International Journal of Social Sciences and Humanities Invention 13(01): 8895-8905, 2026
DOI: 10.18535/ijsshi/v13i01.03
ISSN: 2349-2031
https://valleyinternational.net/index.php/theijsshi

Self-Efficacy and Job Performance of Secondary Class Advisers in The Implementation of Homeroom Guidance Program

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Abstract:

Teachers handling advisory classes in Junior and Senior High Schools are called secondary class advisers. These teachers teach students with academics and taking other tasks like facilitating Homeroom Guidance Program which might contribute to their level of self-efficacy and job performance. The study's purpose was to investigate the relationship between Self-Efficacy and Job Performance of Secondary Class Advisers in the Implementation of HGP. A descriptive-correlational methodology was used to gather data from 120 secondary class advisers of whom mostly were females holding a Master's Degree and serving for 6-10 years. This study found out that demographic profile such as age, highest educational attainment and number of years in service showed no significant difference in self-efficacy. Moreover, the secondary class advisers self-assessed themselves having a "very high self-efficacy" across measured aspects and generally performing "good" in implementing HGP. Relatively, there is a significant difference in self-efficacy between male and female class advisers in which male is slightly higher than female. Statistical analysis also found that there is no significant difference in job performance when grouped according to profile. Additionally, the study found a positive relationship between self-efficacy and job performance of secondary class advisers. Lastly, along with the findings are challenges in the implementation, which recommended an intervention "PROJECT SIGLA: Strengthening Instructors' Guiding Learners Abilities". The findings imply that enhancing teacher's self-efficacy can significantly contribute to improving job performance. The study concludes that there is a positive relationship between self-efficacy and job performance among secondary class advisers. Teachers who possess higher levels of self-efficacy tend to demonstrate greater confidence and effectiveness in carrying out responsibilities. It is recommended that school administrators and educational leaders provide continuous professional development programs that enhance teacher's self-efficacy. Strengthening confidence and mastery experience may lead to improved job performance and improved implementation of Homeroom Guidance Program.

Keywords: **Self-efficacy, Job Performance, Secondary Class Advisers, Homeroom Guidance Program Implementation.**

INTRODUCTION

DepEd Order No. 67, s. 1997 mandated the implementation of the Revitalized Homeroom Guidance Program (RHGP) in all public and private high schools to help create a productive learning environment and address learners' academic, career, and personal-social needs. Over time, the program was strengthened through DepEd Memo No. 155, s. 2020, which provided updated guidelines and reframed RHGP as the Homeroom Guidance Program (HGP) to respond to contemporary student development needs.

Class advisers play a crucial role in HGP implementation, serving not only as academic teachers but also as mentors, counselors, and facilitators of students' holistic development. They identify early signs of concerns such as stress, bullying, and family problems and refer students to appropriate support services. However, secondary class advisers face increasing challenges as HGP adds to their existing responsibilities, particularly when implemented without adequate training or orientation, which may affect their self-efficacy and job performance.

The effectiveness of the HGP largely depends on teachers' self-efficacy and commitment. Teachers with high self-efficacy demonstrate better planning, classroom management, innovation, and student engagement, leading to improved student outcomes. This study examined the relationship between self-efficacy and job performance of secondary class advisers, as well as the challenges they encounter in implementing HGP. Findings aim to serve as a basis for developing interventions to strengthen program implementation and better support teachers.

METHODOLOGY

This study utilized the descriptive correlational design to investigate the relationship between the Self-efficacy and Job Performance of secondary class advisers in the implementation of the Homeroom Guidance Program (HGP). Stratified random sampling technique was used to determine the 173 respondents who were secondary class advisers, with a sample size of 120. Based on the criteria, respondents must be employed secondary class advisers, must have at least one year of experience as a secondary classroom adviser, must have implemented the homeroom guidance program within the previous school year; and must be willing to participate voluntarily and provide informed consent.

