



## The Students' Performance in Homeroom Guidance as Predictor of the Academic Achievement of Grade 10 Students in Makabayan Subjects at Bendita National High School Magallanes District, Division of Cavite

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### Article info

#### Article history:

Received: 20 November 2021

Revised: 20 December 2021

Accepted: 29 December 2021

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#### Keywords:

Homeroom guidance performance, Academic achievement in Makabayan subjects, Descriptive-correlational

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### Abstract

This study investigated the effects of students' performance in Homeroom Guidance (HG) on the academic achievement of grade 10 students in Makabayan subjects. The researcher used descriptive-correlational method of research. Wherein, it focused on describing the relationship of the dependent and independent variables. Moreover, the data were collected from 102 students enrolled in Bendita National High School, District of Magallanes during the academic year 2020-2021. The students rating from Homeroom Guidance (HG) subject and their scholastic records in Araling Panlipunan (AP), Edukasyon sa Pagpapahalaga (ESP), Technology and Livelihood Education (TLE) and Music, Arts, Physical Education & Health (MAPEH) were analyzed. Accordingly, the result of the HG assessment showed that students were still in the "Developing" level. In terms of the academic achievement in Makabayan subjects, the students were "Satisfactory" with an overall mean of 83.05. Furthermore, based on the results of the regression analysis, HG performance significantly affects the academic achievement of the students in AP ( $R=.467^a$ ,  $F=27.816$ ,  $p=.000$ ,  $p<.05$ ); ESP ( $R=.631^a$ ,  $F=66.092$ ,  $p=.000$ ,  $p<.05$ ); MAPEH ( $R=.553^a$ ,  $F=43.970$ ;  $p=.000$ ,  $p<.05$ ) and TLE ( $R=.513^a$ ,  $F=35.788$ ,  $p=.000$ ,  $p<.05$ ). Additionally, all of the learning areas have shown positive relationship as shown in the R-value. This study is limited to the grade 10 level population whereas the researcher intends to extend the study to other grade level and eventually, will be utilized in policy creation and other related programs. With the aforementioned, conclusions were drawn and recommendations were offered.

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### Introduction

The learning institutions are bombarded with different challenges during the Covid-19 health crisis and in the second year of implementing learning continuity many adjustments are expected to transpire.

Looking back to the past experiences, the regional office has set a new framework that gives emphasis to the pedagogical quality and other areas related to its effective operationalization (Department of Education, 2021).

As CALABARZON pushes forward to a more responsive and holistic approach in delivering quality education amidst the Covid-19 pandemic, each Schools Division Office (SDO) challenges everyone to use research based-data in diagnosing phenomena or situations concerning learning interaction. With this, the education community would be able to handle complexities of psychosocial factors that are directly affecting learning readiness and students 'performance (Kolo, Jaafar, & Ahmad, 2017)

In the first year of the Covid-19 pandemic, all the schools in region IV-A have included Homeroom Guidance (HG) subject as part of curricular program. It aimed to provide assistance in academic development, personal and social development and career development of the students. Although this is not part of academic achievement however, it served as enrichment activity to help students decide wisely for their future aspiration (Licupa, 2020).

With the promising goals of HG, the researcher conducted this study to understand the relationship between the evaluation results in HG and the academic performance of the Grade 10 students in Makabayan subjects at Bendita Integrated National High School (BINHS) from the previous school year. Consequently, the results of the study will be used in policy creation and recommendations for the possible innovation in the coming school year.

## Literature review

The findings from different studies were important in shaping the purpose of this study. Accordingly, the studies of Bonney, Amoah, Micah, Ahiamenyo, & Lemaire (2015); Francisco & Celon, (2020); and Gullo (2013) have seen the importance of understanding the factors that might affect or increase academic performance of the learners. Since the variability is in question, a constant perusal is inevitably necessary to get a vantage point to help learners achieve in their educational pursuit.

The academic development of the students is one target of HG and an essential component in reaching holistic learner's success. Study.Com (2021) explained the significance of preparing the learners to use acquired skills and know-hows in order to perform well in school and build a repertoire of competencies in view of the future career.

