupils' energy to the best advantage, to encourage the shy and sensitive, and to suggest solutions to problems of adjustments. They may also utilize the findings of this Investigation in helping the pupils under them to attain the maximum development of their potentials for their personal happiness and the welfare of society.

Results of this Investigation may likewise be useful to the guidance counselors who are very important persons in the process of counseling. Guidance counselors in the elementary schools need to develop their competencies if they are to perform their guidance functions according to the expectancies set by the Department of Education, Culture and Sports. This study may initiate improvement of the guidance program by making them aware of the strengths and weaknesses of the guidance services.

This study may create a growing consciousness among the administrators on the ideas of guidance and counseling activities suited to the needs of their respective schools. This study will give full support to the program. It may help discover strategies and find ways and means of regulating the guidance activities relevant to the educational program of the school for the benefit of the pupils.

Parents are the most interested persons in the

community whose unlimited possibilities of cooperation in the guidance program may be sought. From them, the homeroom advisers and guidance counselors can secure help and assistance concerning their children. To the parents the findings of this study may also be of immense importance. They would know and better understand the functions of the school guidance program so that they will realize their duties and responsibilities of guiding their children at home.

Results of this study would provide insights to future researchers who may be interested to improve their competencies as guidance workers and to effectively come up with functional guidance services, particularly for homeroom guidance.

Scope and Delimitation of the Study

The focus of this study was to determine the extent of involvement of homeroom advisers and guidance counselors in the different homeroom activities which are categorized into three, namely: a) personality development, b) leadership and citizenship training, and c) career development with the sole purpose of coming up with a proposed model for homeroom guidance.

Elementary schools in the four Districts of Catbalogan, Division of Samar were covered in this Investigation as

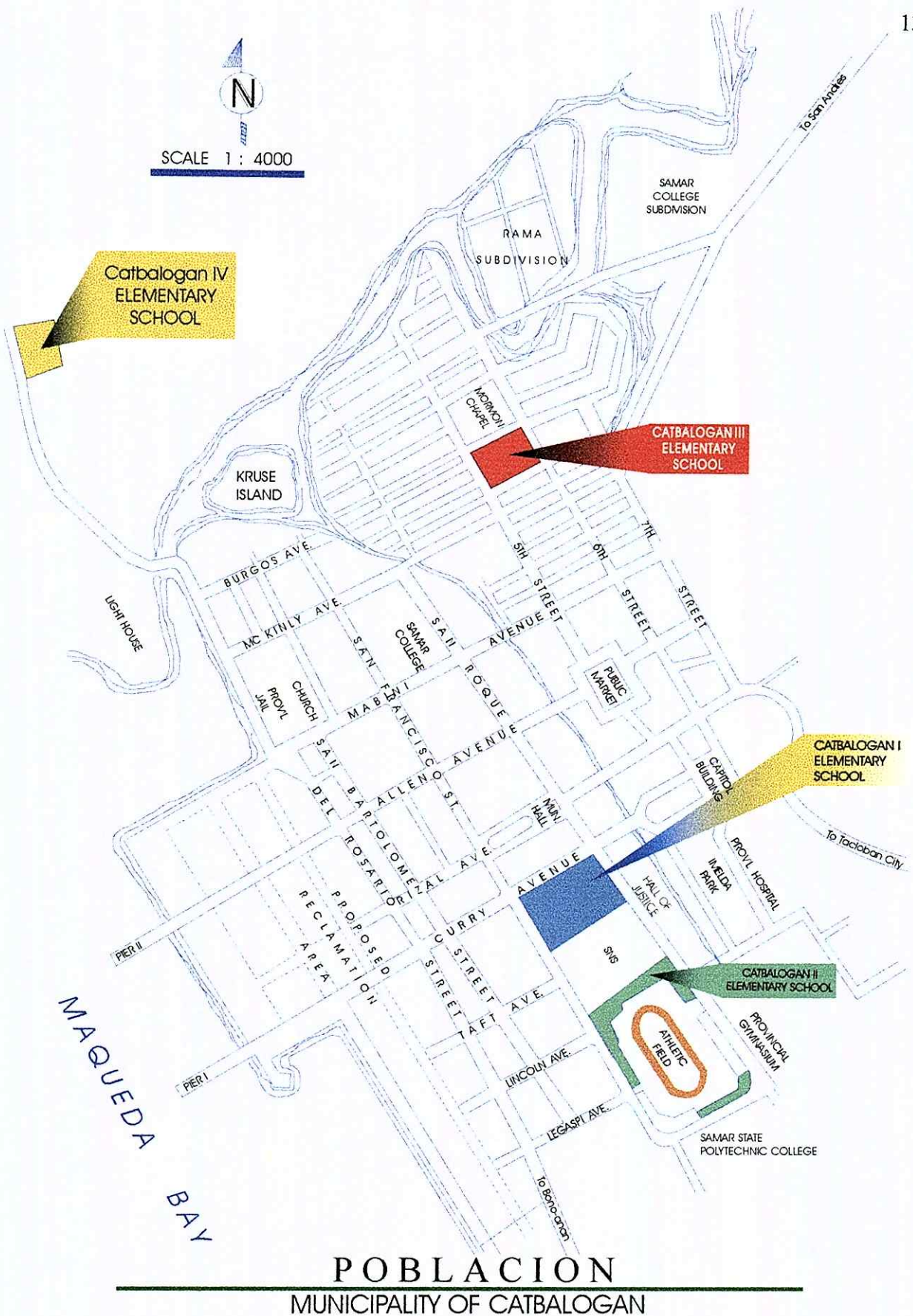


Figure 2. Map of the Municipality of Catbalogan showing the four Districts of Catbalogan, Division of Samar.

shown in Figure 2.

There were 121 respondents in this study with 113 homeroom advisers and eight guidance counselors.

The study covered the school year 1999-2000.

Definition of Terms

The following terms are herein defined to give the readers of this study a clear comprehension of the contents of the succeeding presentations.

Anecdotal record. An anecdotal record is a list of description of observation on the characteristics and activities of the individual made by the people who have the opportunity to observe them (Fowher, 1962:227). In this study, the term refers to the records of activities made by the homeroom advisers on their pupils.

Appraisal. This term simply means estimating or judging the nature or value of something or someone (Flexner, 1993:103). In this study, it refers to the process of synthesizing and interpreting the data concerning a pupil.

Career development. The term refers to the process of helping the individual explore possible occupations and careers in the community and elsewhere, helping the individual relate his potentialities in terms of abilities, skills, interests, aptitudes to the varying job

requirements, and making plans for his future life career (Rebillon, 1976:3). In this study, the term refers to the developmental process affected by various factors in life. This requires knowledge of the world around an individual, thus, the need for a sound career guidance program.

Complete elementary school. In this study, the term refers to the elementary schools in Catbalogan, Division of Samar, which offers elementary curricula from Grades I to VI.

Counseling. The term refers to a personal and dynamic relationship between two individuals, one of whom is older or more experienced or wiser than the other, who together approach a more or less well-defined problem of the younger or less experienced or less wiser with natural consideration for each other to the end that his problem may be helped to a self-determined solution (Good, 1969:11).

Counseling service. It is a component of the guidance program characterized by interpersonal relationship usually between two individuals, a counselor and a counselee, in which the principal objectives are the development of the counselee, the improvement of the welfare and amelioration of problem (Humphrey, 1967:176).

Extent of involvement. It is the degree of interest, participation, and concerns of the teachers and guidance counselors in any academic or community endeavors, and more

especially in the implementation of the homeroom guidance program.

Evaluation. The term, as applied to education, means the general process by which the objectives of the school program are being realized (Good, 1969:14). In this study, the term refers to the appraisal of the guidance services particularly the measurement of the implementation of homeroom guidance.

Group guidance. This term refers to group activities or enterprise in which the primary prupose is to assist each individual in the group to solve his/her problem and to make his/her own social adjustments (Jones, 1970:328).

Guidance. The term refers to the process of helping individuals to understand themselves and their world and gain understanding for educational program, career development, and personality fulfillment (Shertzer and Stone, 1981:29).

Guidance counselor. The term refers to a professionally trained individual working in the concepts of the counseling process. This is the individual who has accepted the responsibility of assisting all pupils with the major concerns or the developmental needs and problems of the youth and has the professional identity in the field of counseling and education (Jones, 1970:325).

Guidance program. The term refers to a set of services which helps a pupil analyze and answer his physical, mental, social and emotional assets and liabilities so he may make wise choices and proper adjustments and live to the best advantage both with himself and with the rest of society in which he lives (Madali, 1978: 146).

Guidance workers. The term refers to the school staff who are concerned and have the competence for the effective, as well as, the cognitive aspects of pupil development (Bernard and Fullner, 1977: 10). In this study, guidance workers refer to a group of individuals who have participated actively in the implementation of the guidance services. They include classroom teachers, homeroom advisers and other school personnel.

Homeroom. The homeroom is a regular school period where pupils of the same class or grade report at the opening of the school year and meets informally under the guidance of a teacher, usually called the homeroom adviser, to conduct class business, plan and organize group activities, and to discuss individual and group problems (Pacual, 1978:9).

Homeroom activities. As used in this study, these refer to the activities which are categorized into three: (1) personality development, (2) leadership and citizenship training, and (3) career development.

Homeroom adviser. As used in this study, it is the teacher who is assigned to a homeroom to whom pupils report during homeroom time for administration and guidance activities.

In-service training. In this study, this refers to the seminars, workshops, and other educational orientation offered to teachers for upgrading of their competencies in the field of guidance.

Individual inventory services. The term applies to the collection, recording, and interpretation of data about the mental, physical, social and emotional aspects of liabilities and also socio-economic background, interests and attitude of individual students (Hatch, 1978:96).

Leadership and citizenship training. In this study, this phrase refers to the particular homeroom activity which provides trainings and opportunities for the development of leadership qualities and good citizenship among the pupils.

Leadership training. This term is defined as the process of influencing and motivating others to work for the effective relations of a group and for effective relationship (Sanchez, 1987: 116). In this study, this phrase refers to the particular homeroom activities which provides trainings and opportunities for the development of leadership qualities and good citizenship among pupils.

Personality development. The term personality refers to the whole individual. It refers to the inculcation on the individual the overall pattern, or the integration of his structures, modes of behavior, interest, attitudes, apptitudes, and many others distinguishable personality traits (Sanchez, 1987: 38). As used in this study, it refers to the aspect of homeroom activities which helps the individual attain better understanding about himself, his relationship with others, and his adjustments which will lead to a desirable climate for himself and others.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

Much have been written on the importance of guidance in general, especially its necessity and felt need, in the Philippine educational system. However, very few attempts had been made to study the homeroom guidance activities in elementary schools. The following related literature and studies reviewed have given valuable insights to the researcher in the formulation of the problem and the development of this particular investigation.

Related Literature

The various literature read and reviewed by the researcher had, in one way or another, enriched this research.

Evaluation of the guidance program should be continuous. Roeber, Smith and Watz (1969:242) stated that "to be effective, evaluation must be continuous". No set rule can be given as to whom to evaluate but a general assumption is that a continuous evaluation is more important than a complete evaluation.

There are a number of important benefits to be derived from systematic evaluation of the guidance services. Every individual associated with guidance will gain from

systematic evaluation and there will always be some improvements in the program as a result of evaluation.

Ordoñez (1985:45) reiterated that guidance is something that cannot be separated from the general life of the school, nor it is something that can be located only in particular part of the school. Guidance is a part of every school activity. It is a function that is shared by all and should be organized and administered. Organization and effective administration are necessary, if guidance is to be reasonably effective.

Effective administration of guidance means the successful implementation of the various guidance services. Jones (1970:182) declared that guidance services are involved in the achievement of the goals of education. The guidance program is not a task of a few specialists rather, it involves the services of the entire staff. Guidance services are part of the total educational program since they are not a new form of instruction in the classroom, but an end to the school in its teaching program.

Various techniques and strategies are used to effectively implement the guidance program. One of them is the homeroom guidance. Kapunan (1974:34) stated that the homeroom guidance is of vital importance in all forms of guidance activities. Because of the naturalness of its

setting and situation, and because of the guidance philosophy that prevention is more important than cure, the homeroom has its place in the personal, educational, social and moral aspects of guidance, which are not adequately provided for in the curricular activities.

Miller (1971:145) claimed that the homeroom can not be replaced by any or all of the many other techniques in guidance. More recently, a number of school systems have developed their own plans through the cooperative work of the teachers and guidance counselors. It is for these reasons that the homeroom is tagged as offering greater possibility of meeting local needs of the children in school.

Humphrey (1967:207) was of the same opinion when he expressed that the homeroom is considered as an important channel for group guidance and as a good setting for information-giving to groups and for group discussions. He further disclosed that it is this fact of development which makes necessary its inclusions in consideration of guidance services to groups. The range of topics included in homeroom program has become very wide, including matters such as: improving study habits, school citizenship, personal grooming, ethics, boy-girl relationship and so on.

Aquino and Alviar (1980:532), likewise, commented that group guidance in homeroom can have high developmental and

preventive value because it can help young people learn to think intelligently about their problems of living everyday, to deal with them constructively, and to take problems in stride and not be looked over by them.

Mura and Dinkneyer (1977:7) disclosed the importance of the homeroom advisers as suppliers of unique ingredients for the guidance program because she spends more time daily with the pupils than what any other professional does. Thus, guidance becomes an essential part of the learning process, occurring in the classroom setting, and not only in the counselor's professional office. They further asserted that guidance counselors must recognize that an effective guidance and counseling program considers teachers' involvement as crucial to its effectiveness.

Indeed, the homeroom deserves merit as the venue for guiding the youth in all areas of development. The homeroom advisers and teachers, therefore has an important role in the homeroom guidance which is vital to the development of the total personality of the child. Their immediate contact with the child, allows the free flow of communication. They are familiar with home conditions and psychological problems of the child. The homeroom adviser is always in closest touch with the child and so can observe the interplay of various aspects of the individual pupils' interplay. The

adviser realizes that the child needs help to develop, not only the intellectual, but also the other aspects of his personality.

With such a developmental approach, guidance becomes the responsibility of every classroom teacher and homeroom adviser, just as it is of the guidance counselors, the school administrators, the doctor and other specialists.

Related Studies

The various studies which were undertaken and reviewed by the researcher have contributed much to the conceptualization of this particular investigation.

In a study of the Guidance Program of Tobacco Elementary Schools in Naga City, Rojano (1986) discovered that guidance counselors had been unable to provide guidance services to pupils in the school, as most of the guidance counselors did not have the necessary preparation for the jobs and, so, were unaware of the principles and services of the guidance program. She recommended among others that the assigned guidance counselors be advised to attend in-service trainings or be instructed to enroll in guidance studies for them to have the full knowledge of the aspects of the guidance program.