In gathering the quantitative data, a survey questionnaire was used. The researcher-made instruments were anchored from different sources to measure self-efficacy and job performance to better fit in the context of the study. The instrument employed in this study has three parts. Part I of the questionnaire required the Demographic Profile of the respondents, such as age, sex, highest educational

attainment, and the number of years in service. Part II assessed the Self-efficacy of the respondents. There were 30 questions which were categorized into four and rated using 4-point Likert scale with 1 having a description of Strongly Disagree, 2 as Disagree, 3 as Agree and 4 as Strongly Agree.

Part III of the questionnaire assessed the Job Performance level of the respondents containing 23 items. The Job Performance questionnaire has three categories namely task performance, contextual performance and counterproductive work behavior. This part gathered information about Job Performance using 4-point Likert scale with 1 having a description of Strongly Disagree, 2 as Disagree, 3 as Agree and 4 as Strongly Agree. Lastly, for qualitative data gathering, an adapted questionnaire was used for Key Informant Interview (KII) containing five four main questions.

Data collection was scheduled during faculty meetings or Learning Action Cell (LAC) sessions to ensure convenience and minimize disruption to school operations.

Moreover, this study was conducted in 5 big schools in the Division of Camiguin implementing the Homeroom Guidance Program. Descriptive statistics, ANOVA and Pearson R correlation were utilized to interpret data.

RESULTS AND DISCUSSION

This part includes the presentation, analysis, and interpretation of the data gathered in the study. The discussion flow is according to the problems of the study.

Profile of Respondents

Table 6 presents the frequency distribution of respondents' profile based on age. The age group is classified based on Erikson's Psychosocial Development Theory. The data shows that 52 of the respondents are in the 31-39 years old age group classified as early middle adults, comprising 43.3% of the total sample, followed by 34 respondents in the 21-30 years old group or young adults at 28.3%. Moreover, 29 of them are in 40-49 years old group or middle adults makes up 24.2%, while 5 respondents in 50 years old and above group or late adults constitutes 4.2%.

Table 6: Frequency Distribution of Respondents' Profile Based on Age

Category	Frequency	Percentage
21-30 years old	34	28.3
31-39 years old	52	43.3
40-49 years old above	29	24.2
50 years old above	5	4.2
Total	**120**	**100.0**

Table 7 presents the frequency distribution of respondents' profile based on sex. The data shows that out of 120 respondents, 101 are female, comprising 84.2% of the total sample, while 19 males make up 15.8%.

Table 7: Frequency Distribution of Respondents' Profile Based on Sex

Category	Frequency	Percentage
Male	19	15.8
Female	101	84.2
Total	**120**	**100.0**

Table 8 presents the frequency distribution of respondents' profile based on highest educational attainment. The data shows that out of 120, 45 of respondents hold a Master's Degree, comprising 37.5% of the total sample, followed by 40 respondents with a Doctorate Degree at 33.3% and a 35 of them (29.2%) holding a Bachelor's Degree.

Table 8: Frequency Distribution of Respondents' Profile Based on Highest Educational Attainment

Category	Frequency	Percentage
Bachelor's Degree	35	29.2
Master's Degree	45	37.5
Doctorate Degree	40	33.3
Total	**120**	**100.0**

Table 9 presents the frequency and percentage distribution of respondents according to years in service. This classification reflects teachers' stages of professional experience and development, progressing from novice to expert. The categories are grounded in professional growth theories such as Huberman's Teacher Career Cycle Model (1989) and the Dreyfus and Dreyfus Skill Acquisition Theory (1980), as supported by Villegas-Torres and Lengeling (2021) and Rousse and Dreyfus (2021).

Table 9: Frequency Distribution of Respondents' Profile Based on Numbers of Years in Service

Category	Frequency	Percentage
1-5 years	30	25.0
6-10 years	60	50.0
11-15 years	16	13.3
16 years and above	14	11.7
Total	**120**	**100.0**

Out of 120 respondents, 60 teachers have been in service for 6-10 years or developing teachers comprising 50%. This is followed by 30 teachers (25%) who have served for 1-5 years in service classified as beginning or novice teachers. Meanwhile, 16 teachers (13.3%) have served for 11-15 years classified as experienced teachers and 14 teachers are 16 years and above (11.7%) in service classified as expert teachers.