Moreover, personal and social development are needed especially on today's situation. Thompson (2021)

discussed in his module the importance of understanding the self-concept and how it interacts with the social influences around an individual, particularly a child and this process would determine the person he/she would become tomorrow. Since the students are facing new sets of challenges amidst the pandemic, Department of Education (2020) pointed out three aspects that would help in combating the negative effects of Covid-19 such as rational thinking, healthy behavior and positive disposition. Moreover, the significance of facilitating HG in remote location or through self-learning modules would affirm new hopes and bright aspiration for the future.

Further, career development is the long-term goal eyed by the learners, their families and the respective educational institutions. Mckay (2020) defined career development as an option to explore on available occupation that suits your personality, skills and interests through learning and guided decision-making process. Accordingly, each school is tasked to conduct career guidance programs which help students choose their ideal job and help them prepare for it. As an adage once said, "it takes a village to raise a child", thus, given our situation, Department of Education (2021) is encouraging the parents and other home para teachers to help guide learners in achieving such educational goals.

In view of the recurring themes throughout various literature and studies reviewed, the researcher found relevant bases to pursue the current study.

## Research questions

This study aims to determine the relationship between the Homeroom Guidance and the academic performance of grade 10 students in Makabayan at Bendita Integrated National High School, District of Magallanes for the school year 2020-2021.

Specifically, this study seeks answers to the following questions:

1. What is the performance level of grade 10 in Homeroom Guidance?
2. What is the academic performance of grade 10 students in Makabayan subjects in terms of general weighted average (GWA)?
3. Is there significant relationship between the performance level of grade 10 students in Homeroom Guidance and its corresponding Makabayan subjects?

## Research methodology

### 1. Research design

This study used the descriptive-correlational

method of research. Wherein, this design focused on the relationship of variables to describe the occurrence of a phenomenon through analysis of the existing situation and eventually would create an assumption for the future events (Best & Kahn, 2006). More so, Zulueta & Costales Jr. (2003) emphasized that this method describes "what is" which highlights and accentuates what actually had occurred including current condition, practices, situations or any phenomena without any outside manipulation or control of the variables being observed or investigated.

Since, the study aimed to determine and analyze the academic performance of grade 10 students in Makabayan subjects and its relationship with the assessment results of HG in which these variables were based on the existing facts that came about as a result of the eventualities of learning continuity during this pandemic. Certainly, based on the prevailing idea, the use of this method was definitely appropriate for this study.

## 2. Population and sample size

The respondents of this study were based on the total population of 136 students selected from the different sections of grade 10 students in Bendita National High School, District of Magallanes in the Schools Division of Cavite Province from the previous school year 2020 to 2021. The sample size of 102 was calculated using Yamane's formula.

**Table 1** Population and sample size per section

Sections	N	n
Stargazer	45	34
Hyacinth	45	34
Jasmine	46	34
<b>TOTAL</b>	<b>136</b>	<b>102</b>

As shown in table 1, Bendita National High School has a total of 136 grade 10 learners from the prior school year and 102 respondents are the target samples of this study. Accordingly, the sections Stargazer and Hyacinth have the same value totaling to 45 grade 10 learners that year with target respondents of 34. Finally, Jasmine has a population of 46 grade 10 learners and has 34 target samples. This study was implemented in the above sections and worked with the samples indicated.

The stratified random sampling technique was used in this study. According to Tirona, (2014), This sampling system is used when the population has subsets and these would define the assigned group of the target

sample based on the clustering of the population. Although, this technique is almost similar to simple random sampling wherein, sample size is selected by chance however, the only difference is the clustering or grouping of the population and the sample size.

As part of the process, the researcher used fishbowl technique to randomly select each respondent of the study and as a result, they would remain in the group or cluster where they originally belonged.

## 3. Data collection

This study used the copy of individual scholastic record of learners particularly, in Makabayan subjects and the HG evaluation results.

The initial step in this process was the submission of the research proposal and its approval. Then, the researcher presented the proposal to the principal and asked her permission to conduct the study. Afterwards, the researcher had communicated to the advisers and sought their help pertaining to the needed performance data of the target learners. And finally, the results were classified, tabulated, and analyzed.

