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STRENGTHENING SUPPORT SYSTEMS: CORRELATING HOMEROOM GUIDANCE CONTRIBUTION TO FILIPINO TEACHERS' WELL-BEING

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ABSTRACT

The research entitled Strengthening Support Systems: Correlating Homeroom Guidance Contribution to Filipino Teachers' Well-Being aimed to determine the state of implementation of the Homeroom Guidance. Specifically, it determined the respondents' school profile as to grade level and school category; the extent of implementation of homeroom guidance program; the level of teachers' well-being in; the significant difference between in the teachers' well-being when grouped according to the profile; the relationship between the implementation of homeroom guidance program and the teachers' well-being; and the school profile relationship to the teachers' well-being.The study employed a quantitative research design and used survey questionnaires adopted from the evaluation tool of the Department of Education, Laguna (DepEd). The data were collected from the 32 teachers/advisers of Lumban National High School, Lumban, Laguna. They were collected and analyzed using descriptive statistics such as frequency, mean, standard deviation, and Pearson-r. The school profile of the respondents based on their grade level and school category, there is an equal number of respondents in Grades 7, 8, 9, and 10. Since all respondents from these grades are from the same school, they all fall under the same school category. Curriculum and implementation compliance, delivery process, assessment of learners' development, supervision of homeroom guidance implementation, and administrative concerns received a verbal interpretation of Very Great Extent. The teachers' physical, social, emotional, and spiritual well-being was verbally rated to a Very Great Extent. The results indicate the no significant relationship exists between these variables; hence, the null hypothesis stating that There is no significant relationship between the extent of implementation of the Homeroom Guidance Program and teachers' well-being, was accepted. This implies that the teachers' well-being is developed in different ways. Each teacher has their own way of enhancing their well-being, primarily physical, emotional, social, and spiritual. The teachers' well-being depends on their cultural background or origin. Attending workshops and seminars also contributes to the development of the teachers' well-being.

Therefore, it may be claimed that there is no significant relationship between the extent of implementation of the Homeroom Guidance Program and teachers' well-being. The curriculum planner may revisit the program for areas of improvement to support the teachers' well-being. School heads may intensify prioritizing the well-being of teachers to ensure a holistic and supportive approach toward enhancing the overall educational environment.

KEYWORDS: *Support Systems; Guidance Contribution; Filipino Teachers' Well-Being*

1. INTRODUCTION

As stipulated in DepEd Memorandum DM-OUCI-2021-346 dated August 25, 2021, Homeroom Guidance is described as a responsive program that provides learners with essential competencies to address issues not covered in formal education, but crucial for their overall development. Additionally, Homeroom Guidance is a comprehensive, developmental, and proactive initiative to equip K-12 students with life skills across three domains: Academic Development, Personal and Social Development, and Career Development.

Homeroom Guidance aligns with the Department's objective of cultivating well-rounded Filipinos who possess self-awareness, problem-solving abilities, critical decision-making skills, academic achievement, future planning capabilities, and a deep respect for diversity.

The guidance program is a structured set of services aimed at enhancing the adaptation and well-being of individuals it serves, designed to cater to students' specific needs and recognize their individuality. Over time, the guidance program has been integrated into the curriculum and officially recognized by the state. Being an integral part of the curriculum, often termed the "core of the school," it engages parents, teachers, students, and the community in a collaborative and organized framework.

The primary aim of homeroom guidance is to address the needs of all students by assisting them in realizing their potential and achieving academic success (Volante, 2022). For students to achieve their academic potential and succeed, it is essential to prioritize the individuals tasked with implementing the homeroom guidance program. Key to the program's success is the designated guidance personnel and advisors who assist students by addressing their developmental needs and serving as a valuable resource for parents, teachers, and administrators. Teachers' mental well-being and stress levels are crucial aspects that enable them to fulfill their roles as comprehensive classroom managers and leaders effectively. They are at the forefront of the Department of Education (DepEd), responsible for delivering the curriculum services and fostering skill development among students.

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Homeroom guidance programs often focus on social and emotional learning, providing teachers with tools and methods to assist students in cultivating crucial life skills like empathy, self-awareness, and conflict resolution. Teachers can integrate social and emotional learning activities into their daily routines, creating a more positive and supportive classroom environment.

Homeroom guidance plays a crucial role in supporting students' overall well-being. Teachers can facilitate mental health, self-care, and resilience discussions, providing students with resources and support networks. This proactive approach can help prevent and address mental health challenges among students.