The study of Rojano has bearings to the present study as both were into the investigation of the aspects of

guidance program. However, while Rojano looked into the full aspects of the program, the present investigation is particular on the implementation of the homeroom guidance program.

Baltazar (1985) who evaluated the guidance program of the public secondary schools of Manila came up with the following findings: (1) The guidance conselors were found to be inadequate in their guidance functions, particularly in the implementation of the guidance services; (2) homeroom activities were more on administrative activities than guidance work; (3) There were lack of facilities and poor accomodations for guidance personnel to perform their functions effectively.

Baltazar recommended that schools should not just assign any teacher to handle or man the guidance office. They should hire professionally trained guidance counselors. She also emphasized the revival of the homeroom guidance program as these exert a great influence on the personality development of the pupils.

The study of Baltazar is, in one way or another, related to the present study as both looked into how the homeroom program is implementd as a strategy of the guidance program. The studies differ as the present study is mostly on the involvement of the homeroom advisers and the guidance

counselors in the activities in the homeroom program while Baltazar's study was on the total guidance program.

Another study on guidance activities was conducted by Espiritu (1985). She studied the homeroom activities and their use as a medium for guidance at the Jose Abad Santos High School. Espiritu revealed the following findings: (1) There was a homeroom guidance program in Jose Abad Santos High School but emphasis was mostly on academic matters; (2) The homeroom advisers were not very aware of the homeroom guidance activities as provided for in DECS Department Order No. 6, s. 1975; (3) The homeroom advisers, though aware of the different guidance services, were not knowledgeable of the various strategies that were utilized to implement the guidance program; and (4) The teachers and homeroom advisers have very limited knowledge on the concepts and principles of guidance and counseling. Because of these findings, Espiritu highly recommended that in-service trainings on the various aspects of guidance and counseling be conducted in the school.

The study of Espiritu has bearings on the present study as both deal on homeroom activities as a medium of guidance work. However, Espiritu's study was conducted among high school students while the present study was conducted among grades five and six elementary pupils.

The study of Villota (1986) revealed that the subject teacher occupies a strategic position in the guidance program because of her daily contact with the students. She found out that among the functions of the teachers were: (1) emphasizing the importance of the guidance services that she can arouse in the students the desire to avail themselves of the counseling services; (2) assisting students through class activities to discover their assets and limitations and to recognize their significance in terms of educational and vocational aspects; (3) sponsoring co-curricular activities that will offer trainings and exploratory opportunities for the students; (4) associating daily with the students to afford the latter an opportunity to observe their attitudes, behavior and special abilities that are essential to an understanding of themselves. They can report these observations to the homeroom advisers of the students concerned or to the guidance counselors; and (5) assisting the homeroom advisers and the guidance counselors with the gathering, assembling and keeping up-to-date school records that contain the data necessary for effective counseling.

Villota's study has bearing to the present study as she tried to investigate the implementation of the guidance services and the strategies employed in the guidance

services. The present study also looked into the strategies in the implementation of the guidance program. The two studies differed as the former study was too general while the present study was specifically on guidance services.

Fu (1989) evaluated the guidance program of Seong Jun University of Korea. The findings revealed that the guidance services of the university were not adequately meeting the needs of the students. It also pointed out that the existing guidance program objectives were congruent with students' needs but did not actually address the most pressing and strong needs of the students. Fu's study also revealed that the professors of the institution were not so much involved with the guidance program and the homeroom program was not given much emphasis.

Fu's study has bearing to the present study as it tried to evaluate the involvement of the teacher's participation in the implementation of the guidance program. It also looked into the activities of the homeroom program as the present study does. The two studies differ as the previous study evaluated the guidance program of a university while the present study will evaluate the homeroom activities of an elementary school.

Pablo (1992) conducted a study on the status of the guidance program of the Samar State Polytechnic College

(SSPC). Pablo who had the intention of proposing a model of a guidance program for SSPC came up with the following conclusions: (1) that the success of the guidance program depends considerably on the wholehearted support of the guidance personnel and the full cooperation of the entire staff of the college; (2) that the active participation of teachers, both in the secondary and collegiate level, was very much wanting; (3) that the homeroom guidance, particularly in the secondary level, was not properly implemented; and (4) that only two (2) guidance services were being satisfactorily implemented by the guidance counselors - these are the students' inventory and information services.

Pablo's study has bearing to the present investigation as both were on the implementation of the homeroom guidance. The study differs as Pablo was more into suggesting a guidance program model while the present study is more on homeroom guidance.

Reyes (1987) conducted a study on the degree of perceived involvement of selected public and private high school teachers and guidance counselors in the attainment of educational goals towards national development. The study revealed the following findings: (1) The teachers were not particularly involved in the attainment of national goals. They were more interested in their day to day duties in the

classroom; (2) The guidance counselors perceived that they were involved in the attainment of the goals but only as far as their functions as counselors; (3) The performance and task of the administrators were more into the attainment of the institutional and national goals.

The study of Reyes has bearings to the present study as both are into the participation of guidance counselors and teachers in the implementation of the guidance program. The studies differ in the fact that Reyes' study is more on the participation of teachers and guidance counselors into relating guidance activities towards the attainment of goals while the present study is more on homeroom activities.

The study of Rabanza (1992) reveals that the teacher occupies a strategic position in the guidance program because of her daily contact with the students. She concluded that the teacher's behavior is determined by the blending of her professional knowledge and attitudes. She also found out that the face to face relationship that students experience with their homeroom teacher gives them an opportunity to go to her with a variety of problems they might be reluctant to tell someone else. Another finding of Rabanza was that the teacher contributes much to the intellectual and emotional development of her students when she shows concern for their welfare and tries to understand and accepts them as they are.

The study of Rabanza has bearings to the present study as both are on the involvement of teachers in the implementation of the guidance program. The studies differ as the present study is specifically on homeroom advisers and homeroom activities.

Culibra (1992) conducted a study on the involvement of guidance counselors and teachers in homeroom activities in the elementary schools in Ormoc City. Among her findings were: (1) That both classroom teachers and guidance counselors have shown greater involvement in the homeroom activities by providing opportunities and assistance and encouragement in line with the development of the personality of the pupils under their care; (2) That the guidance counselor and classroom teachers have shown their concern in promoting the pupils' social growth and civil responsibilities; and (3) That the teachers showed more participation in providing information and opportunities that helped pupils make an appropriate educational and vocational choices than the guidance counselors.

The study of Culibra has bearing to the present study as both are into the investigation of the involvement of teachers in the implementation of the homeroom guidance activities. The studies differ in locale and in the fact that the present study will involve only the intermediate homeroom teachers.

Davantes (1993) evaluated the guidance program of Sacred Heart College where she came up with the following prominent conclusions: 1) the students of Sacred Heart College need closer attention from the administrators, faculty and guidance counselor in order that their problems and demands be heard and properly attended to; 2) that the guidance program be made more functional through the hiring of qualified guidance counselors for each department, that there be one guidance counselor for the elementary department, one for the high school and another for the college department; 3) activate the implementation of the homeroom guidance program for a closer teacher-student relationship; and 4) that the Christian philosophy and educational objectives of the college be reinforced through a fully functional guidance program.

Another study on guidance was conducted by Cabanganan (1994). This particular investigation was an appraisal on the guidance programs of state colleges and universities of Region VIII. Cabanganan gave the following recommendations: 1) guidance program being an integral part of the educational program must have the support of the administration and the cooperation of the staff; 2) periodic evaluation of the guidance program be conducted to know the strength and weaknesses of the program so as to come up with

measures in improving its effectiveness and make it more beneficial to students; 3) homeroom guidance and peer counseling be implemented specifically on personality development and career guidance; and 4) periodic in-service trainings be conducted among homeroom advisers and peer counselors for more understanding of their task as guidance workers.

Daz (1997), likewise, evaluated the guidance activities in Gandara Central Elementary School with the aim of proposing a model. She found out among others that the school did not have an organized guidance program as a mere teacher who was not professionally trained in guidance and counseling was designated as a guidance counselor. Among her recommendations were: 1) the designated guidance counselor be required to take units in guidance and counseling and be sent to attend in-service trainings; 2) a periodic in-service trainings be conducted by the school for homeroom advisers to make them aware of the duties and responsibilities of a guidance worker; 3) a guidance program be evolved by the school and be effectively implemented by guidance counselor; 4) a guidance office be provided for the guidance staff; and 5) the teaching duties of the guidance counselor be lessened so, she can effectively implement the activities of the guidance program.

The study of Davantes, Cabanganan and Daz have bearing to this study as all were into the guidance activities which include the homeroom guidance. However, the three previous studies gave more emphasis on a model program for guidance while the present study emphasizes homeroom guidance activities.

Bolledo (1998) conducted a study on the competence of the elementary grade teachers as guidance workers. She came up with the following conclusions: (1) The teachers of Catbalogan I perceived themselves to be highly competent in the performance of their jobs as guidance workers; (2) Attitudes of the teachers toward their role as guidance workers were greatly influenced by the factors such as sex, civil status and educational qualifications; and (3) That the teachers were fully aware of their functions as guidance workers being part of their teaching job.

Bolledo's study has bearing to the present study as both concern the teachers' role in their performance as guidance workers. However, the previous study is more on the competence of the teachers as guidance workers while the present study will look into the how homeroom advisers and guidance counselors implement the homeroom guidance activities.

Chapter 3

METHODOLOGY OF THE STUDY

This Chapter deals with the methodology that was employed in this particular study. It includes the detailed description of the research design, research instruments, sources of data, and their statistical treatment.

Research Design

The descriptive-developmental survey method was employed in this study with the questionnaire as the principal instrument in gathering the needed data. This research method was used to identify the extent of involvement of the homeroom advisers and guidance counselors in homeroom guidance activities which would serve as inputs to the proposed homeroom guidance program of Catbalogan elementary schools.

Instrumentation

This study employed four kinds of research instruments. These were the questionnaire, as the principal survey instruments, which were aided by an interview, observation and documentation analysis.

Questionnaire. The survey instrument or the questionnaire was of three parts; Part I gathered

information on the personal data of the respondents; Part II dealt with the respondents' involvement in homeroom activities which are categorized into the following: 1) personality development; 2) leadership and citizenship training; and 3) career development. A total of 45 items was included in Part II. Part III was on problems met by the respondents in the implementation of the homeroom guidance followed by suggested solutions into the cited problems.

Documentary analysis. To get a clearer view into the implementation of homeroom activities, the researcher looked into the available records of pupils both in the guidance and in the homeroom centers. Guidance and homeroom programs were also reviewed. The researcher also had the opportunity to get an insight into some case studies.

Interview. An unstructured interview was also conducted by the researcher. This was resorted to check vague answers of the respondents. This happened when answers in the questionnaire were not clear and could not be understood by the researcher. The researcher also interviewed the respondents to get a clearer idea of the study.

Observations. Ocular observations were also used by

the researcher in actuality on how the homeroom advisers implement the various activities in the homeroom guidance. This was very essential for the researcher to obtain a real view of the implementation of the program.

Validation of Instrument

The principal instrument which was the questionnaire was patterned after that of Smith and Gleen (1951:146). Various items on the homeroom activities were looked into and incorporated in the survey instrument. The items covered homeroom activities on 1) personality development; 2) leadership and citizenship training; and 3) career development. The items were selected in the intermediate level of elementary schools particularly those in the district of Catbalogan, Samar.

The questionnaire was first submitted to masteral students specializing on guidance and counseling in the Samar State Polytechnic College for expert validation. Suggestions of the masteral students were considered. After the revision of some items in the questionnaire, it was submitted to the adviser for comments and suggestions.

After the first revision of the questionnaire, it was subjected into a dry-run among homeroom advisers in Wright Central Elementary School, Paranas, Samar. Comments, suggestions and recommendations during the dry-run were

considered and incorporated into the questionnaire.

The items in the questionnaire were made simple, concise and direct to the point in order to make the respondents answer them with ease and facility. Final revision of the questionnaire was done after getting the suggestions, comments and approval of the adviser.

Sampling Procedure

No sampling procedure was resorted to in this study. Total enumeration was used to get the number of respondents. This means that all homeroom advisers of Grade V and VI of elementary schools and guidance counselors of the four districts of Catbalogan were taken as respondents as shown in Table 1.

Table 1

Distribution of Respondents by District

Districts	Homeroom Advisers		Guidance Counselors		Total	
	No.	Percent	No.	Percent	No.	Percent
Catbalogan I	29	25.66	2	25.00	31	25.62
Catbalogan II	31	27.43	3	37.50	34	28.10
Catbalogan III	30	26.55	1	12.50	31	25.62
Catbalogan IV	23	20.35	2	25.00	25	20.66
Total	113	100.00	8	100.00	121	100.00

Data Gathering

The researcher sought permission from the Division Superintendent of Schools and from the four district supervisors of Catbalogan to conduct and administer the questionnaire to the respondents of this study. The questionnaire was personally fielded by the researcher.

After the retrieval of the questionnaire, responses were tallied, collated and tabulated. After which the data were interpreted.

Statistical Treatment of Data

The data obtained from the respondents were presented, analyzed and tabulated using frequency counts. The interpretation was made on the basis of the findings.

Percentage. To present the profile of the respondents in terms of age, educational qualification, number of years in teaching experience, and in-service trainings attended, frequency distribution, ranking and percentage were used. The formula to find the percentage is:

$$P = \frac{f}{n} \times 100$$

where:

P = the percentage
f = the frequency
n = the number of cases

Weighted mean. The Likert five-point scale was used to present the degree of involvement of the homeroom advisers and the guidance counselors in the implementation of the homeroom guidance activities. The formula to find the mean is:

$$\text{Weighted Mean} = \frac{W5f5 + W4f4 + W3f3 + W2f2 + W1f1}{N}$$

where:

W = weight (5, 4, 3, 2, 1)

f = frequency

N = number of cases

The following limits and descriptive ratings were arbitrarily set by the researcher:

<u>Mean Score</u>	<u>Valuation</u>	<u>Descriptive Ratings</u>
4.51 - 5.00	5	Extremely involved
3.51 - 4.50	4	Highly involved
2.51 - 3.50	3	Fairly involved
1.51 - 2.50	2	Less involved
1.00 - 1.50	1	Not involved

T-test for independent samples. To test the null hypothesis which states that "there is no significant difference between the extent of involvement of homeroom guidance activities categorized into (a) personality development, (b) citizenship and leadership training, and

(c) career development", the critical ratio was computed. The formula of Walpole (1982:311) was used:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\left[\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2} \right] \left[\frac{1}{n_1} + \frac{1}{n_2} \right]}}$$

where:

\bar{X}_1 = mean for the homeroom advisers

\bar{X}_2 = mean for the guidance counselors

S_1^2 = sample variance for homeroom advisers

S_2^2 = sample variance for guidance counselors

N_1 = number of cases for homeroom advisers

N_2 = number of cases for guidance counselors

The point of reference that was used is critical value of t at df 28 and the level of significance that was employed in this study is .05 since it is considered and is accepted as standard of non-experimental studies. The .05 level of significance means that there is 95 percent probability that the decision is right.