## 4. Ethical issues

The acquired data from the scholastic records of the students were only used for the purpose of this study. To carry out such action, the researchers had applied optimum confidentiality and anonymity of the personal information of the target respondents. After which, proper safekeeping and disposal of the acquired documents were done.

## 5. Data analysis

The strategies used in analyzing the gathered data were percentage, weighted mean and regression analysis. (1) Percentage was utilized to make a description of the respondents' profile and determine the percent rating of each category. (2) Mean and Weighted Mean were used to determine the scores of the students/respondents. (3) And finally, Regression Analysis was utilized to know the significant relationship of Homeroom Guidance evaluation and the academic performance of the learners in Makabayan subjects.

**Table 2** The scale used for Homeroom Guidance Evaluation

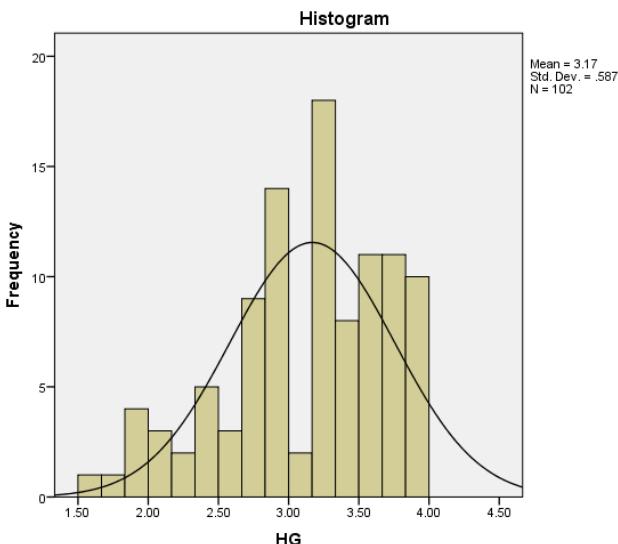
Scale	Range	Category
1	1.00 - 1.79	No chance to observed
2	1.80 - 2.59	Needs improvement
3	2.60 - 3.39	Developing
4	3.40 - 4.19	Sufficiently developed
5	4.20 - 5.00	Developed and Commendable

**Table 3** The scale used for academic performance of the students

Scale	Range	Category
1	Below 75	Did not meet expectation
2	75-79	Fairly satisfactory
3	80-84	Satisfactory
4	85-89	Very satisfactory
5	90-100	Outstanding

## Results and discussion

Problem 1. The result of the HG assessment showed that students were still in “Developing” level in terms of psycho-social maturity towards their studies and aspirations in life as seen in the overall weighted mean of 3.1683. The level of their HG rating generally implies that parents, tutors and teachers need to oversee and guide their respective children/students on educational pursuits.

**Figure 1** The homeroom guidance rating of grade 10 learners for the SY 2020-2021

Problem 2. In terms of the academic grade of the students in Makabayan Subjects, the students were mostly average in their performance as revealed in the overall mean of 83.05 under the description of “Satisfactory”. Particularly, as shown in table 4 “Araling Panlipunan (AP)” (GWA=84.48); “Music, Arts, Physical Education and Health (MAPEH)” (GWA = 81.72) and “Technology and Livelihood Education (TLE)” are all in “Satisfactory” level. In contrast, among all other subjects, “Edukasyon sa Pagpapakatao” attained a “Very Satisfactory” level (GWA = 85.03)

**Table 4** The academic performance of grade 10 students in Makabayan subjects

Makabayan subjects	GWA	Verbal interpretation
Araling Panlipunan (AP)	84.48	Satisfactory
Edukasyon sa Pagpapakatao (ESP)	85.03	Very satisfactory
Music, Arts, Physical Education and Health (MAPEH)	81.72	Satisfactory
Technology and Livelihood Education (TLE)	80.98	Satisfactory
Total	83.05	Satisfactory

Legend:

Range	Adjectival interpretation
90 – 100	Outstanding
85 – 89	Very satisfactory
80 – 84	Satisfactory
75 – 79	Fairly satisfactory
74 – below	Did not meet expectation