Level of Self-efficacy

Table 14 presents the summary of secondary class advisers' self-assessment of their level of self-efficacy. The findings indicate that advisers report a very high level of self-efficacy, as demonstrated by the overall mean score of 3.54 (SD = 0.51), which is interpreted as "Very High Self-efficacy".

Table 14: Mean Distribution Summary on Self-efficacy

	Mean	SD	Qualitative Description
Mastery Experience	3.46	0.53	Very High Self-efficacy
Vicarious Experience	3.63	0.48	Very High Self-efficacy
Verbal Persuasion	3.60	0.53	Very High Self-efficacy
Emotional and Psychological State	3.47	0.52	Very High Self-efficacy
Overall	**3.54**		**Very High Self-efficacy**

Legend: 1.00 – 1.75 (Very Low Self-efficacy), 1.76 – 2.50 (Low Self-efficacy), 2.51 – 3.25 (High Self-efficacy), 3.26 – 4.00 (Very High Self-efficacy)

Overall, the very high level of self-efficacy reflects that secondary class advisers in Camiguin are highly confident in fulfilling their responsibilities. High self-efficacy is critical in ensuring that advisers take on leadership roles and effectively engage with students, especially in demanding contexts. (Tschannen-Moran & Hoy, 2016). Moreover, the strong sense of self-efficacy among advisers can lead to better overall performance, helping them fulfill their responsibilities and contribute positively to student development (Zee & Koomen, 2016).

These results suggest that schools should continue providing collaborative mentoring, professional development and emotional support systems to sustain and enhance secondary class advisers' self-efficacy.

Level of Job Performance

Table 18: Mean Distribution Summary of Job Performance

	Mean	SD	Qualitative Description
Task Performance	3.53	0.51	Very Good Performance
Contextual Performance	3.44	0.55	Very Good Performance

Counter Productive Work Behavior	1.92	0.84	Good Performance
Overall	**2.96**	**0.64**	**Good Performance**

Legend: 1.00 – 1.75 (Very Poor Performance), 1.76 – 2.50 (Poor Performance), 2.51 – 3.25 (Good Performance), 3.26 – 4.00 (Very Good Performance)

Overall, these results reflect that secondary class advisers perform their roles with commitment and professionalism, contributing positively to the holistic development of students through Homeroom Guidance Program. The findings imply that secondary class advisers in Camiguin possess a balanced performance profile, characterized by strong task execution, collaborative spirit and minimal counterproductive behaviors. Sustained training and peer mentoring may further strengthen their contextual performance and reduce minor counterproductive tendencies. Yilmaz and Göçen (2024) reported that reducing counterproductive work behavior among teachers depends on administrative support and teacher empowerment, reinforcing the implication that sustained encouragement and recognition can enhance HGP delivery.

Significant Difference of Demographic Profile to Self-efficacy

Table 19 shows the results of testing the significant difference in Self-Efficacy among secondary class advisers based on age using one-way ANOVA. The findings suggest that age shows no significant differences in self-efficacy since the p-value is above the 0.05 threshold. The average mean of self-efficacy scores for the different age groups namely 21-30 years old (3.65), 31-39 years old (3.63), 40-49 years old (3.45), and 50 years old and above (3.80).

Table 19: Test of ANOVA for Self-efficacy based on Age

Category	Mean	F-value	p-value	Remarks	Decision on Ho
21-30 years old	3.65	1.398	0.247	Not Significant	Failed to Reject
31-39 years old	3.63				
40-49 years old above	3.45				
50 years old above	3.80				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

Although differences are not statistically significant, mean values show slight variation in self-efficacy across age groups. Advisers aged 50 and above recorded the highest mean (M = 3.80), suggesting stronger confidence possibly due to extensive teaching experience and familiarity with school programs. In contrast, advisers aged 40–49 obtained the lowest mean, which may reflect challenges related to increased workload and adapting to ongoing educational reforms.