Chi-square. To associate relationship of the extent of involvement of the two groups of respondents to their variates, the chi-square was employed using the following formula (Ferguson & Takane, 1989: 214):

$$X^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

where:

- X^2 = the computed chi-square value;
- f_o = the observed frequency;
- f_e = the expected frequency;
- df = $(c-1) (r-1)$.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This study attempted to analyze the involvement of the homeroom advisers and guidance counselors in the implementation of the homeroom guidance activities.

The data gathered from the 121 homeroom advisers and eight guidance counselors were presented, analyzed and interpreted in this Chapter.

Profile of the Respondents

To gain an insight into whether the respondents were qualified to implement the homeroom guidance program, it was imperative to look into its profile.

Age and sex of respondents. The age and sex profile of the homeroom advisers and guidance counselors is shown in Table 2. The data presented reveal that there were nine or 7.44 percent of males and 112 or 92.56 percent females from the total 121 respondents coming from both homeroom advisers and guidance counselors.

As revealed by the same Table, there were nine males or 7.96 percent and 104 or 92.04 females from the 113 homeroom advisers. The guidance counselors were all females. This refers to the eight guidance counselor-respondents in this study.

Table 2

Age and Sex Profile of Homeroom Advisers and
Guidance Counselors

Age Bracket (in yrs)	Homeroom Advisers						Guidance Counselors		Grand Total					
	Male		Female		Total		Female		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
21-25	1	0.88	2	1.77	3	2.65			1	0.83	2	1.65	3	2.48
26-30			10	8.85	10	8.85					10	8.26	10	8.26
31-35			3	2.65	3	2.65	1	12.50			4	3.31	4	3.31
36-40			8	7.08	8	7.08	2	25.00			10	8.26	10	8.26
41-45			11	9.74	11	9.74	3	37.50			14	11.57	14	11.57
46-50	2	1.77	22	19.47	24	21.24	2	25.00	2	1.65	24	19.84	26	21.49
51-55	6	5.31	48	42.48	54	42.48			6	4.96	48	39.67	54	44.63
Total	9		104		113		8		9		112		121	
Percent		7.96		92.04		100.00		100.00		7.44		92.56		100.00
Average														
Age	48.56 yrs.		46.17 yrs.		46.36 yrs.		41.75 yrs.		48.56 yrs.		45.86 yrs.		46.06 yrs.	
Standard														
Deviation	9.82 yrs.		8.73 yrs.		8.80 yrs.		5.18 yrs.		9.82 yrs.		8.59 yrs.		8.67 yrs.	

The average age of the respondents is 46.06 years with a standard deviation of 8.67 years with the homeroom advisers having an average age of 46.36 years with a standard deviation of 8.80 years while the guidance

counselors came up with an average age of 41.75 years with a standard deviation of 5.18 years.

Majority of the homeroom advisers, as revealed by Table 2, 48 or 42.48 percent out of the 113 respondents comprise the female whose age ranges from 51 years and up while 22 or 19.47 percent were in the age range of 46-50. Among the male homeroom advisers, six or 5.31 percent out of the total respondents belong to the age range of 51 and up and two or 1.77 percent were with ages 46-50.

Among the eight guidance counselors, three or 37.50 percent signified to belong to age range of 41-45 years; two or 25.00 percent belong to the 46-50 age range and another claimed to be in the age level of 36-40 years.

Based on the data gathered, it is obvious that the majority of the homeroom advisers and guidance counselors who served as respondents were in their middle years or in their mid-career life and so may tend to show maturity in dealing with their pupils.

Civil status. Table 3 reflects the civil status of the homeroom advisers and guidance counselors, the respondents in the study. Of the 113 homeroom advisers, 97 or 85.84 percent were married, 10 or 8.85 percent were still single while six or 5.31 percent were already widowed. Among the

eight guidance counselors, seven or 87.50 percent were married while only one or 12.50 percent was still single.

The data as shown in Table 3 signifies that the homeroom advisers and guidance counselors may already have the experiences of dealing and caring for children and thus may be able to work well with their pupils.

Educational qualification of respondents. Table 4 presents the educational qualification of the homeroom advisers and guidance counselors. As shown in the Table, there were 58 or 51.33 percent of the 113 homeroom advisers who are graduates of Bachelor of Science in Elementary Education and who have already some masteral units, 36 or

Table 3

**Civil Status of Homeroom Advisers and
Guidance Counselors**

Civil Status	Homeroom Advisers		Guidance Counselors		T o t a l	
	No.	Percent	No.	Percent	No.	Percent
Single	10	8.85	1	12.50	11	9.09
Married	97	85.84	7	87.50	104	85.95
Widow/widower	6	5.31			6	4.96
T o t a l	113	100.00	8	100.00	121	100.00

Table 4

Educational Qualification of Respondents

Educational Qualification	Homeroom Advisers		Guidance Counselors		T o t a l	
	No.	Percent	No.	Percent	No.	Percent
BSEED	36	31.86			36	29.75
ETC	14	12.39			14	11.57
BSE w/ units in Elementary	3	2.65	1	12.50	4	3.31
BSEED w/ MA units	58	51.33	7	87.50	65	53.72
MA Holder	2	1.77			2	1.65
T o t a l	113	100.00	8	100.300	121	100.00

31.86 percent who are only holders of the degree of Bachelor of Science in Elementary Education. There are 14 or 12.39 percent who hold only the Elementary Teacher Certificate and two or 1.77 percent are graduates of Master of Arts.

It can also be gleaned from the Table that among the eight guidance counselors, seven or 87.50 percent are graduates of the Bachelor of Science in Elementary Education with masteral units leading to the degree Master of Arts in Guidance and Counseling.

The data show that both respondents in this study have earned additional background knowledge and skills by acting

Table 5

Performance Rating of Respondents

Performance Rating	Homeroom Advisers		Guidance Counselors		T o t a l	
	No.	Percent	No.	Percent	No.	Percent
Outstanding	18	15.93	3	37.50	21	17.36
Very Satisfactory	85	75.22	5	62.50	90	74.38
Satisfactory	10	8.85			10	8.26
T o t a l	113	100.00	8	100.00	121	100.00

as guidance workers.

Performance rating of respondents. Table 5 reflects the performance rating of the respondents. As reflected in the Table, 85 or 75.22 percent of the homeroom advisers performed very satisfactory in their task as teachers and homeroom advisers, 18 or 15.93 percent have received an outstanding rating while only 10 or 8.85 percent obtained a satisfactory rating. The data present a clear picture that the homeroom advisers are efficient and effective workers.

As reflected also in the same Table, five or 62.5 percent of the eight guidance counselors have obtained a rating of very satisfactory and three or 37.5 percent have

ratings of outstanding. The data show that all the eight guidance counselors have performed very well in their tasks.

Teaching experience of respondents. Brenbeck (1971:460) states that "experience is the best teacher", is still a truism in education. The teacher who has put years

Table 6

Teaching Experience of Respondents

Number of Years in the Service	Homeroom Advisers		Guidance Counselors		T o t a l	
	No.	Percent	No.	Percent	No.	Percent
1 - 5	13	11.50			13	10.74
6 - 10	15	13.27			15	12.40
11 - 15	11	9.74	1	12.50	12	9.92
16 - 20	18	15.93	2	25.00	20	16.53
21 - 25	25	22.12	3	37.50	28	23.14
26 - 30	16	14.16	1	12.50	17	14.05
31 - 35	11	9.74	1	12.50	12	9.92
36 - 40	4	3.54			4	3.30
T o t a l	113	100.00	8	100.00	121	100.00
M e a n	19.15 yrs.		22.38 yrs.		19.36 yrs.	
Standard Deviation	9.84 yrs.		6.23 yrs.		9.66 yrs.	

in teaching and has risen from the ranks has a better opportunity to effectively supervise his pupils.

Table 6 shows the teaching experience of the respondents. As shown in the same Table, there were 25 or 22.12 percent of the 113 homeroom advisers who have been in the profession from 21-25 years; 18 or 15.93 percent from 16-20 years, and 16 or 14.16 percent from 26-30 years. There were 11 or 9.74 percent who have been in the service for 31-35 years and only 13 or 11.50 percent are still young in the teaching profession with 1-5 years.

Among the eight guidance counselors, there were three or 37.5 percent who had the experience of 21-25 years; two or 25.0 percent with 16-20 years; one or 12.5 percent with 31-35 years; one or 12.5 percent also who had been in the profession for 26-30 years and another one or 12.50 who had only 11-15 years.

The data show that a great number of homeroom advisers and guidance counselors in this study had many years of teaching experience and most have acquired and developed positive attitudes, procedures, techniques and strategies which are very useful in the discharge of their duties and responsibilities as guidance workers.

In-service training of respondents along guidance programs. Table 7 shows the in-service trainings along

Table 7

In-service Trainings in Guidance Attended
by Respondents

Training Level	Homeroom Advisers		Guidance Counselors		T o t a l	
	No.	Percent	No.	Percent	No.	Percent
National			4	15.38	4	2.40
Regional	6	4.26	6	23.08	12	7.19
Division	47	33.33	8	30.77	55	32.93
District	88	62.41	8	30.77	96	57.49
T o t a l	141	100.00	26	100.300	167	100.00

guidance attended by homeroom advisers and guidance counselors. As shown in the Table, only six homeroom advisers signified to have attended a regional level training, 47 signified to have attended a division level training and 88 attended a district level training. The data show that very few of the 113 teachers had trainings in guidance activities.

On the other hand, of the eight guidance counselors, four of them had the opportunity to attend a national level on guidance trainings, six were able to experience a regional training, while all eight have signified to have undergone both a division and district trainings. The data

shown in Table 7 clearly signifies that the guidance counselors have ample trainings in guidance work.

Involvement of Homeroom Advisers
and Guidance Counselors in Home-
room Activities

The extent or degree of involvement of the homeroom advisers and guidance counselors in homeroom activities are presented in Tables 8, 9 and 10. These are activities on personality development, leadership and citizenship training and career development.

Involvement of respondents in personality development.

Table 8 presents the 15 homeroom activities on personality development. The grand total mean for both the involvement of the homeroom advisers and guidance counselors is 3.88 with the descriptive rating of "highly involved". The data signifies that both the homeroom advisers and guidance counselors did their best to inform or develop the personality of the grade six pupils.

As shown by Table 8, the grand mean for the homeroom advisers is 4.01 with the descriptive rating of "highly involved". Of the 15 identified activities on personality development, 14 were given a rating of "highly involved" and only one activity was rated as "fully involved" with a weighted mean of 3.45. This is the activity number one, "To

Table 8

Degree of Involvement of Respondents
in Personality Development

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter- preta- tion
		5	4	3	2	1	Total		
1. Provides pupils the opportunity to assess one's traits for self-improvement	Homeroom Advisers	30 (150)	47 (188)	32 (96)	4 (8)		113 (442)	3.91	HI
	Guidance Counselors	3 (15)	1 (4)	2 (6)	1 (2)	1 (1)	8 (28)	3.50	FI
2. Conducts lectures on individual differences for self-acceptance	Homeroom Advisers	14 (70)	62 (248)	33 (99)	3 (6)	1 (1)	113 (424)	3.75	HI
	Guidance Counselors	2 (10)	3 (12)	2 (6)		1 (1)	8 (29)	3.62	HI
3. Offers assistance to pupils undergoing physical change at puberty	Homeroom Advisers	29 (145)	58 (232)	20 (60)	6 (12)		113 (449)	3.97	HI
	Guidance Counselors	3 (15)	3 (12)	1 (3)		1 (1)	8 (31)	3.87	HI
4. Offers help to pupils to correct defective behavior and habits	Homeroom Advisers	31 (155)	69 (276)	13 (39)			113 (470)	4.16	HI
	Guidance Counselors	3 (15)	3 (12)	1 (3)	1 (2)		8 (32)	4.00	HI
5. Provides activities that bring out the strengths and identify the weaknesses of pupils for self-improvement	Homeroom Advisers	24 (120)	64 (256)	22 (66)	3 (6)		113 (448)	3.96	HI
	Guidance Counselors	3 (15)	2 (8)	2 (6)	1 (2)		6 (31)	3.87	HI
6. Discusses with pupils the different ways of getting along well with one another	Homeroom Advisers	31 (155)	43 (172)	36 (108)	3 (6)		113 (441)	3.90	HI
	Guidance Counselors	4 (20)	1 (4)	1 (3)	2 (4)		8 (31)	3.87	HI

Table 8 continued

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter-pretation
		5	4	3	2	1	Total		
7. Provides opportunities to pupils to practice friendliness and sociability	Homeroom Advisers	40 (200)	59 (236)	12 (36)	2 (4)		113 (476)	4.21	HI
	Guidance Counselors	4 (20)	1 (4)	1 (3)	1 (2)	1 (1)	8 (30)	3.75	HI
8. Encourages pupils to share common interest which leads to lasting friendship	Homeroom Advisers	39 (195)	55 (220)	16 (48)	2 (4)	1 (1)	113 (468)	4.14	HI
	Guidance Counselors	3 (15)	1 (4)	1 (3)	2 (4)	1 (1)	8 (27)	3.37	FI
9. Provides pupils opportunities to practice desirable character traits towards parents, brothers and sisters	Homeroom Advisers	31 (155)	60 (240)	20 (60)	2 (4)		113 (459)	4.06	HI
	Guidance Counselors	2 (10)	2 (8)	2 (6)	1 (2)	1 (1)	8 (27)	3.37	FI
10. Encourages pupils to relate or make a list of observed desirable qualities of his family	Homeroom Advisers	30 (150)	52 (208)	28 (84)	2 (4)	1 (1)	113 (447)	3.95	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	2 (4)		8 (30)	3.75	HI
11. Conducts demonstration to pupils on proper behavior and good grooming for self-improvement	Homeroom Advisers	41 (205)	42 (168)	25 (75)	4 (8)	1 (1)	113 (457)	4.04	HI
	Guidance Counselors	4 (20)	1 (4)	1 (3)	1 (2)	1 (1)	8 (30)	3.75	HI
12. Promotes activities that enhance the virtue of modesty in pupils' behavior and speech	Homeroom Advisers	35 (175)	54 (216)	19 (57)	5 (10)		113 (458)	4.05	HI
	Guidance Counselors	3 (15)	3 (12)	1 (3)	1 (2)		8 (32)	4.00	HI
13. Provides opportunities to the pupils for values development and internalization	Homeroom Advisers	29 (145)	56 (224)	24 (72)	4 (8)		113 (449)	3.97	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	1 (2)	1 (1)	8 (29)	3.62	HI

Table 8 concluded

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter-pretation
		5	4	3	2	1	Total		
14. Discuss with pupils rules for effective study habits	Homeroom Advisers	36 (180)	51 (204)	23 (69)	3 (6)		113 (459)	4.06	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	1 (2)	1 (1)	8 (29)	3.62	HI
15. Offers opportunities to pupils to express their own plans and actions in joining school and community organization	Homeroom Advisers	29 (145)	54 (216)	28 (84)	2 (4)		113 (449)	3.97	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	2 (4)		8 (30)	3.75	HI
GRAND TOTAL	Homeroom Advisers	469 (2345)	526 (2104)	351 (1053)	45 (90)	4 (4)	1395 (5596)		
	Guidance Counselors	46 (230)	29 (116)	19 (57)	17 (34)	8 (8)	119 (445)		
GRAND MEAN	Homeroom Advisers.							4.01	HI
	Guidance Counselors							3.74	HI

Legend:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Fairly Involved (FI)
1.51 - 2.50	Less Involved (LI)
1.00 - 1.50	Not Involved (NI)

provide pupils the opportunities to assess one's traits for improvement".