Problem 3. As shown in table 5, A bivariate regression analysis was conducted to determine how well the Homeroom Guidance rating could predict the performance of the grade 10 students in Makabayan subjects such as in Araling Panlipunan ( $R=.467^a$ ,  $F=27.816$ ,  $p=.000$ ,  $p<.05$ ); Edukasyon sa Pagpapakatao ( $R=.631^a$ ,  $F=66.092$ ,  $p=.000$ ,  $p<.05$ ); Music, Arts, Physical Education and Health ( $R=.553^a$   $F=43.970$ ;  $p=.000$ ,  $p<.05$ ) and Technology and Livelihood Education ( $R=.513^a$   $F=35.788$ ,  $p=.000$ ,  $p<.05$ ). Additionally, as shown in the scatterplots, all of the learning areas have shown positive relationship.

**Table 5** Bivariate regression analysis of homeroom guidance ratings as predictor

Sources of variation	R-value	df	F	P-value	VI	Decision
Araling Panlipunan (AP)	.467 <sup>a</sup>	1 100	27.816	.000 <sup>b</sup>	Significant	Reject H <sub>0</sub>
Edukasyon sa Pagpapakatao (ESP)	.631 <sup>a</sup>	1 100	66.092	.000 <sup>b</sup>	Significant	Reject H <sub>0</sub>
Edukasyon sa Pagpapakatao (ESP)	.631 <sup>a</sup>	1 100	66.092	.000 <sup>b</sup>	Significant	Reject H <sub>0</sub>
Music, Arts, Physical Education and Health (MAPEH)	.553 <sup>a</sup>	1 100	43.970	.000 <sup>b</sup>	Significant	Reject H <sub>0</sub>
Technology and Livelihood Education (TLE)	.513 <sup>a</sup>	1 100	35.788	.000 <sup>b</sup>	Significant	Reject H <sub>0</sub>

## Conclusions

Based on the findings of the study, the following conclusions were drawn:

- Overall, the respondents were still in “Developing” level in terms of psycho-social maturity towards their studies and aspirations in life as seen in the weighted mean totaling to 3.17.

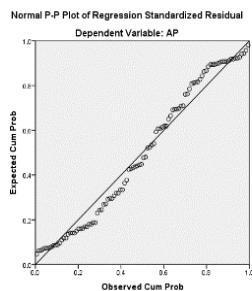


Figure 2 AP Scatterplot

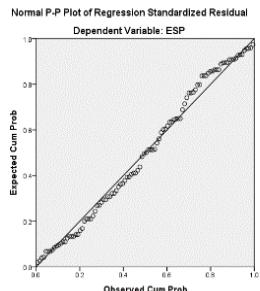


Figure 3 ESP Scatterplot

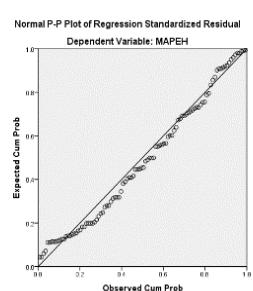


Figure 4 MAPEH Scatterplot

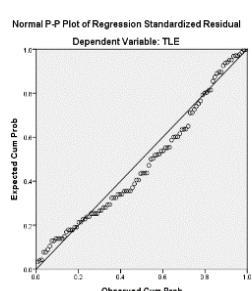


Figure 5 TLE Scatterplot

2. In terms of the academic achievement of the grade 10 students in Makabayan Subjects, it could be gleaned that most of them were average in their performance as shown in the overall mean of 83.05 under the description of "Satisfactory".

3. For the regression analysis, the HG performance of grade 10 students significantly affects the academic achievement in Makabayan subjects

## Recommendations

Based on the findings and conclusions presented, the following recommendations are suggested:

1. The school head and the quality management team could initiate a seminar/ training program for career guidance in order to capacitate teachers, parents and tutors in guiding the students particularly on the transition period or moving up.

2. The school head and the quality management team could initiate programs that will intensify the homeroom guidance implementation in the school, especially in this time of health crisis due to Covid-19.

3. The policy makers and divisional managers could create a mechanism for sharing best practices of Homeroom Guidance implementation.

4. Other research is encouraged for an in-depth validation of the results with regards to the parameters of this study.

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