Overall, the findings indicate that age does not significantly influence the self-efficacy of secondary class advisers in Camiguin Island. Regardless of age or experience, advisers consistently demonstrate very high confidence in their teaching roles. This suggests that a supportive and well-structured school environment helps sustain high self-efficacy levels. Consistent with Türkoğlu et al. (2021), self-efficacy is more strongly shaped by feedback, training, and collective school support than by personal factors such as age.

Table 20 presents the t-test results comparing self-efficacy between male and female secondary class advisers. Male advisers obtained a higher mean score (M = 3.68) than female advisers (M = 3.58). The computed t-value (4.346) and p-value (0.039), which is below the 0.05 level of significance, indicate a significant difference between the two groups. Thus, the null hypothesis is rejected, suggesting that sex significantly influences the self-efficacy of secondary class advisers.

Table 20: T-test for Self-efficacy based on Sex

Category	Mean	t-value	p-value	Remarks	Decision on Ho
Male	3.68	4.346	0.039	Significant	Rejected
Female	3.58				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

The result indicates that male and female advisers differ in perceived self-efficacy, with males reporting slightly higher confidence. Lesha (2021) noted that male teachers tend to be more confident in advisory and leadership tasks, while females show stronger relational efficacy but lower task-based confidence. Similarly, Orakcı et al. (2023) found that differences in confidence and classroom management contribute to higher self-efficacy among male teachers. Gender roles may influence these perceptions, affecting effectiveness in program implementation.

This suggests that sex plays a role in shaping self-efficacy among secondary class advisers. To address this, school administrators should provide equal capacity-building opportunities, implement gender-sensitive training to bridge self-efficacy gaps, foster collaborative environments, and promote mentoring systems where teachers of different genders can share best practices in advisory and related tasks.

Table 21 presents the one-way ANOVA results comparing self-efficacy among secondary class advisers based on their highest educational attainment. The F-value (0.439) and p-value (0.646) indicate no significant differences, as the p-value exceeds the 0.05 threshold. Mean self-efficacy scores were 3.54 for Bachelor's degree holders, 3.60 for Master's, and 3.65 for Doctorate holders, suggesting that educational attainment does not meaningfully affect advisers' self-efficacy.

Table 21: Test of ANOVA for Self-efficacy based on Highest Educational Attainment

Category	Mean	F-value	p-value	Remarks	Decision on Ho
Bachelor's Degree	3.54	0.439	0.646	Not Significant	Failed to Reject
Master's Degree	3.60				
Doctorate Degree	3.65				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

The level of self-efficacy among secondary class advisers is consistent regardless of academic qualification, suggesting that higher degrees do not necessarily lead to greater confidence. Advisers in Camiguin demonstrate similar confidence in fulfilling their duties, whether as class advisers, HGP facilitators, or coordinators, despite their degree level. This reflects the multiple roles teachers handle under DepEd programs, showing that self-efficacy is not determined by credentials alone. Other factors likely influence advisers' belief in their ability to perform tasks effectively. As Kuo (2022) notes, educational level does not fully explain the complexity of what shapes an individual's confidence and effectiveness in advisory roles.

Table 22 presents the one-way ANOVA results comparing self-efficacy of secondary class advisers based on years in service. The F-value (0.225) and p-value (0.879) indicate no significant differences, as the p-value exceeds 0.05. Mean self-efficacy scores were 3.60 for 1–5 years, 3.62 for 6–10 years, 3.63 for 11–15 years, and 3.50 for 15 years and above, showing that length of service does not significantly affect self-efficacy.

Table 22: Test of ANOVA for Self-efficacy based on Number of Years in Service

Category	Mean	F-value	p-value	Remarks	Decision on Ho
1-5 years	3.60	0.225	0.879	Not Significant	Failed to Reject
6-10 years	3.62				
11-15 years	3.63				
15 years and above	3.50				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

The findings imply that both novice and experienced secondary class advisers possess comparable levels of self-efficacy. This is due to the Department's effort of having ongoing capacity-building initiatives and professional development programs which are very helpful for teachers to develop self-efficacy.