The guidance counselors, on the other hand, declared that only in 12, of the 15 activities were they "highly

involved" themselves. These were activities number three, four, five, six, seven, eight, ten, 11, 12, 13, 14 and 15. The guidance counselors claimed that they were only "fairly involved" in activities number one, two and nine. These were the activities, "Provides pupils the opportunity to assess one's traits for self-improvement", "encourage pupils to share common interest which lead to lasting friendship" and "provides pupils opportunities to practice desirable character traits towards parents, brothers and sisters". The grand mean for the guidance counselors is 3.74 which means they are highly involved in the activities.

The data above clearly illustrate that both the homeroom advisers and guidance counselors are fully aware and are trying their very best to help the pupils come up with pleasing personalities. This also means that the homeroom advisers are supportive of and concerned with the pupils' development with regards to personality improvement which is collaborative to the pupils' learning achievement in school.

Involvement in leadership and citizenship trainings.

Table 9 reflects the 15 identified homeroom activities under the aspect of leadership and citizenship training. The total grand mean for both respondents is 3.90 which means they were "highly involved" in the activities.

Table 9

Degree of Involvement of Respondents in Leadership
and Citizenship Training

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter- preta- tion
		5	4	3	2	1	Total		
1. Conducts lectures on the duties and responsibilities of homeroom officers and members	Homeroom Advisers	32 (160)	43 (172)	34 (102)	3 (6)	1 (1)	113 (441)	3.90	HI
	Guidance Counselors	3 (15)	1 (4)	2 (6)	1 (2)	1 (1)	8 (28)	3.50	FI
2. Provides activities that will help the pupils be aware of their duties as elected officer or member	Homeroom Advisers	27 (135)	68 (272)	16 (48)	2 (4)		113 (459)	4.06	HI
	Guidance Counselors	2 (10)	2 (8)	2 (6)	1 (2)	1 (1)	8 (27)	3.37	FI
3. Encourages pupils to enumerate the different duties and responsibilities of homeroom members	Homeroom Advisers	28 (140)	66 (264)	15 (45)	4 (8)		113 (457)	4.04	HI
	Guidance Counselors	3 (15)	3 (12)	1 (3)	1 (2)		8 (32)	4.00	HI
4. Gives opportunities to pupils to show good leadership and followership qualities	Homeroom Advisers	39 (195)	48 (192)	25 (75)	1 (2)		113 (464)	4.11	HI
	Guidance Counselors	3 (15)	3 (12)	1 (3)		1 (1)	8 (31)	3.87	HI
5. Points out situation that offer good leadership and followership qualities	Homeroom Advisers	30 (150)	59 (236)	20 (60)	4 (8)		113 (454)	4.02	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	1 (2)	1 (1)	6 (29)	3.62	HI
6. Helps pupils understand school rules and regulations as guide in their school behavior	Homeroom Advisers	45 (225)	44 (176)	22 (66)	2 (4)		113 (471)	4.17	HI
	Guidance Counselors	4 (20)	1 (4)	1 (3)	2 (4)		8 (31)	3.87	HI

Table 9 continued

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter- preta- tion
		5	4	3	2	1	Total		
7. Encourages pupils to realize the importance of rules and regulations in school and community life	Homeroom Advisers	43 (215)	56 (224)	12 (36)	2 (4)		113 (479)	4.24	HI
	Guidance Counselors	4 (20)	1 (4)	2 (6)	1 (2)		8 (32)	4.00	HI
8. Provides opportunities where obedience to rules and regulations are practiced	Homeroom Advisers	34 (170)	57 (228)	20 (60)	2 (4)		113 (462)	4.09	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	1 (2)	1 (1)	8 (29)	3.62	HI
9. Offers pupils opportunities to list down school rules they most like	Homeroom Advisers	29 (145)	61 (244)	21 (63)	2 (4)		113 (456)	4.03	HI
	Guidance Counselors	2 (10)	2 (8)	2 (6)	2 (4)		8 (28)	3.50	FI
10. Provides pupils opportunities to develop wholesome attitudes toward school rules and regulations	Homeroom Advisers	28 (140)	56 (224)	27 (81)	2 (4)		113 (449)	3.97	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	2 (4)		8 (30)	3.75	HI
11. Encourages pupils to take active part in the community development such as food production and community beautification	Homeroom Advisers	37 (185)	48 (192)	26 (78)	2 (4)		113 (459)	4.06	HI
	Guidance Counselors	4 (20)	1 (4)	2 (6)		1 (1)	8 (31)	3.87	HI
12. Encourages pupils to form and join school and community organizations	Homeroom Advisers	27 (135)	57 (228)	28 (84)	1 (2)		113 (449)	3.97	HI
	Guidance Counselors	3 (15)	3 (12)	1 (3)	1 (2)		8 (32)	4.00	HI
13. Encourages pupils to relate their own experience which shows leadership and citizenship qualities	Homeroom Advisers	29 (145)	54 (216)	30 (90)			113 (451)	3.99	HI
	Guidance Counselors	3 (15)	2 (8)	1 (3)	1 (2)	1 (1)	8 (29)	3.62	HI

Table 9 concluded

Homeroom Activities	Respondent	No. of Respondents						Mean	Interpretation
		5	4	3	2	1	Total		
14. Encourages pupils to mention qualities that make our heroes leaders of the nation	Homeroom	27	58	26	1	1	113		
	Advisers	(135)	(174)	(78)	(2)	(1)	(390)	3.45	FI
	Guidance	3	2	1	2		8		
	Counselors	(15)	(8)	(3)	(4)		(30)	3.75	HI
15. Recalls former classmates, friends and neighbors who have been leaders and describe their qualifications	Homeroom	25	55	32		1	113		
	Advisers	(125)	(220)	(96)		(1)	(442)	3.91	HI
	Guidance	3	2	2	1		8		
	Counselors	(15)	(8)	(6)	(2)		(31)	3.87	HI
GRAND TOTAL	Homeroom	480	830	354	43	3	1710		
	Advisers	(2400)	(3320)	(1062)	(86)	(3)	(6871)		
	Guidance	46	29	21	18	5	119		
	Counselors	(230)	(116)	(63)	(36)	(5)	(450)		
GRAND MEAN	Homeroom								
	Advisers							4.02	HI
	Guidance								
	Counselors							3.78	HI

Legend:

Scale	Interpretation
4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Fairly Involved (FI)
1.51 - 2.50	Less Involved (LI)
1.00 - 1.50	Not Involved (NI)

The grand mean of the 15 activities for the homeroom advisers is 4.02 which signifies that this group of respondents was "highly involved" in the implementation of the activities. Of the 15 activities, 14 were given the

descriptive rating of "highly involved" and only one was rated "fully involved". This was on the activity of "encourages pupils to relate their own experiences which shows leadership and citizenship qualities" which is number 13 on the Table.

The Table also shows the involvement of the guidance counselors on leadership and citizenship training. The grand mean for the guidance counselors is 3.78 with the descriptive rating of "highly involved". Of the 15 identified activities, activity number one on "conducts lectures on the duties and responsibilities of homeroom officers and members" obtained a rating of 3.50 and activity number two on "provides activities that will help the pupils be aware of their duties as elected officer or member" with 3.37 with descriptive ratings of "fully involved". All the other activities were given the rating of "highly involved".

The data on Table 9 imply that the activities on leadership and citizenship trainings were practiced by the homeroom advisers and guidance counselors to promote qualities of effective pupil leaders. These also indicate that leadership training and being a good citizen can be started as early as in the elementary grades through the initiatives of the homeroom advisers as they perform their daily task of educating pupils.

Involvement in career development. The responses of the homeroom advisers and guidance workers on the different activities on career development is reflected in Table 10. As in the first two group of activities, there were also 15 activities identified in career development. The total grand weighted mean for both respondents is 3.62 or "highly involved". This indicates that the homeroom advisers and guidance teachers have done well in instilling in the minds of the pupils high regard toward all kinds of honest work in preparing them for life.

The grand mean for the 15 activities in career development as reacted to by the homeroom advisers was 3.84 which means that this group of respondents was "highly involved". There were twelve activities that were given these ratings. These were the activities numbered one, three, four, five, eight, nine, ten 11, 12, 13, 14 and 15. These obtained the weighted mean of 4.01, 3.74, 3.91, 3.80, 4.07, 3.84, 3.97, 4.10, 4.05, 3.77, 3.54 and 3.91, respectively. It was only activities numbered two, six and seven that were rated as "fairly involved" with the weighted mean of 3.50, 3.04 and 3.15, respectively. The findings show that the homeroom advisers have exerted great effort in encouraging pupils to be aware of the different careers and to be wise enough in choosing the particular career based on their interest, capabilities and capacities.

Table 10

Degree of Involvement of Respondents in
Career Development

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter- preta- tion
		5	4	3	2	1	Total		
1. Allows pupils identify the different occupations in terms of physical and mental requirements	Homeroom Advisers	35 (175)	44 (176)	34 (102)			113 (453)	4.01	HI
	Guidance Counselors	3 (15)	4 (12)	1 (3)			8 (34)	4.25	HI
2. Discusses with pupils how the different workers contribute to their well being and the community at large	Homeroom Advisers	32 (160)	53 (212)	28 (24)			113 (396)	3.50	FI
	Guidance Counselors	1 (5)	2 (8)	3 (9)	2 (4)		8 (26)	3.25	FI
3. Provides opportunities to pupils to form judgment of individuals in terms of their occupations	Homeroom Advisers	24 (120)	40 (160)	45 (135)	4 (8)		113 (423)	3.74	HI
	Guidance Counselors	2 (10)	2 (8)	2 (6)	1 (2)	1 (1)	8 (27)	3.37	FI
4. Allows pupils to enumerate the kinds of work people in the community engaged in	Homeroom Advisers	23 (115)	59 (236)	29 (87)	1 (2)	1 (1)	113 (442)	3.91	HI
	Guidance Counselors	2 (10)	3 (12)	1 (3)	2 (4)		8 (29)	3.62	HI
5. Conducts lectures on the importance of mental abilities and physical characteristics to the kind of work engaged in	Homeroom Advisers	23 (115)	52 (208)	33 (99)	3 (6)	2 (2)	113 (430)	3.80	HI
	Guidance Counselors	2 (10)	3 (12)	1 (3)	1 (2)	1 (1)	6 (28)	3.50	FI
6. Provides work related activities in the classroom as practical ways of testing pupils' choice of work	Homeroom Advisers	22 (110)	68 (272)	18 (54)	3 (6)	2 (2)	113 (344)	3.04	FI
	Guidance Counselors	2 (10)	2 (8)	2 (6)	1 (2)	1 (1)	8 (27)	3.38	FI

Table 10 continued

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter-pretation
		5	4	3	2	1	Total		
7. Conducts company and factory guided tour to observe working conditions	Homeroom Advisers	13 (65)	22 (88)	56 (168)	13 (26)	9 (9)	113 (356)	3.15	FI
	Guidance Counselors	1 (5)	3 (12)	2 (6)		2 (2)	8 (25)	3.13	FI
8. Provides opportunities where pupils are recognized for their work well done	Homeroom Advisers	36 (180)	55 (220)	16 (48)	6 (12)		113 (460)	4.07	HI
	Guidance Counselors	2 (10)	3 (12)	1 (3)	1 (2)	1 (1)	8 (25)	3.13	FI
9. Classifies occupations according to pupils' interest, capabilities	Homeroom Advisers	29 (145)	46 (184)	29 (87)	9 (18)		113 (434)	3.84	HI
	Guidance Counselors	2 (10)	1 (4)	2 (6)	2 (4)	1 (1)	8 (25)	3.13	FI
10. Encourages pupils to make wise decisions on career choice	Homeroom Advisers	32 (160)	48 (192)	31 (93)	2 (4)		113 (449)	3.97	HI
	Guidance Counselors	2 (10)	1 (4)	2 (6)	2 (4)	1 (1)	8 (25)	3.13	FI
11. Encourages pupils to tell the occupations or professions their parents are engaged in	Homeroom Advisers	39 (195)	51 (204)	18 (54)	5 (10)		113 (463)	4.10	HI
	Guidance Counselors	2 (10)	2 (8)	2 (6)	1 (2)	1 (1)	8 (27)	3.37	FI
12. Encourages pupils to express high regards for all kinds of honest occupations	Homeroom Advisers	33 (165)	55 (220)	23 (69)	2 (4)		113 (458)	4.05	HI
	Guidance Counselors	1 (5)	3 (12)	2 (6)	1 (2)	1 (1)	8 (26)	3.25	FI
13. Motivates pupils to give reports on information about the different occupations gathered from the guidance center	Homeroom Advisers	21 (105)	52 (208)	34 (102)	5 (10)	1 (1)	113 (426)	3.77	HI
	Guidance Counselors	1 (5)	3 (12)	2 (6)	2 (4)		8 (27)	3.37	FI

Table 10 concluded

Homeroom Activities	Respondent	No. of Respondents						Mean	Inter-pretation
		5	4	3	2	1	Total		
14. Invites resource persons to talk on the different occupations found within the community	Homeroom	26	30	40	13	4	113		
	Advisers	(130)	(120)	(120)	(26)	(4)	(400)	3.54	HI
	Guidance	2	2	1	3		8		
	Counselors	(10)	(8)	(3)	(6)		(27)	3.37	FI
15. Motivates pupils to describe a person who serves them as models in the world of work	Homeroom	30	47	32	4		113		
	Advisers	(150)	(188)	(96)	(8)		(442)	3.91	HI
	Guidance	2	2	2	2		8		
	Counselors	(10)	(8)	(6)	(4)		(28)	3.50	FI
GRAND TOTAL	Homeroom	418	716	466	70	19	1689		
	Advisers	(2090)	(2864)	(1398)	(140)	(19)	(6511)		
	Guidance	27	36	26	21	10	120		
	Counselors	(135)	(144)	(78)	(42)	(10)	(409)		
GRAND MEAN	Homeroom								
	Advisers							3.84	HI
	Guidance								
	Counselors							3.40	FI

Legend:

<u>Scale</u>	<u>Interpretation</u>
4.51 - 5.00	Extremely Involved (EI)
3.51 - 4.50	Highly Involved (HI)
2.51 - 3.50	Fairly Involved (FI)
1.51 - 2.50	Less Involved (LI)
1.00 - 1.50	Not Involved (NI)

The guidance counselors, on the other hand, came up with a grand mean of 3.40 which indicates that they were only "fairly involved" in the 15 identified activities on career development. There were only two activities where in

the guidance counselors claimed that they were "fairly involved" and these were on activity number one on "allows pupils identify the different occupations in terms of physical and mental requirements" with a weighted mean of 4.25 and activity number four, "allows pupils to enumerate the kinds of work people in the community engaged in" with a weighted mean of 3.62. The 13 other activities were given the descriptive rating of "fully implemented". These activities were on number two, three, five, six, seven, eight, nine, ten, 11, 12, 13, 14 and 15 with weighted mean of 3.25, 3.37, 3.50, 3.38, 3.13, 3.13, 3.13, 3.13, 3.37, 3.25, 3.37, 3.37 and 3.50, respectively.