Homeroom Guidance believes that each student is distinct and possesses the potential for self-development through personal learning and experiences gained from family, community, school, and society. This vision is achievable through the collective collaboration of families, schools, communities, government, and other institutions.

Homeroom guidance programs can enhance academic success by teaching study skills, goal-setting, time management, and stress management techniques. Teachers can collaborate with students to set academic goals and monitor progress, nurturing a sense of responsibility and motivation.

When teachers actively engage in homeroom guidance activities, they contribute to establishing a welcoming and supportive school environment. By promoting respect, empathy, and understanding, teachers help cultivate a sense of belonging and acceptance among students, leading to a more harmonious learning environment.

The study's main thrust is correlating Homeroom Guidance's contribution to Filipino teachers' well-being.

1.1 Statement of the Problem

Specifically, it sought answers to the following questions:

1. What is the school profile of the respondents with regard to:
   1.1 Grade Level; and:
   1.2 School Category?
2. What is the extent of implementation of the Homeroom Guidance Program relative to:
   2.1 Curriculum and Implementation Compliance
   2.2 Delivery Process;
   2.3 Assessment of Learner's Development
   2.4 Supervision of Homeroom Guidance Implementation; and:
   2.5 Administrative Concerns?
3. What is the level of teachers' well-being in terms of:
   3.3 Physical;
   3.4 Social;
   3.5 Emotional; and:
   3.6 Spiritual?
4. Is there a significant difference in the students' well-being when grouped according to profile?
5. Does the extent of implementation of the Homeroom Guidance Program have a significant relationship to the students' well-being?
6. Does the school profile significantly relate to the students' well-being?

2. METHODOLOGY

This study employed the descriptive research method to provide precise and systematic descriptions of a population, situation, or phenomenon. As McCombes (2023) outlined, descriptive research is geared towards answering questions related to what, where, when, and how, but not why. In this type of research design, various research methods can be used to explore one or more variables. Unlike experimental research, descriptive research does not involve manipulating or controlling variables; instead, it focuses on observing and measuring them.

3. RESULTS AND DISCUSSION

This chapter presents and discusses the various results obtained from analyzing the data collected in this study.

These findings are examined in the context of enhancing the existing support systems for teachers. Through detailed analysis and interpretation, this chapter aims to shed light on how the Homeroom Guidance Program contributes to the overall well-being of teachers and offers insights into potential areas for improvement and support within the educational framework.

The research specifically concentrated on the teachers and class advisers responsible for educating students in Grade 7 through Grade 10 at Lumban National High School. QThis institution is located within the jurisdiction of the Lumban-Sub-Office, which operates under the Division of Laguna. By targeting this particular group of educators, the study aimed to gain a deeper understanding of their experiences and perspectives, particularly in relation to the Homeroom Guidance Program correlating to their well-being.

The selection of this demographic allows for a focused examination of the unique challenges and dynamics present in this educational setting, thereby providing valuable insights that could inform future program implementations and policy decisions.

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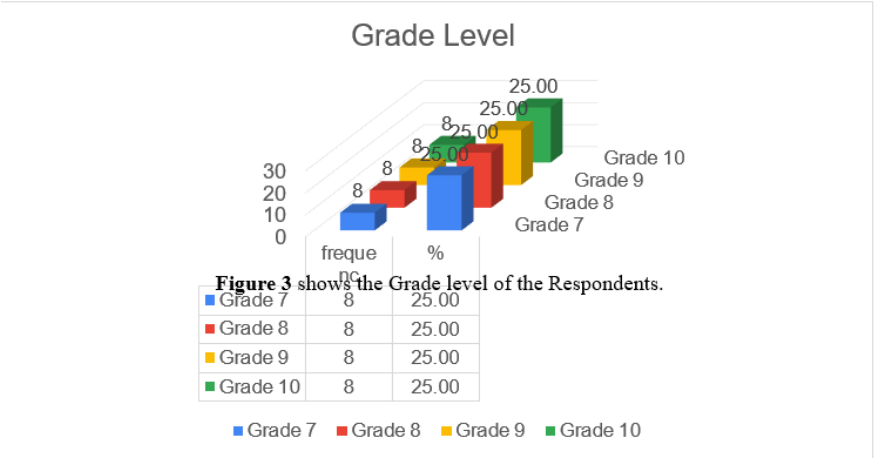


Figure 3 shows the Grade level of the Respondents.