In Camiguin, novice or experienced secondary class advisers can both perform their duties well in school. Assignment of ancillary tasks does not require years in service as long as the teacher is able to do such task. In some schools, novice teachers are given more tasks especially in having school events because they are more agile and enthusiastic especially in creating ideas. Experienced

teachers are also given tasks that they are more knowledgeable enough to make things in place and provide assistance to those who needs them to achieve desired goals. This is aligned to the study of Canrinus et al. (2021) who revealed that teacher's confidence is shaped more by positive work environments and professional collaboration than by years in service.

Significant Difference of Demographics to Job Performance

Table 23 shows the results of testing for differences in job performance among secondary class advisers based on age using one-way ANOVA. The finding suggest that age has no significant difference in job performance in implementing homeroom guidance program given that the F-value is *1.006* and p-value *is 0.393.* The average mean of job performance scores for the different age groups where 21-30 years old is 3.06, 31-39 years old is 2.98, 40-49 years old is 3.00, and 50 years old and above is 3.20.

Table 23: Test in ANOVA for Job Performance Based on Age

	Job Performance of Secondary Class Advisers				
Category	Mean	F-value	p-value	Remarks	Decision on Ho
21-30 years old	3.06	1.006	0.393	Not Significant	Failed to Reject
31-39 years old	2.98				
40-49 years old above	3.00				
50 years old above	3.20				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

This result indicates that both younger and older secondary class advisers exhibit comparable levels of performance. Furthermore, this suggests that job performance in implementing HGP is not determined by age. This finding is consistent with the study of Mazo (2015) which concluded that teachers' age had no significant relationship with job performance, as professionalism and dedication transcend demographic variables such as age.

This finding simply implies that job performance in HGP is not dependent on teachers' age. It highlights the greater performance of professional skills, adaptability, and supportive school environments in ensuring effective program delivery.

Table 24 shows the results of testing for differences in job performance between male and female secondary class advisers using the t-test. The result shows that there is no significant difference between males and females in their job performance with t-value of 1.488 and p-value of 0.225. This suggests that whether an adviser is male or female, it doesn't seem to make a noticeable difference in their performance when it comes to implementing Homeroom Guidance Program.

Table 24: T-test for Job Performance based on Sex

	Job Performance of Secondary Class Advisers				
Category	Mean	t-value	p-value	Decision on Ho	Remarks
Male	3.11	1.488	0.225	Failed to Reject	Not Significant
Female	3.00				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

Although the average mean of job performance score for male 3.11 is slightly higher than female (3.00), the difference is statistically insignificant. This implies that both male and female teachers are equally capable and committed in carrying out their tasks in the program.

The finding tries to emphasize that gender is not a determinant factor of performance. There is more influential to it such as competence, training and self-efficacy. Both can work and perform well provided that they are given the necessary support and guidance in implementing the program. In connection, Febriani et al. (2024) found out that gender has no significant differences in job performance, emphasizing that it is the abilities and tasks associated with the role, rather than gender, that play a more important role in determining performance.

Table 25 shows the result in test for significant differences in job performance among secondary class advisers based on their highest educational attainment using one-way ANOVA. The findings suggest that the highest educational attainment of an adviser does not show any significant difference in their job performance as the F-value is 1.242 and p-value is 0.293. The average mean for job performance educational groups gives Bachelor's Degree with 3.09, Master's Degree with 3.00, and Doctorate Degree with 2.97.

Table 25: Test of ANOVA for Job Performance based on Highest Educational Attainment

	Job Performance of Secondary Class Advisers				
Category	Mean	F-value	p-value	Remarks	Decision on Ho
Bachelor's Degree	3.09	1.242	0.293	Not Significant	Failed to Reject
Master's Degree	3.00				
Doctorate Degree	2.97				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

Moreover, this suggests that an adviser's level of education doesn't seem to make a noticeable difference in their confidence or performance when it comes to implementing HGP.