The data in Table 10 indicate that as far as career development of pupils is concerned, the homeroom advisers have done their very best to encourage pupils to acquire the habit of wise choice of a future occupation by helping them discover their interests, abilities and capabilities. The guidance counselors should not leave this task to the homeroom advisers but must come up with both career and educational placements.

Difference in the Extent of Involvement in the Guidance Activities of the Homeroom Advisers and Guidance Counselors

Table 12 presents the summary of the difference in the extent of involvement in guidance activities between the

homeroom advisers and guidance counselors as the result of the statistical tool used in this process which is the t-test for independent samples.

Personality development. As shown in Table 11, the computed t-value of 4.554 proved to be greater than the critical t-value of 1.701 at .05 level of significance and at $df = 28$. This signifies that the null hypothesis stating the " . . . no difference in the perception of the two groups of respondents in their extent of involvement in the guidance activities" is rejected. From the means, we can infer that the involvement of the homeroom advisers was higher than the guidance counselors. This is manifested by

Table 11

Summary of the Difference in the Extent of Involvement
in the Guidance Activities Between the Homeroom
Advisers and Guidance Counselors

Guidance Activities	t-value		Decision
	Computed	Tabular	
Personality Development	4.554	1.701	Reject h_0 .
Leadership and Citizen- ship Training	3.615	1.701	Reject h_0 .
Career Development	3.420	1.701	Reject h_0 .

the weighted means of 4.01 and 3.71 for the homeroom advisers and guidance counselors, respectively.

Leadership and citizenship training. Based on the data presented in Table 12 regarding the " . . . difference on the extent of involvement in the guidance activities of the two groups of respondents", the computed t-value of 3.615 turned to be greater than the critical t-value of 1.701 at the null hypotheses stating " . . . no difference in the involvement of the two categories of respondents" is rejected.

From the computed mean of the two groups of respondents, it can be noted that the homeroom advisers had higher involvement than the guidance counselors being perceived by both of them. This denotes that the homeroom advisers being the lead persons in the actual implementation of the program are in the best position to give this assessment while the function of the guidance counselors are more on ministerial or mere overseeing, hence, their perception was more subjective based on their observations.

Career development. Likewise Table 11 presents the difference in the extent of involvement in the guidance activities of the two categories of respondents as perceived by themselves. From the table, it can be gleaned that the

computed t-value of 3.420 proved to be greater than the critical t-value of 1.701 at .05 level of significance and at $df = 28$. This means that the null hypothesis is rejected.

Like the other two activities, the involvement of the homeroom advisers was higher than the guidance counselors. This is manifested by the computed means of 3.76 and 3.38 for the homeroom advisers and guidance counselors, respectively.

Relationship in the Extent of Involvement of the Homeroom Advisers and Guidance Counselors in the Homeroom Activities as to the Different Variates

The non-parametric association of the extent of involvement of the homeroom advisers and the guidance counselors in the homeroom activities with their different variates is summarized in Table 12 as the result of the computation using the Chi-square (X^2).

Age. The age of the respondents does not influence their involvement in the guidance activities. This is being manifested by the computed X^2 value of 24.359 which turned to be less than the critical X^2 value of 36.415 being evaluated with respect to its influence as "not significant".

The data denote that at any age level the homeroom

Table 12

Summary of the Chi-square Value to Associate Relationship
Between the Involvement in Guidance Activities of the
Two Categories of Respondents and the Different
Variates

Variates	χ^2 -value		Influence
	Computed	Tabular	
Age	24.359	36.415	not significant
Sex	0.437	9.499	not significant
Civil Status	3.497	15.507	not significant
Educational Qual.	2.943	31.410	not significant
Performance Rating	28.759	15.507	Significant
Teaching Experience	28.695	41.337	not significant
In-service Training	3.150	21.026	not significant

advisers and guidance counselors fully involve themselves in the guidance activities considering that the same is a part of the school program to develop the pupils.

Sex. As gleaned from Table 12, likewise, sex does not significantly influence the involvement of the homeroom advisers and guidance counselors in the guidance activities. The computed χ^2 value of 0.437 which turned to be less than the critical χ^2 value of 9.488 being evaluated as "not significant" attested to the above claim.

Considering that majority of the respondents belonging to the two categories were all female, resistance of the males to their involvement in the guidance activities is immaterial to influence the over-all inference.

Civil status. Civil status was evaluated to be "not significant" also with respect to its influence to the involvement of the two groups of respondents in the guidance activities. This is proven by the computed X^2 value of 3.497 which is less than the critical X^2 value of 15.507.

This denotes that the respondents of the two groups, composed by majority of married ones, had that experience child care and rearing. Thus, they have that instinct to ensure well-rounded development of the child coupled with their awareness of their function as guidance workers, fully involved themselves in the guidance activities knowing that the same are the avenues for child care and development.

Educational qualification. The educational qualification of the respondents, although gave them additional edge, did not significantly influence their involvement in the guidance activities. This is manifested by the computed X^2 value of 2.943 which proved to be less than the critical X^2 value of 31.410.

This signifies that higher education is not a guarantee for full involvement in the guidance activities. There are some who are even apathetic to additional loads, like this, after earning their highest education. What matters most is the quality decision of the individual respondents to be a catalyst of change and development among grade six pupils by involving themselves fully in the guidance activities as the other way of teaching and learning process.

Performance rating. The same Table 12 reflects also the associated relationship between the involvement of the two groups of respondents on the guidance activities and their performance rating. From the Table it can be noted that the computed X^2 value of 28.759 turned to be greater than the critical X^2 value of 15.507 which is being evaluated with respect to its influence on the involvement of the respondents as "significant".

This means that performance rating has something to do with the involvement of the homeroom advisers and guidance counselors in the guidance activities. Performance is considered a legacy of an individual and his accomplishment can not be quantified with monetary considerations. It is something that is intrinsic. Therefore, it can be construed that performance rating boosts their morale and serves as a

motivating factor for them to fully involve in the guidance activities.

Teaching experience. Teaching experience was evaluated to be "not significant" in terms of its influence to the involvement of the two categories of respondents in the guidance activities. This is proven by the computed X^2 value of 28.695 which turned to be less than the critical X^2 value of 41.337.

In-service training. In-service training was likewise evaluated to be "not significant" in terms of its influence to the involvement of the two categories of respondents in the guidance activities. This is proven by the computed X^2 value of 3.150 which turned to be less than the critical X^2 value of 21.026.

Problems Met by Respondents in the Implementation of Homeroom Activities

Table 13 reflects the various problems met by the homeroom advisers and guidance counselors in the implementation of the three activities in homeroom guidance.

The ranking problem according to the homeroom advisers is the "poor attitude of parents towards homeroom guidance". The teachers feel that the cooperation of the parents is very essential for the effective guidance work. Ranked second is the "indifference of teachers towards guidance

Table 13

Problems in the Homeroom Guidance Met by Homeroom
Advisers and Guidance Counselors

Problems Met	Homeroom Advisers			Guidance Counselors		
	f	%	Rank	f	%	Rank
1. Absence of homeroom kits	81	7.34	9	6	9.23	4.5
2. Inadequate guidance facilities	76	7.26	10	4	6.15	11
3. Over-loading of subjects	92	8.79	5.5	6	9.23	4.5
4. No time allotted for homeroom guidance	98	9.32	3	7	10.77	1
5. Indifference of teachers toward homeroom guidance	99	9.46	2	6	9.23	4.5
6. Poor attitude of parents toward homeroom guidance	101	9.65	1	6	9.23	4.5
7. Homeroom advisers not trained on guidance work	68	6.49	12	5	7.69	8.5
8. No supervision by the guidance counselor	72	6.88	11	4	6.15	11
9. Big advisory classes	89	8.50	7	5	7.69	8.5
10. Lack of financial support for homeroom guidance	92	8.79	5.5	6	9.23	4.5
11. Too crowded homeroom activities	97	9.26	4	6	9.23	4.5
12. Apathy of supervisors toward homeroom guidance	82	7.82	8	4	6.15	11
T o t a l	1047	100.00		65	100.00	

work"; 3) "no time allotted for homeroom guidance; 4) "too crowded homeroom activities"; 5) "overloading of subject assignment to homeroom adviser" and "lack of financial support for homeroom guidance"; and 6) "big advisory classes". The problems which the homeroom advisers feel do not affect them so much are on "homeroom advisers not trained on guidance work" and "no supervision on homeroom guidance activities by the guidance counselor".

The guidance counselors, on the other hand, have cited the "no time allotted for homeroom guidance" as their number one problem. This may be the reason why they cannot supervise homeroom guidance activities. This is followed by "absence of homeroom kits"; "overloading of subjects"; "indifference of teachers towards homeroom guidance"; "poor attitude of parents toward homeroom guidance"; "lack of financial support for homeroom guidance"; and "too crowded homeroom activities".

Suggested Solutions by Respondents to the Problems Met

From the problems commonly met by the homeroom advisers and the guidance counselors, the following were their suggested solutions:

The homeroom advisers suggested the following as their first five solutions to the problems: 1) guidance work of the adviser be given credit; 2) provision of homeroom kits; 3)

Table 14

Suggested Solutions by the Respondents to the
Problems Met

Problems Met	Homeroom Advisers			Guidance Counselors		
	f	%	Rank	f	%	Rank
1. Provide homeroom kits	102	10.86	2	8	13.33	1.5
2. Conduct periodic in-service training on homeroom guidance	92	9.80	6	5	8.33	7.5
3. Provision for a homeroom period	100	10.65	3	7	11.67	4
4. Provide adequate guidance activities	98	10.44	5	5	8.33	7.5
5. Lessen subject loads of homeroom advisers	99	10.54	4	8	13.33	1.5
6. Conduct/disseminate homeroom guidance concepts during PTCA meetings	89	9.48	8	6	10.00	6
7. Guidance work of adviser be given credits	104	11.08	1	7	11.67	4
8. Periodic supervision of homeroom activities by guidance counselors	87	9.27	10	4	6.67	8
9. Homeroom guidance period should be first period of the day	78	8.30	9	3	5.00	9
10. Guidance counselors should be professionally trained	90	9.58	7	7	11.67	4
T o t a l	939	100.00		60	100.00	

provision for a definite period of homeroom guidance; 4) lessen subject assignments for homeroom adviser; and 5) "provision for adequate guidance activities".

On the other hand, the guidance counselors suggested the following solutions to be implemented first: 1) provide homeroom kits and lessen subject loads of homeroom advisers; 2) provision for a homeroom period, guidance activities of homeroom adviser be given credits and guidance counselors should be professionally trained.

The data on Table 14 reflect that the most urgent solution that should be implemented immediately by the schools is "the provision of a definite period for homeroom guidance" and "to lessen subject assignment for the homeroom advisers".

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This Chapter presents the summary of findings, conclusions and recommendations of this particular study.

Summary of Findings

Based on the analysis of the data gathered and collated, the following are the findings of this study:

1. The average age of the respondents was 46.06, with the homeroom adviser coming-up with the average age of 46.36 and the guidance counselors with an average of 41.75. The findings imply that the respondents were in their middle years and matured enough for the tasks.

2. The majority of the respondents were female, with 104 or 92.34 percent of the 113 homeroom advisers and the eight guidance counselors were all female. The data suggest that teaching profession is most attractive to the female sex.

3. The respondents were mostly married with 97 or 85.84 percent of the 113 homeroom advisers and eight or 100 percent of the guidance counselors.

4. The majority of the respondents graduated with the degree of Bachelor of Science in Elementary Education. This is true with both the homeroom advisers and guidance

counselors. Among the homeroom advisers, 58 or 51.33 percent have masteral units already and seven or 87.50 percent of the guidance counselors have also masteral units.

5. The respondents were efficient and effective workers as a big number of them have received ratings of "very satisfactory". There were 85 or 75.22 percent of the 113 homeroom advisers who got this rating and five or 62.50 of the eight guidance counselors. Eighteen or 15.93 of the homeroom advisers and three or 37.50 percent of the guidance counselors were rated "outstanding".

6. A great number of the homeroom advisers and guidance counselors have many years of teaching experience. There were eighteen or 15.93 percent of the homeroom advisers and two or 25.00 percent of the guidance counselors who have 16-20 years of teaching experience; 25 or 22.12 percent of the homeroom advisers and three or 17.50 percent of the guidance counselors who have taught for 21-25 years; 16 or 14.16 percent of the homeroom advisers and one or 12.00 percent of the guidance counselors has 31-35 years of teaching experience.

7. The majority of the homeroom advisers have attended trainings along guidance work in the district level only, 88 of the 113 and only 47 have availed of the division level. Of the guidance counselors four have been in national

trainings, six in regional trainings and all eight have availed of the division and district trainings.