Among the thirty-two respondents, Grades 7, 8, 9, and 10 each had an equal number of participants, with eight students per grade, representing 25.00% of the total population. This equal distribution across the four grade levels ensures a balanced assessment of the Homeroom Guidance Program.

Table 1 Extent of Implementation of Homeroom Guidance Program relative to Curriculum and Implementation

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Homeroom Guidance competencies are being appropriately followed.	4.69	0.47	Strongly Agree
The program's objectives are achieved at the end of the school year.	4.66	0.48	Strongly Agree
Weighted Mean		*4.67*	
SD		*0.41*	
Verbal Interpretation		*Very Great Extent*	

Table 1 shows the extent of the Homeroom Guidance Program's implementation in terms of Curriculum and Implementation Compliance. The statement *"Homeroom Guidance competencies are being followed properly"* received the highest mean score *(M=4.69, SD=0.47)* and was rated *as Strongly Agree.* Conversely, the statement *"Objectives of the program are achieved at the end of the school year"* had the lowest mean *score (M=4.66, SD=0.48)* but was still rated as *Strongly Agree*. The extent of implementation of the Homeroom Guidance Program relative to Curriculum and Implementation Compliance attained a weighted mean score of 4.67 and a standard deviation of 0.41, which was a very great extent among the respondents.

The school guidance program should also address challenges such as academic failures, school dropouts, bullying, unhealthy sexual behavior, teenage pregnancy, drug addiction, online and social media addiction, and confusion or poor career choices.

Table 2 Extent of Implementation of Homeroom Guidance Program relative to Delivery Process

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Homeroom Guidance classes are programmed for the whole school year.	4.78	0.42	Strongly Agree
Learners and parents are acquainted with the competencies that they need to master per domain in each quarter	4.59	0.50	Strongly Agree
Class observations were made during the implementation of Homeroom Guidance.	4.58	0.50	Strongly Agree
Weighted Mean		*4.66*	
SD		*0.37*	
Verbal Interpretation		*Very Great Extent*	

Table 2 demonstrates the implementation of the Homeroom Guidance Program in terms of Delivery Process. The statement *"Homeroom Guidance classes are scheduled for the entire school year"* received the highest mean score *(M=4.78, SD=0.42)* and was *strongly agreed upon.* Conversely, the statement *"There are classroom observations during the implementation of Homeroom Guidance"* had the lowest mean score *(M=4.58, SD=0.50)* but was still *strongly agreed upon.*

The implementation level of the Homeroom Guidance Program regarding the Delivery Process achieved a weighted mean score of 4.66, with a standard deviation of 0.37, indicating a very high extent according to the respondents.

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Table 3 Extent of Implementation of Homeroom Guidance Program relative to Assessment of Learners'

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Learners are oriented on the learning objective and how their development will be assessed.	4.79	0.42	Strongly Agree
Assessment results are explained to the learners, leading to their realization of the areas for improvement.	4.78	0.42	Strongly Agree
Learners can keep track of their progress in the program.	4.66	0.48	Strongly Agree
Weighted Mean		*4.74*	
SD		*0.34*	
Verbal Interpretation		*Very Great Extent*	

Table 3 displays the implementation level of the Homeroom Guidance Program concerning the Assessment of Learner's Development. The statement *"Learners are informed about the learning objectives and how their progress will be evaluated"* obtained the highest mean *score (M=4.79, SD=0.42)* and was *strongly agreed upon*. Conversely, the statement *"Learners can monitor their progress in the program"* received the lowest mean score *(M=4.66, SD=0.48)* but was still *strongly agreed upon.*

The degree to which the Homeroom Guidance Program was implemented, in relation to the assessment of learner development, received a weighted mean score of 4.74 with a standard deviation of 0.34, indicating a Very Great Extent among the respondents.

Table 4 Extent of Implementation of Homeroom Guidance Program relative to Supervision of Homeroom Guidance Implementation

STATEMENTS	*MEAN*	*SD*	*REMARKS*
There is a Monitoring Plan in the conduct of Homeroom Guidance.	4.59	0.50	Agree
Monitoring Plan is properly implemented.	4.63	0.49	Strongly Agree
Monitoring results are discussed with the learners to encourage actions needed to improve the program delivery.	4.53	0.51	Strongly Agree
Monitoring results are utilized to improve the program delivery.	4.69	0.47	Strongly Agree
Proper coordination, planning, and corrective feedback systems are being enforced.	4.70	0.47	Strongly Agree
Capacity-building for Homeroom Guidance teachers is being conducted.	4.66	0.48	
Weighted Mean		*4.63*	
SD		*0.36*	
Verbal Interpretation		*Very Great Extent*	