This finding could imply that practical experience, on-the-job training, or innate skills may be more critical to success in this specific domain than the theoretical knowledge gained through formal education (McConnell, 2018). It is plausible that the skills necessary for successful HGP implementation are developed through direct engagement with the process, iterative learning from past experiences, and mentorship from seasoned professionals, rather than relying solely on academic credentials (Hart-Baldridge, 2020). Furthermore, the absence of a noticeable difference between education level and performance may reflect the evolving nature of the HGP landscape, where continuous professional development and adaptation to emerging trends are essential, potentially making initial academic qualifications less significant (Flannigan-Lewis, 2019).

Table 26 shows the results of testing for significant differences in job performance when grouped according to their years of service using one-way ANOVA. This indicates that length of service does not significantly affect their job performance in implementing the homeroom guidance program. The average mean of job performance scores for the different groups is almost identical--1-5 years with 3.03, 6-10 years with 3.02, 11-15 years 3.00, and 15 years and above with 3.00—which shows a consistent across all service groups.

Table 26: Test of ANOVA for Job Performance in Number of Years in Service

	Job Performance of Secondary Class Advisers				
Category	Mean	F-value	p-value	Remarks	Decision on Ho
1-5 years	3.03	0.054	0.983	Not Significant	Failed to Reject
6-10 years	3.02				
11-15 years	3.00				
15 years and above	3.00				

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is failed to reject if Not Significant

The finding indicates that whether an adviser has been in service for a few years or many, they can do comparable effectiveness in fulfilling their roles. This also implies that both new and veteran secondary class advisers are capable of effectively implementing HGP. This highlights the importance of continuous learning, adaptability, and teamwork rather than relying solely on years of experience as a marker of performance. Omar et al. (2020) reported that demographic factors such as age, sex and length of service are not strong determinants of performance. Instead, training and professional development make the difference.

Significant Relationship of Self-efficacy and Job Performance

Table 27 presents the test of the significant relationship between secondary class advisers' level of self-efficacy and their job performance in the implementation of Homeroom Guidance Program (HGP).

Table 27: Test of Significant Relationship Between Self-efficacy and Job Performance

Self-efficacy	**Job Performance**			
	Task Performance	**Contextual Performance**	**Counter Productive Work Behavior**	**Overall Measure**

	r	*p-value*	*Decision on Ho*	*r*	*p-value*	*Decision on Ho*	*r*	*p-value*	*Decision Ho*	*r*	*p-value*	*Decision Ho*
Mastery Experience	*.488***	*.000*	*Rejected*	*.307***	*.001*	*Rejected*	*-.199**	*.029*	*Rejected*	*.106*	*.247*	*Failed to Reject*
Vicarious Experience	*.445***	*.000*	*Rejected*	*.396***	*.000*	*Rejected*	*.011*	*.909*	*Failed to Reject*	*.206**	*.024*	*Rejected*
Verbal Persuasion	*.528***	*.000*	*Rejected*	*.536***	*.000*	*Rejected*	*-.069*	*.456*	*Failed to Reject*	*.198**	*.031*	*Rejected*
Emotional and Physiological State	*.448***	*.000*	*Rejected*	*.566***	*.000*	*Rejected*	*.018*	*.845*	*Failed to Reject*	*.262***	*.004*	*Rejected*
Overall Measure	*.595***	*.000*	*Rejected*	*.593***	*.000*	*Rejected*	*-.057*	*.538*	*Failed to Reject*	*.205**	*.025*	*Rejected*

Significant if p-value <0.05
Legend: Ho is rejected if Significant
Ho is accepted if Not Significant

The overall measure of self-efficacy showed a significant positive correlation with overall job performance (r=.205, p=.025), confirming that teachers' confidence in their own competence contributes meaningfully to how well they perform in their professional roles. When advisers believe in their overall capacity to fulfill their multi-faceted roles, they tend to be more motivated, proactive and dedicated in carrying out their responsibilities. This broad sense of self-efficacy enables them to take initiative in HGP implementation, explore innovative approaches in facilitating guidance sessions and maintain enthusiasm even amid administrative pressures and time constraints.