8. The total grand mean of both the homeroom advisers and guidance counselors in their involvement for the implementation of homeroom guidance activities along personality development is 3.88 which means that the two groups of respondents were "highly involved". The grand mean for the homeroom advisers is 4.01 and for the guidance counselors is 3.74.

9. With regards to leadership and citizenship training activities, the total grand mean for both respondents is 3.90 with the descriptive rating of "highly involved". The homeroom advisers registered a grand mean of 4.02 while the guidance counselors came up with 3.78.

10. On career development activities in homeroom guidance, the total grand mean for the two groups of respondents is 3.62 which, again, means that they were "highly involved". However, the two groups of respondents differed in their grand weighted mean, the homeroom advisers coming up with 3.84 or "highly involved" and the guidance counselors with 3.40 or only "fairly involved".

11. The computed t-value of all the guidance activities assessed to delve into the involvement of the two categories of respondents proved to be greater than the

tabular/critical t-value. Hence, the null hypothesis which states that "there is no significant difference in the extent of involvement of the two groups of respondents along the three areas" is rejected.

12. Based on the computed Chi-square value to associate the involvement in guidance activities of the two groups of respondents with the following variates: 1) age; 2) sex; 3) civil status; 4) educational qualification; 5) teaching experience; and 6) in-service training, turned to be less than the tabular or critical value. Hence, the influence of these variates is "not significant". With this, the null hypothesis that states the " . . . no relationship along the aforementioned variates", is rejected.

13. Based on the computed Chi-square value of 28.695 to associate the influence of performance rating to the involvement of the two categories of respondents to guidance activities, when compared with the critical or tabular value of 15.507, it turned to be greater such that the influence was considered "significant". This denotes that they value much on performance as their legacy hence, achieving a higher performance rating is something that can boost their morale and that the rating influenced much on their involvement in the guidance activities.

14. Foremost of the problems met by the respondents is

on "poor attitude of parents towards homeroom guidance activities" as cited by the homeroom advisers and "no time allotted to homeroom guidance" as cited by the guidance counselors.

15. Both respondents have suggested the following solutions to problems they met in homeroom guidance as 1) Provision of homeroom guidance kits; 2) Lesser teaching loads of homeroom advisers; and 3) Provision for a definite homeroom guidance period.

Conclusions

On the basis of the findings of this study, the following conclusions were drawn:

1. The majority of the homeroom advisers and guidance counselors involved in this study were female and belonged to the middle age group which suggested that have the motherly instinct and the maturity for child development.

2. The majority of the homeroom advisers and guidance counselors were graduates of BSEED with MA units but these masteral studies were not along guidance and counseling. This implies that these homeroom advisers are not adequately prepared for guidance responsibilities.

3. The majority of the homeroom advisers and guidance counselors have been in the teaching profession for a number of years. Only a few of the advisers were neophytes in the

teaching service. This implies that the homeroom advisers and guidance counselors had their commitment to the profession with the goal and vision of success for individual development.

4. Most of the seminars and trainings in guidance availed of by the homeroom advisers were on the district and division levels only. This means that there is more for the respondents to update their competencies and skills in order that they could function better in guiding the youths to their right direction in life.

5. The respondents were highly involved in the various homeroom activities inspite of their hectic schedule and crowded activities assigned to them as teachers. Both subjects in this study showed the same degree of involvement in the implementation of homeroom activities, namely: personality development, leadership and citizenship training and career development.

6. Just like any other program, the respondents have also met various problems in carrying out the various homeroom activities. Foremost of these, is lack of homeroom kits, absence of specific period assigned to homeroom guidance activities, and the indifference of teachers to homeroom guidance.

Recommendations

In the light of the above findings and conclusions, the following recommendations are offered:

1. With the Proposed Homeroom Guidance Model which the study had envisioned, it is hoped that the school administrators, guidance counselors and the homeroom advisers of the four Districts of Catbalogan will adopt this Model as a guide in the implementation of the homeroom guidance program in the elementary grades.
2. The homeroom guidance program in the elementary schools should be made functional and realistic so that a maximum level of involvement in all aspects of the homeroom guidance can be achieved.
3. The homeroom guidance should be considered as a part of the teaching assignment of the homeroom advisers and a specific time or period be assigned to it, preferably the first hour of the day.
4. Classroom teachers, homeroom advisers, and guidance counselors should be made aware of their important role in the various activities through a cumulative series of experiences designed to help each pupil achieve increased power to make the pupils' life successful and meaningful.
5. Periodic in-service trainings should be conducted in the division and district levels for the homeroom

advisers and the teachers to be able to gain first hand knowledge in homeroom guidance activities.

6. Guidance counselors should be encouraged to take up masteral studies, specifically on guidance and counseling, to equip them with professional trainings.

7. Periodic appraisal of the homeroom guidance activities and the guidance program be done in order to monitor the extent of involvement and the degree of implementation of homeroom guidance.

8. Future studies relevant to homeroom guidance be conducted as:

8.1 A study on the implementation of the homeroom guidance model.

8.2 An appraisal of the guidance program in elementary schools.

8.3 Competencies of classroom teachers as guidance workers.

Chapter 6

A PROPOSED HOMEROOM GUIDANCE PROGRAM FOR CATBALOGAN ELEMENTARY SCHOOLS

This Chapter presents a homeroom guidance program for elementary schools in the four Districts of Catbalogan, Division of Samar. This Proposed Model was based on the results of a survey conducted in the involvement of homeroom advisers and guidance counselors.

Rationale

The fact that the youth of today will be the leaders of tomorrow, there is a call for an urgent need to provide them with assistance, enrichment activities and opportunities that will develop and harness their potentials, aptitudes and interests in improving their personality, civil and leadership activities, as well as, in making decisions about future careers. Nowhere is this assistance needed than in the elementary schools (Miller, 1978:182).

The erosion of moral values among our youths could be attributed to the influence of bad examples seen among peers, elders, parents and media and the indifference showed by our national and regional leaders, as well as, the uncertainties exhibited by pupils in deciding future covers a call for a high moral regeneration and improvement of the

pupils' character, attitudes, and work habits necessary in our national development efforts.

It should be noted that the proposed model of homeroom guidance for the elementary schools in Catbalogan is focused on the three aspects of homeroom activities: 1) personality development; 2) leadership and citizenship training; and 3) career development because the test of difference in the extent of involvement of homeroom advisers and guidance counselors in these three homeroom activities revealed that both categories of respondents came up with a lesser involvement.

The suggested activities and evaluative measures in the program are all subject to modification in order to meet and adjust to present guidance problems and needs that may crop up during its implementation. It must be understood that as changes in the environment occur, the adjustments in the proposed program have to be made so as to continually make the program relevant to the guidance problems and needs of the pupils.

General Objectives of the Program

Considering the guidance philosophy that prevention is more important than cure, the homeroom guidance aims to:

1. Develop the pupils' personality through self-

understanding of the environment of people and social system.

2. Train the pupils in citizenship and leadership through an understanding of the ideals and goals of the society and active involvement in carrying out its ideals.

3. Assist the pupils in career development through the knowledge of the different vocations, occupations and profession as they plan their future.

Personality Development

Through various learning activities the pupils are guided to get acquainted with the school and the personnel involved in it, its grading system, its regulations and that they are oriented on the proper use of the school facilities. Development of desirable pupil-teacher relationship and belongingness with one's peer in school is also encouraged in the child, as well as, the positive understanding of himself and the physical changes undergoing in his body.

Activities on the development of desirable values - moral and spiritual - are provided for the pupils to internalize and put into action.

Specific Objectives

At the end of the homeroom activities on personality development, the child should be able to:

1. Realize and recognize the physiological, psychological and spiritual aspects of his personality development as he interrelates, accepts and adjusts himself to his new school environment.

2. Identify and explain desirable and undesirable traits in his personality.

3. Formulate criteria for satisfactory peer and family adjustment.

4. Practice appropriate social graces, moral values and desirable behavior in school and community organizations.

Suggested Activities

The following are suggested activities and evaluative measures in providing for the personality development of the child.

Unit I - Getting Acquainted with the New Environment

I. Objectives:

A. General Objectives: To help pupils get a feeling of belongingness by getting acquainted with the whole school environment.

B. Specific Objectives:

1. To help the pupils get acquainted with the school personnel, school campus, facilities,

school regulations, school curriculum, policies and grading system.

2. To orient the pupils on the proper use of the different school facilities, such as the school canteen, school library, school clinic, classrooms, comfort rooms and others.
3. To help the pupils get acquainted with one another.

II. Topics and Activities

A. Getting acquainted with the whole school environment.

1. Orientation Program
 - a. Introduction of school personnel
 - b. Inspirational talk by school principal
 - c. Guidance counselor, school nurse, librarian, lunch counter teacher, property custodian, janitor talk about their functions and their services to the pupils.

Evaluative Measures

1. Identification of the different school personnel.
 2. Recognition of the functions of each school personnel and/or services rendered to the school.
2. Guided Tours

- a. Plan field trips within the school campus with the homeroom advisers as guides.

Evaluative Measures

1. Sketch of the school plant and location of the different facilities.
2. Picture displays of facilities and other school services.
3. Group discussion on the following topics with the homeroom advisers.
 - a. School facilities
 - b. School personnel: its roles and functions
 - c. School services, medical and dental services, lunch counter, library and guidance services, etc.
 - d. School rules and regulations, traffic rules, smoking, gambling, drinking, etc.
 - e. School curriculum
 - f. School policies and grading system
 - g. Proper ways of using classroom furnishings, canteen, comfort rooms, etc.

Evaluative Measures

1. Bulletin board displays of rules and regulations.
2. Teacher's observation of pupils' behavior in the library, school canteen, clinic, comfort

rooms and in the classrooms.

B. Getting Acquainted with One Another

1. Progressive Conversation - The members tell one another where they come from, their place of birth, their age, their present address and similar information. Each conversation should be limited to the unit.
2. Self-Introduction - This is a more formal method but it is a time saver. Each member stands, gives his name or writes it on the board as he pronounces it clearly. He mentions the school where he came from and tells some interesting features about it.
3. Writing and reading autobiographies and diaries.
4. Beginning the study of individual pupils particularly through observations, anecdotal records, interviews with pupils and former teachers, home visits and sociodrama.

Evaluative Measures

1. Active participation of pupils in the progressive conversation.
2. Written composition giving significant information about oneself.
3. Teacher observation.

Unit II - YOur Home In School

1. Objectives:

A. General Objectives:

1. To develop and maintain desirable pupil-teacher and pupil-pupil relationships.
2. To further develop a feeling of belongingness through the homeroom organization.

B. Specific Objectives:

1. To help pupils know:
 - a. the purpose and ideals of the homeroom
 - b. the duties and qualifications of homeroom officers
 - c. the rudiments of parliamentary procedures
2. To help elect and induct homeroom officers.
3. To help form various committees and appoint representatives to the various committees.

II. Topics and Activities

A. Group discussion on the following topics:

1. Purposes, meaning and importance of the homeroom
2. The duties and qualifications of homeroom officers and members
3. Election procedures

B. Election and induction of homeroom officers

C. Formation of various committees and appointment of

chairmen of the different operating committees, such as attendance committee, program committee, scholarship committee, citizenship committee, housekeeping committee, welfare committee, sunshine committee, scrapbook committee, and discipline committee.

Evaluative Measures

1. Increase attendance during homeroom
2. Active participation of pupils during homeroom
3. Recognition chart of the duties of homeroom officers and members
4. Observe behavior during election proceedings of homeroom officers and members
5. Posting of elective officers and members of the homeroom
6. Posting of appointed homeroom committee chairmen

Unit III. Approach to the Study of the Self

I. Objectives:

A. General Objectives:

1. To help the pupils understand the physical changes in their bodies, their concomitant problems and the means of maintaining physical attractiveness.
2. To help the pupils develop desirable values in

relation to the members of their family, as well as, to that of the community.

3. To develop the intellectual, emotional, moral and spiritual phases of the pupils.

B. Specific Objectives:

1. To help the pupils understand that physical changes occur as part of growing up.
2. To help pupils discover their physical capabilities through knowledge of their physical capabilities and through knowledge of their physical self.
3. To help the pupils discover problems of growth processes and help them reveal their feelings.
4. To acquaint the pupils of the ways and means of being attractive.
5. To help the pupils understand that virtues can be developed in the family.
6. To help the pupils realize the importance of one's potentials to be a success in his studies.
7. To help the pupils learn to handle undersirable feelings that might take control of their behavior.

III. Topics and Activities

- A. Discussions on the following topics:

1. On Physical Growth

1. Understanding the physical changes in your body as part of growing up.
2. Discovering your physical growth through knowledge of your physical growth.
3. Discovering problems of growth processes.
4. Discover one's true feelings toward common problems of physical growth.
5. Discovering ways to become physically attractive.
6. Score card for physical attractiveness.
7. Memory gems on physical development.

II. You and Your Social Development

1. You and your family
2. My concept of ideal parents
3. Discovering ways to become good family members
4. Understanding your family attitudes and your own
5. Developing social amenities at home
6. Discovering how spoken words are modified while they travel

III. Your Intellectual Development

1. The importance of elementary school education as stepping stone to higher education
2. Talk about rules for effective study habits

3. Determine how to be a successful pupil
4. Intellectual curiosity as an asset to intellectual growth
5. Discovering ways of becoming mentally healthy

IV. Your Emotional Growth

1. Discovering your stage of emotional growth
2. Learning ways to become the best of yourself
3. Learning to overcome factors that block your determination to make the best of yourself
4. Overcoming environmental difficulties
5. Overcoming physical difficulties
6. Overcoming emotional difficulties

Evaluative Measures:

1. Health chart
2. Feedback
3. Checklist of ways of being attractive
4. Feedback from parents
5. Observed behavior
6. Scrapbook on proper grooming and social graces
7. Group observation of effective relationship
8. Observation of behavior
9. A list of useful habits in studying
10. Test results properly recorded in the permanent record book
11. Checklist on emotional characteristics

12. Written composition giving significant information about oneself.

B. Leadership and Citizenship Training

In leadership and citizenship training, the pupils are given opportunities through group work to learn how to interact with each other and with their leaders, acquire understanding of the ideal goals, values of society where he is a part; and to be actively involved in carrying out its ideals.

Specific Objectives

It is hoped that after the homeroom program, the pupils will be able to:

1. Practice skills in leadership and citizenship through active participation in school and community organization.
2. Clarify the roles and functions of officers and members of the homeroom.
3. Express judgement on school rules and regulations in maintaining peace and order.
4. Narrate experiences or anecdotes that illustrate leadership and citizenship in relation to God and to country.

Suggested Activities

The following are suggested activities in providing leadership and citizenship training to the pupils.

Unit I - Are You a Good School Citizen?

I. Objectives

A. General Objectives

1. To help the pupils become good school citizens
2. To help the pupils know the situations that show good leadership and followership
3. To help the pupils realize the importance of teamwork to achieve common goals

B. Specific Objectives

1. To develop habits of cleanliness that make the school clean and attractive
2. To help develop the habits of punctuality and regularity in attendance
3. To help develop the proper school spirit
4. To help develop good sportsmanship
5. To help develop correct habits of listing school property
6. To acquaint the pupils to the existence of the different school clubs and organizations

II. Topics and Activities

A. Group discussions on the following:

1. He uses school property properly.

2. He cooperates with his teachers, pupils, officers and classmates.
 3. He is courteous at all times.
 4. He boosts the interests of his school.
 5. He willingly obeys school rules and regulations.
 6. He is a good sport.
 7. He is always punctual and regular in attendance.
- B. Radio Quiz - Each five participants draws from a box of rolled slip of paper on which a case is written. He answers the question before the class. The case should fit the needs of the class.

The following examples are true cases:

1. Jacinto caught Luis several times stealing books, fountain pen and money during their physical education period. Jacinto informed the guidance counselor about the case. Was Jacinto a squealer or a good citizen?
 2. Paolo was exempted from all school contributions because his parents were jobless. As a helper in the school canteen, he was given free lunch and pocket money by the school head teacher. With his earnings, he bought cigarettes. In what citizenship trait was he lacking?
- C. Group Pantomime - Appoint five committee leaders to prepare pantomime on the following:

1. Proper behavior during flag ceremony
2. Proper behavior in the classroom
3. Proper behavior in the corridors
4. Proper behavior in the canteen
5. Proper behavior in the library

D. Self-Evaluation Notebook

Individual pupil keeps self-evaluation notebook in which he lists the incidents which prove the kind of school citizen he is, at the end of the day. For example:

Good Points

1. I picked pieces of paper under my desk.
2. When I saw obscene words on the walls of our room I immediately erased them.
3. I congratulated our basketball opponents when they won the game.

Bad Points

1. I forgot to greet my headteacher/principal when I met him.
2. I was late in my Mathematics class because it took me a long time to eat my lunch.

E. Big Brother/Sister System:

Divide the class into two groups of boys and two groups of girls. Each group is headed by a

reliable leader called "Big Brother/Sister". Each leader prepares a card for each member of his group. On this card, he writes down good traits he has observed in the individual. At the end of the term, a merit card is given to the best school citizen, as shown in the record card.

Unit II - How To Be A Successful Pupil

I. Objectives:

A. General Objective:

1. To help the pupils succeed in their studies.

B. Specific Objectives:

1. To help the pupils realize the importance of elementary education.
2. To help the pupils realize the importance of working early on one's ambition to insure success.
3. To help the pupils understand the requisites which contribute to effective study.

II. Topics/Activities

A. Class discussion on the following topics:

The Importance of Elementary Education

1. To learn the basic skills.
2. To learn how to be a useful school citizen.
3. To learn how to develop one's thinking and reasoning abilities, one's ability to evaluate

and make wise judgment.

4. To prepare oneself for higher education.
5. To improve one's social relationship.
6. To gain personal satisfaction.

B. How To Get the Most of Your School Life

1. Study your lessons everyday.
2. Avoid getting absent or late unnecessarily from your classes.
3. Make friends with your schoolmates and teachers.
4. Use school facilities such as laboratories, libraries, museums, etc.
5. Ask questions and suggestions from your teachers and your guidance counselors on matters you want to be informed.

C. Free Discussion on: How Important Are Your Grades?

1. Grades show your progress in learning.
2. Good grades prepare you for high school work.
3. Good grades give you a better chance to be employed.
4. Good grades bring real satisfaction to you and your family.
5. Good grades earn the respect and confidence of others.

D. Working out a time-budget. Help pupils plan a

program of daily activities to determine the best time for home study.

C. Career Development

Career guidance and development aims to provide the pupils with information in making appropriate educational and vocational choices. This is usually done by exposing the child to the world of work around them. Exposing the child to vocational choices in the early part of life will enable him/her to choose the right vocation that will provide him a bright and promising future.

Specific Objectives

At the end of these particular homeroom activities, it is hoped that the pupils will be able to:

1. Identify the kinds of work people in the community engage in.
2. Differentiate the work activities of various occupations in terms of physical and mental capability requirements.
3. Develop the proper attitudes towards work.
4. Be aware of the occupations and professions of the members of his family as models in the world of work.

Suggested Activities

The following are suggested activities and topics in

providing career development to the pupils.

Unit I - You and Your Activities

I. Objectives

A. General Objectives

1. To help the pupils succeed in their ambition.

B. Specific Objectives

1. To help the pupils realize that one's traits and abilities are greatly needed for his success in any chosen occupation in the future.
2. To help the pupils understand the importance of working early on one's ambition to insure success.

II. Suggested Topics and Activities

A. Group discussion on the following topics with the use of resource persons/homeroom advisers

1. Ambition reduces the boredom and hardship of schooling by showing you the picture of your reward at the end.
2. Ambition makes you tolerant, broadminded, humble, and patient.
3. Ambition gives you inner strength and courage to carry on in times of difficulties.
4. Youth is the best time to start as it is full of life and energy and just the right time one

needs, for success takes years of experience before it is attained.

5. If you succeed early in life you will have more happy years ahead, than if you succeed when you are about to die.
6. Discovering the relationship of subjects liked in school leads to the correct choice of one's career.
7. Pointing out the profile chart of individual's ability and interest helps one to see himself better and more objectively.

B. Evaluative Measures:

1. Display of chart showing a particular job, the knowledge and the physical capabilities required.
2. Display of the best essay on one's ambition.
3. Record of pupil's reaction.

Unit II - Exploring the Occupation

I. Objectives:

A. General Objectives:

1. To acquaint the pupils with the world of work.

B. Specific Objectives:

1. Help the pupils differentiate the work activities of various occupations in terms of physical and mental requirements.

2. Help the pupils express one's choice of career in actual activities.
3. Help the pupils realize the importance of various occupations to the program of the community in nation building.

II. Suggested Topics and Activities:

A. Group discussion on the following:

1. The value of work
2. The different work activities gainfully involved in

Internal Organization of the Homeroom

The homeroom is not a formal or even an informal class in which the teacher disseminates, but a miniature democracy in which the pupils assume and successfully discharge the main responsibilities of its varied activities. To have a sound organization and efficient administration of the homeroom, the following homeroom officers are elected and their duties are delineated.

A. Officers and Their Duties:

The most common officers in the homeroom are:

1. President - He is responsible for the efficient organization and administration of the homeroom

activities and presides over regular and special meetings.

2. Vice-President - He performs the duties and functions of the President in his absence.
3. Secretary - He keeps records of all meetings, receives and files reports and attends to correspondence.
4. Treasurer - He is responsible for handling, collecting and disbursing of all funds that maybe voted for the room's needs.
5. Representative - He represents the homeroom in the student council or other central student body.

The homeroom officers, in consultation with the homeroom advisers, shall establish different committees and appoint their respective chairman. The chairman, in turn, selects or recommends other members.

Homeroom Committees and Functions:

I. Objectives:

1. Discovers and utilizes special abilities, interests, and potentialities of members.
2. Increases interests and participation in homeroom affairs.
3. Equalizes homeroom responsibilities.

4. Develops cooperation and team work.

II. Organization of Committees:

- A. The chairman and all members of each committee are appointed by the class president.
- B. The president appoints the chairman and he in turn selects or recommends other members.

III. Homeroom Committee

A. Program Committee

1. Arranges the HR program for every HRO (Homeroom Organization) meeting.
2. Submits a list of names of students in their section who are very active during HRO periods at the end of the grading period. This will be posted on the Honor section of the bulletin board.
3. Helps the President prepare lesson plan for HRO.
4. Invites resource persons from teachers, parents and community figures.
5. Welcomes visitors to class.
6. Helps parents locate teachers or pupils, when necessary.
7. Write "thank you" notes to resource parents.

B. Attendance Committee

1. The chairman and its members encourage members to avoid all unnecessary absences.
2. They also report records of members who have perfect attendance.

C. Scholarship Committee

1. Attempts to raise the scholarship of the group by having a Class Honor Roll on the bulletin board.

D. Citizenship Committee

1. Secure reports on class citizenship from various classroom teachers. Instances of especially good or poor citizenship could be reported. If this committee hesitates to report misconduct or discourtesy, the report is sent to the homeroom adviser by the classroom teachers.

E. Housekeeping Committee

1. It is responsible for cleanliness, orderliness, structuring and beautification of the homeroom.

F. Welfare Committee

1. It assists in worthy school and community projects and campaigns like cleanliness, beautification, etc.

G. Sunshine Committee

1. It calls the attention of the members to those who have birthdays, won honors, or who need cheering because they are sick, depressed, etc.

H. Scrapbook Committee

1. It gathers materials for the scrapbook.
2. It sees to it that the scrapbook is up-to-date.
3. It submits list of names of students who have contributed so much in accomplishing the scrapbook to be posted at the Section Honors at the end of the grading period.

I. Discipline Committee

1. It takes charge of line formation.
2. It reports the names of pupils who are misbehaving in their classes when their teachers are out.
3. It submits the list of pupils who have behaved well at the end of every grading period.

Different Homeroom Techniques

- A. Unfinished Story - Teacher relates a story based on her pupils' experience. She stops at a significant point

before the story is completed. The children continue with possible endings. This technique enables the children to draw their own conclusions.

- B. Wishes - A child's wishes frequently reveal his needs and his values. After motivation, through narration of a fairy tale (for young children) or through discussion (for older children), ask the class to express its wishes orally, or in writing, or by illustration.
- C. Story Telling - Teacher asks the class questions about the characters, their feelings, attitudes and actions. Through discussion, the children will reveal their identification with the character.
- D. Dramatization - It is an excellent technique. If lessons are vividly taught, large numbers of members have the opportunity to participate. It is useful in teaching topics such as etiquette, morals and ethics.
- E. Group Discussion - It may be utilized when other activities are inappropriate. Cautions for the teacher:
 - 1. Don't hurry the discussion.
 - 2. Listen to each child's contribution.
 - 3. Avoid overdirecting the group.
 - 4. Select topics that do not emotionally charge.
- F. Buzz Session - The class is grouped into 4-6 members per buzz group. Each buzz group can take one aspect of a

problem.

G. Others

How To Get Started

- A. Plan a get-acquainted activity - The teacher should acquaint herself with the members of the class. Homeroom members should be acquainted with each other. The use of "unfreezing" exercises or get-acquainted games is encouraged.
- B.
 - 1. Acquaint members with school personnel and their functions.
 - 2. Lead a class discussion, using such questions as the following:
 - a. Why do we have a homeroom?
 - b. Why is it called a homeroom?
 - c. What can we do to make it a real home for every member?
- C. Hold an election of class officers. Before nominations are made, the duties of each officer and qualifications of officers should be understood by each member.
- D. Appoint committees. If a pupil is given a definite responsibility, he will be much interested in the success of the organization. Each member should be made to feel that he is useful and necessary.

Chairmen of the committees should be made to understand their responsibility. The teacher or the class president should appoint the foregoing committees as mentioned.

BIBLIOGRAPHY

BIBLIOGRAPHY

A. BOOK

Aquino, Gaudencio V. and Cornelia C. Alviar, *Principles of Guidance and Counseling: A Modern Approach*, Navotas, Press, 1980.

Benett, George H., *Guidance and Counseling*, New York: Mc Graw Hill and Company, 1963.

Bernard, Harold W. and Damsel W. Fullner, *Principles of Guidance*, New York: Harper and Ross Publisher, 1977.

Cox, Daniel F., *Curriculum Design for Living*. New York: The Balbs Miller Co., 1966.

Cox, Paul and P. E. Light, *High School Administration and Supervision*, New York: American Book Company, 1964.

Ferguson, George A. And Yoshio Takane, *Statistical Analysis in Psychology and Education*, 6th ed., USA: McGraw-Hill Book Company, 1989.

Flexner, Stuart Berg, *Unabridged Dictionary*, 2nd ed., New York, USA, Random House Inc., 1993.

Fowler, Fred A., *Guidance Services Handbook*, Salt lake City: State Department of Public Instruction, 1963.

Good, Carter V., Dictionary of Education, New York: McGraw Hill Book Co., 1969.

Gordon, Ira J., The Teacher as a Guidance Worker, New York: Odyssey Press, New Edition, 1962.

Hampfrey, Anthony Jr., Arthur E. Trexler and Robert North, Guidance Services, Illinois: Science Research Associate, Inc, 1967.

Hatch, Raymond and Bufard Staffies, Administration of Guidance Services, New York: Prentice Hall, Inc., 1978.

Jones, arthur J., et al. Principles of Guidance, New York:

Kapunan, Rocio-Reyes, Foundations of Guidance and Counseling, Revised Edition, Manila: Rex Bookstore, 1972.

Madali, Epifanio and Jose H. Cartes, Guidance in the Elementary Schools, Quezon City: R.. P. Garcia Publishing House and Company, 1967.

Miller, carol M., Foundation of Guidance, New York: Harper and Row Publishers, 1971.

Murro, James and Dan C. Dinkeneyer, Counseling in the Elementary and Middle Schools: A Pragmatic Approach, Iowa: William C. Broken Co. Publishers, 1977.

Ordóñez, Marcelo H., Guidance in the Philippine Setting, Quezon City:
Vermar Printing Press, 1985.

Pagoso, Cristobal and George Garcia, et al., Fundamental Statistic for
College Students, Manila: Sinag-tala Publishers, Inc., 1984.

Roeber, E. C. and G. R. Watz and G. F. Smith, A Strategy for Guidance,
New York: Prentice Hall Inc., 1978.

Roeber, E. C., Glen E. Smith and Clifford Erickson, Organization and
Administration of Guidance Services, New York: McGraw Hill
Book Co., Inc., 1955.

Shutzer, Bruce and Shelly Stone, Fundamentals of Guidance Program,
New York: The McMillan Co., 1986.

Smith, Glenn E., Principles and Practices of the Guidance Program,
New York: The McMillan Company, Inc., 1964.

Strong, Ruth and Geyms Norris, Guidance in the Classroom, New York:
The McMillan Company, 1954.

Traxler, Arthur E. and Robert North, Techniques in Guidance Program,
New York: The McMillan Company, Inc., 1964.