In the context of Camiguin Island, where teachers manage both academic and homeroom duties with limited resources, a strong sense of self-efficacy serves as a psychological buffer that sustains their engagement and resilience. Advisers who believe in their capacity to succeed are more confident in addressing student's developmental needs, handling behavioral challenges, and ensuring that HGP goals are met. Wang and Gagne (2016) reported that self-efficacious educators exhibit higher levels of enthusiasm, emotion regulation, and adaptability—factors that are essential in delivering the holistic objectives of Homeroom Guidance Program. Hence, this study, underscores the need for continuous professional development, mentoring and recognition programs that build teachers' confidence and capability to perform their homeroom guidance duties effectively.

Issues and Challenges

Secondary class advisers encounter issues and challenges in implementing homeroom guidance program such as Lack of Resources and Training, Time Constraints and Scheduling Issues, Student Engagement and Interest, Lack of Monitoring and Support and Teacher Training and Commitment.

Issues and Challenges in the Implementation

Table 28 presents the issues and challenges encountered by the secondary class advisers in implementing the homeroom guidance program. There were five major themes emerged as shown in the table below.

Table 28: Issues and Challenges

Themes	Codes	Frequency of Response	Percentage
Low Student Engagement and Readiness	of interest, Difficulty understanding, sensitive topics, absenteeism	3	30%
Inadequate Training	ained facilitators, Lack of RHGP training, Insufficient Guidance training	2	20%

Themes	Codes	Frequency of Response	Percentage
Weak Monitoring System	nonitoring system, Lack of DepEd supervision	2	20%
Logistical and Structural Barriers	eduling issues, Large class size	2	20%
Instructional Material Concerns	lules unclear or ineffective	1	10%

The most cited concern is low engagement and readiness (30%), which includes lack of student interest, difficulty in understanding lessons, sensitivity of topics, and absenteeism which indicates that learners may not be fully prepared to participate in RHGP sessions, reducing program effectiveness.

The second major issue is inadequate training (20%), referring to the lack of trained facilitators, insufficient HGP training, and limited guidance preparation which reflects gaps in teacher capacity that affect program delivery.

A weak monitoring system (20%) also emerged, particularly limited supervision from DepEd which implies that monitoring and feedback are vital for accountability and sustainability; without them, implementation gaps persist.

Another challenge is logistical and structural barriers (20%), such as scheduling conflicts and large class sizes, which hinder interaction and consistency. And lastly, instructional material concerns (10%) highlight unclear or ineffective modules.

Quality of Guidance and Counseling Services for Students

Table 29 shows the influence of issues and challenges encountered in the implementation of HGP.

Table 29: Influence of Issues and Challenges in Implementation

Themes	Codes	Frequency	Percentage
Decline in Student Engagement and Learning Outcomes	uced student engagement, Low retention and application, Confusion	3	30%
Weak Program Structure and Monitoring	of monitoring, Poor topic organization, Absence of supervision	3	30%
Classroom and Capacity Challenges	rcrowded classes, Lack of individual attention	2	20%
Teacher Burnout and Professional Development Gaps	nout, Lack of training, Heavy workload	2	20%

The most cited themes are decline in student engagement and learning outcomes (30%) and weak program structure and monitoring (30%), suggesting that the Homeroom Guidance Program is not fully achieving its intended impact. This indicates the need for more innovative, interactive, and learner-centered strategies to improve engagement and effectiveness.

Weak program structure and monitoring further point to issues such as limited supervision, poor topic organization, and inadequate monitoring systems. This implies a clear guidelines and systematic monitoring are necessary to ensure consistency, accountability, and sustainability.

Another concern is classroom and capacity challenges (20%), particularly overcrowded classes that limit individualized attention.