Walpole, Ronald E., Introduction to Statistics, 3rd ed., New York:
MacMillan Book Co., Inc., 1982.

Willy, Rey F. and Dean C. Andrea, *Modern Method and Techniques in Guidance*, New York: Harper and Brothers Publishers, 1973.

B. PERIODICALS

Casareno, Alejandro B., "The Nuances of Failures", *The Filipino Teacher.*, Vol. XL, No. 4, September, 1985.

Leah, Trinidad, "Humanism and the Guidance Counselor", *The Modern Teacher*, Vol. XXXI, No., 7, December, 1982.

Lolarga, Erlinda "Trends in Secondary Education: Focus on Guidance", *The Modern Teacher*, Vol. XXX, No. 6, November, 1981.

Pascual, Carolina "The Homeroom: An Essential Aspect of the Guidance Program", *Graduate Studies Journal*, Vol. 1, No. 1 and 2, September, 1977 and October, 1977 - March, 1978.

Rebillon, Letecia A., *The Homeroom Kit, An Introduction*", Bede's Publishing House, Inc., Quezon City, 1976.

C. UNPUBLISHED MATERIALS

Baltazar, Remedios C., "An Evaluation of the Guidance Program of the Public Secondary Schools of Manila", *Unpublished Master's Thesis*, University of the Philippines, 1985.

Bolledo, Catalina B., 'The Elementary Grade Teachers as Guidance Workers: An Appraisal', Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1998.

Cabanganan, Evangline C., "The Guidance Program of State Colleges and Universities in Region VIII: A Model", Unpublished Doctoral Dissertation, Samar State Polytechnic College, Catbalogan, Samar, 1994.

Culibra, Elizabeth C., 'The Involvement of Guidance Counselors and Teachers in Homeroom Guidance Activities in the Elementary Schools of Ormoc City Division: Inputs to a Proposed Model', Unpublished Master's Thesis, Leyte Institute of Technology, Tacloban City, 1992.

Davantes, Irene B., "An Improved Guidance Program of Sacred Heart College: A Model", Unpublished Master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1992.

Daz, Ester, "Guidance Program of Gandara Central Elementary School", Unpublished master's Thesis, Samar State Polytechnic College, Catbalogan, Samar, 1997.

Espiritu, Josefa L., "A Study of Homeroom Activities and Their Use as a Medium for Guidance at the Jose Abad Santos High School",

Unpublished Master's Thesis, National Teachers College,
Manila, 1985.

Fu, Hyang Fae, "A Proposed Guidance and Counseling Program for
Seong Jun University of Doe Jun in Korea", Unpublished
Master's Thesis, DeLasalle University, 1989.

Pablo, Hilaria, "The Guidance Program of Samar State Polytechnic
College: A Proposed Model", Unpublished Master's Thesis
Samar State Polytechnic College, Catbalogan, Samar, 1992.

Rabanza, Felicitas C., "An Analysis of the Participation in the Guidance
Services of Classroom Teachers in Saint Bernadette School",
Philippine Normal Normal University, Metro Manila, 1992.

Reyes, Maria A., "Degree of Perceived Involvement of Selected Public
and Private High School Teachers and Guidance Counselors in
the Attainment of Educational Goals Towards National
Development", Philippine Normal College, 1987.

Suan, Leonila, 'A Proposed Guidance Program for Balicuatro National
Vocational School in Allen, Northern Samar", Unpublished
Master's Thesis, Leyte Institute of Technology, Tacloban City,
1987.

D. BULLETIN

Bulletin No., 2, s. 1978, Department of Education, Culture and Sports,

“Guidelines for the Implementation of the Homeroom
Guidance.”

APPENDICES

APPENDIX A

Samar State Polytechnic College
COLLEGE OF GRADUATE STUDIES
Catbalogan, Samar

February 6, 1999

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

M a d a m :

In my desire to finish my masteral studies, I have the honor to submit for approval any of the herein proposed thesis problems:

1. A Proposed Homeroom Guidance for Catbalogan IV.
2. Involvement of Homeroom Advisers and Guidance Counselors in Homeroom Guidance Activities: Inputs to a Proposed Model.
3. Competencies of Homeroom Advisers as Guidance Workers.

Hoping for the favorable approval of any of these problems.

Very truly yours,

(SGD.) EVANGELINE L. PIMENTEL
Researcher

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: PIMENTEL EVANGELINE L
(Surname) (First Name) (Middle Name)

CANDIDATE FOR DEGREE : Master of Arts

AREA OF SPECIALIZATION: Guidance and Counseling

TITLE OF PROPOSED THESIS/DISSERTATION: Involvement of
Homeroom Advisers and Guidance Counselors in Homeroom
Guidance Activities: Inputs to a Proposed Model.

(SGD.) EVANGELINE L. PIMENTEL
Applicant

RIZALINA M. URBIZTONDO, Ed. D.
Name of Designated Adviser

APPROVED:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate Studies

CONFORME:

(SGD.) RIZALINA M. URBIZTONDO, Ed. D.
Adviser

In 3 copies: 1st copy - for the Dean
2nd copy - for the Adviser
3rd copy - for the Applicant

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
GRADUATE AND POST-GRADUATE EDUCATION
Catbalogan, Samar

July 15, 1999

THE SCHOOLS DIVISION SUPERINTENDENT

Division of Samar
Catbalogan, Samar

M a d a m :

In view of my desire to finish my thesis writing, the undersigned request your permission for the fielding of my questionnaire in the four educational Districts of the Division of Samar to gather data for the research entitled, "Involvement of Homeroom Advisers and Guidance Counselors in Homeroom Guidance Activities: Input to a Proposed Model".

Thank you for your kind consideration.

Very truly yours,

(SGD) EVANGELINE L. PIMENTEL
Researcher

NOTED BY:

(SGD) RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate/Post-Graduate Education

APPROVED BY:

(SGD.) JESUSITA L. ARTECHE, Ed. D.
Schools Division Superintendent

APPENDIX D

QUESTIONNAIRE

PART I - PERSONAL INFORMATION

Direction: Please provide the data/information needed by filling up or checking the items called for.

Name of Respondent: (optional) _____

Name of School: _____ Age: _____

Designation: _____ Sex: ____ Male ____ Female

Educational Qualification: (please check)

_____ BSEEd or its equivalent

_____ BSEEd with less than 30 MA units

_____ MA Holder/MA Equivalent

_____ Doctoral Holder/Doctoral units

Number of years teaching experience: _____

In-service trainings in Guidance attended: (please check)

Levels	No. of Hours
_____ District Level	_____
_____ Division Level	_____
_____ Regional Level	_____
Others (please specify): _____	_____

PART II - EXTENT OF INVOLVEMENT OF HOMEROOM ADVISERS AND GUIDANCE COUNSELORS IN HOMEROOM ACTIVITIES

Direction: Please check the appropriate column to indicate your involvement in the different homeroom activities. Use the scale value as indicated:

- 5 - Extremely Involved
 4 - Highly Involved
 3 - Fairly Involved
 2 - Less Involved
 1 - Not Involved

Homeroom Activities	5	4	3	2	1
<u>Personality Development</u>					
1. Provides pupils the opportunity to assess one's traits for self improvement					
2. Conducts lectures on individual differences for self-acceptance					
3. Offers assistance to pupils undergoing physical changes at puberty					
4. Offers help to pupils to correct defective behavior and habits					
5. Provides activities that bring out the strengths and identify the weaknesses of pupils for self-improvement					
6. Discusses with pupils the different ways of getting along well with one another					
7. Provides opportunities to pupils to practice friendliness and sociability					
8. Encourages pupils to share common interest which leads to lasting friendship					
9. Provides pupils opportunities to practice desirable character traits toward parents, brothers, and sisters					
10. Encourages pupils to relate or make a list of observed desirable qualities of his family					

Home Activities	5	4	3	2	1
11. Conducts demonstrations to pupils on proper behavior and good grooming for self-improvement					
12. Promotes activities that enhance the virtue of modesty in pupils' behavior and speech					
13. Provides opportunities to the pupils for values development and internalization					
14. Discuss with the pupils the rules for effective study habits					
15. Offers opportunities to pupils to express their own plans and actions in joining a school or community organization					
<u>Leadership and Citizenship Training</u>					
1. Conducts lectures on the duties and responsibilities of homeroom officers and members					
2. Provides activities that will help the pupils be aware of their duties as elected officer or member					
3. Encourages pupils to enumerate the different duties and responsibilities of homeroom members					
4. Gives opportunities to the pupils to show good leadership and followership qualities					
5. Points out situations that offer good leadership and followership qualities					
6. Helps the pupils understand school rules and regulations as guides in their school behavior					

Home Activities	5	4	3	2	1
7. Encourages pupils to realize the importance of rules and regulations in school and community life					
8. Provides opportunities where obedience to rules and regulations are practiced					
9. Offers the pupils the opportunities to list down school rules they most like					
10. Provides the pupils opportunities to develop wholesome attitudes toward school rules and regulations					
11. Encourages the pupils to take active part in the community development activities such as food production and community beautification					
12. Encourages the pupils to form and join school and community org.					
13. Encourages the pupils to relate their own experiences which show leadership and citizenship qualities					
14. Encourages the pupils to mention qualities that made our heroes leaders of the nation					
15. Recalls former classmates, friends and neighbors who have been leaders and describe their qual.					
<u>Career Development</u>					
1. Allows the pupils to identify the different occupations in terms of physical and mental requirements					

Home Activities	5	4	3	2	1
2. Discusses with the pupils how the different workers contribute to his well being and the community at large					
3. Provides opportunities to the pupils to form judgment of individual terms of their occupations					
4. Allows the pupils to enumerate the kinds of work people in the community engage in					
5. Conducts lectures on the importance of mental abilities and physical characteristics to the kind of work engaged in					
6. Provides work related activities in the classroom as practical ways of testing pupil's choice of work					
7. Conducts company and factory guided tour to observe working conditions					
8. Provides opportunities where pupils are recognized for their work well done					
9. Classifies occupations according to pupils' interest, capabilities					
10. Encourages the pupils to make wise decisions on career choice					
11. Encourages the pupils to tell the occupations or professions their parents are engaged in					
12. Encourages the pupils to express high regards for all kinds of honest occupations					

Home Activities	5	4	3	2	1
13. Motivates the pupils to give reports on information about the different occupations gathered from the guidance center					
14. Invites resource persons to talk on the different occupations found within the community					
15. Motivates the pupils to describe a person who serves them as models in the world of work					

III. Problems Met

IV. Solutions

CURRICULUM VITAE

CURRICULUM VITAE

NAME : EVANGELINE L. PIMENTEL
 ADDRESS : Purok 2, Brgy. Maulong
 Catbalogan, Samar
 DATE OF BIRTH : November 26, 1956
 PLACE OF BIRTH : San Jose de Buan, Samar
 CIVIL STATUS : Married
 SPOUSE : Reynaldo Y. Pimentel
 CHILDREN : Robinson 22, Agustina 21,
 Reynalyn 17
 RELIGION : Roman Catholic
 PRESENT POSITION : Master Teacher I
 STATION : Catbalogan IV Central
 Elementary School - Maulong

EDUCATIONAL BACKGROUND

Elementary Camanhagay Elem. School
 San Sebastian, Samar
 1962 - 1968
 Secondary Samar National School
 Catbalogan, Samar
 1968 - 1972
 College Samar College
 Catbalogan, Samar
 1972 - 1976
 Graduate Studies Samar State Polytechnic College
 Catbalogan, Samar
 1987 to date
 Curriculum Pursued Master of Arts
 Major Guidance and Counseling

CIVIL SERVICE ELIGIBILITY

Professional Board Examination
for Teachers (PBET) May 25, 1990
Tacloban City

HONORS AND AWARDS RECEIVED

Outstanding Teacher	. . . . .	Regional Award December 15, 1995 Tacloban City
First Placer Coach	. . . . .	Copyreading and Head- line Writing (Elem.) October 21-22, 1998 Catbalogan, Samar
Third Placer Coach	. . . . .	Newswriting (English) Elementary Level October 21-22, 1998 Catbalogan, Samar
First Placer Coach	. . . . .	District Quiz Bee in Listening and Reading Comprehension (Inter- mediate Level) September 15, 1997 Catbalogan, Samar
First Placer Coach	. . . . .	Declamation Contest District Level October 28, 1998 Catbalogan, Samar

TRAININGS, SEMINARS AND WORKSHOPS

Regional Training of Trainors in English, Science and
Mathematics, RELC, Candhug, Palo, Leyte, April 22 - May 4,
1996.

Division Training on Corrective Reading, BSP Building,
Catbalogan, Samar, August 1-3, 1996.

District Training in Music, Arts and Physical Education (MAPE), Catbalogan IV Central Elementary School, Catbalogan, Samar, September 12-14, 1996.

National Seminar Workshop, "Dissemination and Materials Development Workshop for Novice Writers", Applied Nutrition Center (ANC), Cebu City, January 28-30, 1997.

1998 District Training Program (DTP) in Elementary School Mathematics, DECS Division of Samar, August 28, 1998.

Division Training of Elementary and Secondary School Paper Advisers, Basey National High School, Basey, Samar, September 22-24, 1998.

Pampuro! ma Gawaing-Kapulungan sa Filipino, sa Paksang "Mga Gawain sa Binagong Kompetensi sa Elementarya", Catbalogan IV Central Elementary School, October 15-16, 1998.

Division Elementary and Secondary Schools Press Conference, Samar National School, Catbalogan, Samar, October 22, 1998.

Orientation Conference on the Duties and Responsibilities of Master Teachers, Redaja Conference Hall, DECS-Division of Samar, Catbalogan, Samar, November 25, 1998.

Sixth Regional Elementary Schools Press Conference, DZRM Elementary School, Tolosa, Leyte, October 28-30, 1998.

LIST OF TABLES

TABLE		PAGE
1	Distribution of Respondents	38
2	Profile of Respondents as to Age & Sex . .	44
3	Profile of Respondents as to Civil Status .	46
4	Profile of Respondents as to Education Qualification	47
5	Profile of Respondents as to Performance Rating	48
6	Profile of Respondents as to Teaching Experience	49
7	Profile of Respondents as to In-Service Trainings Attended	51
8	Degree of Involvement in Personality Development	53
9	Degree of Involvement in Leadership and Citizenship Training	57
10	Degree of Involvement in Career Development	62
11	Summary of the Difference in the Involve- ment of the Respondents in Guidance Activities	66
12	Summary of Chi-Square Computation	69
13	Problems Met by Respondents	73
14	Suggested Solutions	75

LIST OF FIGURES

FIGURE		PAGE
1	Schematic diagram illustrating the flow of how the study will be conducted	9
2	Maps	13