Lastly, teacher burnout and professional development gaps (20%) highlight heavy workloads, insufficient training, and emotional exhaustion. Skaalvik and Skaalvik (2017) stressed the importance of professional development, workload management, and teacher well-being to sustain effective program implementation.

Suggestions for Improvement on the Implementation

Table 30 presents the suggested strategies based on the barriers for strengthening the implementation of homeroom guidance program (HGP). There were five major themes emerged from the interview as shown in the table.

Table 30: Suggested Strategies for Improvement on HGP Implementation

Themes	Codes	Response Frequency	Percentage
Strengthening Teacher and Program Support	rove training, Motivate teachers, Strengthen monitoring	3	30%

Themes	Codes	Response Frequency	Percentage
Development of Instructional Materials and Activities	ıte engaging, Flexible, Contextual modules	2	20%
Administrative Leadership and Support	cate time/resources, Prioritizing RHGP	1	10%
Program Integration and Scheduling	grate RHGP into other subjects, Fixed schedules	2	20%
Awareness and Stakeholder Engagement	e awareness, Build support	1	10%

The most highly recommended strategy is strengthening teacher and program support (30%), which includes improving training, enhancing teacher motivation, and strengthening monitoring mechanisms. This highlights the importance of sustained professional development and mentoring to ensure effective program delivery. Continuous capacity-building should be institutionalized to maintain program fidelity and effectiveness.

Another key recommendation is the development of instructional materials and activities (20%), focusing on engaging, flexible, and contextualized modules that respond to learners' needs. This aligns with the K–12 principle of contextualization (DepEd Order No. 35, s. 2016) that differentiated materials promote meaningful, student-centered learning.

Program integration and scheduling (20%) was also emphasized, with teachers recommending fixed schedules and integration with other subjects to ensure consistency. /

Administrative and leadership support (10%) was identified as essential, particularly in allocating resources and prioritizing HGP. And lastly, awareness and stakeholder involvement (10%) were recommended to strengthen shared responsibility.

Intervention Program

Despite of the very high self-efficacy of secondary class advisers and showing good performance in their job, there are still areas that show opportunities for improvement. The intervention program presented below outlines key intervention that could sustain the implementation of the Homeroom Guidance Program (HGP) based on the findings of this study.

Project SIGLA: Strengthening Instructors' Guiding Learners Abilities

Program Rationale:

The implementation of the Homeroom Guidance Program (HGP) in secondary schools faces several challenges and addressing these challenges could significantly improve the effectiveness of the program. This intervention program emerges to address these issues and challenges that could help class advisers in implementing the program effectively and successfully. By strengthening their capacities to deliver the program, they will be more capable in addressing the diverse developmental needs of the students and contribute much to their holistic growth.

Target Client/Population:

The participants of this intervention program are Secondary Class Advisers and Guidance Counselor-Designate in all Secondary Schools in the division.

Program Objectives:

- To sustain the self-efficacy of secondary class advisers
- To improve the quality and consistency of RHGP implementation in line with the guidelines
- To foster a culture of collaboration and mentorship among class advisers
- To provide sustained technical assistance, feedback and support to improve performance in the implementation of HGP.

Conclusion

Based on the findings of the study, it can be concluded that self-efficacy plays a vital role in the job performance of secondary class advisers in implementing the Homeroom Guidance Program. Teachers who possess a strong sense of efficacy are more effective and committed in carrying out program activities. Although no significant differences were found across profiles, the positive relationship between self-efficacy and job performance highlights the need to cultivate confidence and competence among class teachers through systematic support and professional growth initiatives.

This conclusion supports the Self-Efficacy Theory which posits that an individual's belief in their capabilities plays a crucial role in how they approach tasks and challenges. This study confirms that advisers with higher self-efficacy are more likely to engage

successfully with the responsibilities of the implementation of HGP. Additionally, the findings align with Job Performance Theory which suggests that various factors, including individual beliefs and external influences, significantly affect job performance. Therefore, the study reinforces the idea that self-efficacy is a key determinant in improving job performance, especially in the context of implementing program like Homeroom Guidance Program.

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