Table 4 illustrates the implementation level of the Homeroom Guidance Program regarding the Supervision of its Implementation. The statement *"Effective coordination, planning, and feedback system are in place"* garnered the highest mean score *(M=4.70, SD=0.47)* and was *strongly agreed upon.* Conversely, the statement *"Results of monitoring are discussed with learners to prompt necessary improvements in program delivery"* received the lowest mean score *(M=4.53, SD=0.51)* but was still *strongly agreed upon.*

The extent of implementation of the Homeroom Guidance Program relative to Supervision of Homeroom Guidance Implementation accomplished a weighted mean score of 4.63 and a standard deviation of 0.36 and was Very Great Extent among the respondents.

These updates should consider the unique needs and characteristics of learners as well as the contexts of their families and communities. Additionally, to accomplish this, it is crucial to communicate the latest research findings and educational developments to teachers. By doing so, educators can stay informed and equipped to provide instruction that aligns with contemporary educational standards and addresses the evolving needs of their students.

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Table 5 Extent of Implementation of Homeroom Guidance Program relative to Administrative Concerns

STATEMENTS	*MEAN*	*SD*	*REMARKS*
The school conducts orientation for learners and their parents before the start of School Year.	4.91	0.30	Agree
An adequate budget is allotted for Homeroom Guidance expenses.	4.63	0.49	Strongly Agree
Materials and relevant supplies (online or printed learning materials) are available for the learners and teachers of Homeroom Guidance.	4.62	0.49	Strongly Agree
The learning modality is appropriate and conducive to the conduct of the program.	4.81	0.40	Strongly Agree
The duties and responsibilities of Homeroom Guidance teachers are clearly defined.	4.88	0.34	Strongly Agree
Correct class reports about the implementation of Homeroom Guidance are submitted.	4.78	0.42	Strongly Agree
Issues and consents based on the reports are acted upon.	4.84	0.37	Strongly Agree
Weighted Mean		*4.78*	
SD		*0.29*	
Verbal Interpretation		*Very Great Extent*	

Table 5 demonstrates the implementation level of the Homeroom Guidance Program concerning Administrative Concerns. The *statement "The school conducts orientations for learners and parents before the school year starts"* achieved the highest mean score (*M=4.91, SD=0.30)* and was *strongly agreed upon*. Conversely, the statement *"Materials and necessary supplies (online or printed learning materials) are accessible for Homeroom Guidance learners and teachers"* received the lowest mean score *(M=4.62, SD=0.49)* but was still *strongly agreed upon.*

The Homeroom Guidance Program's implementation regarding Administrative Concerns achieved a weighted mean score of 4.78, with a standard deviation of 0.29, indicating a highly significant extent according to the respondents.

Table 6 Composite Table of Implementation of Homeroom Guidance Program

INDICATORS	*WM*	*SD*	*V.I.*
Curriculum and Implementation Compliance	4.67	0.41	Very Great Extent
Delivery Process	4.66	0.37	Very Great Extent
Assessment of Learner's Development	4.74	0.34	Very Great Extent
Supervision of Homeroom Guidance Implementation	4.63	0.36	Very Great Extent
Administrative Concerns	4.78	0.29	Very Great Extent
Overall Mean		*4.70*	
SD		*0.35*	
Verbal Interpretation		*Very Great Extent*	

Table 6 verifies the composite table of implementation of the Homeroom Guidance Program.

Among the indicators, *"Administrative Concerns" achieved the highest* weighted mean score *(M=4.78, SD=0.29),* interpreted *to a very great extent.* Following closely *is "Assessment of Learner's Development"* with a weighted mean score *(M=4.74, SD=0.34),* also interpreted *to a very great extent.* Conversely, *"Supervision of Homeroom Guidance Implementation"* received the lowest weighted mean score (*M=4.63, SD=0.36)* but was still interpreted *to a very great extent.*

The level of acceptability of implementation of Homeroom Guidance Program attained an overall mean score of 4.70 and a standard deviation of 0.35 and was interpreted *to a very great extent* among the respondents.

Table 7 Level of Teachers' Physical Well-Being

I/I am/I have…	*MEAN*	*SD*	*REMARKS*
…practice self-care for the needs of my body.	4.97	0.18	Always
…observe balanced nutrition.	4.75	0.51	Always
…get adequate sleep.	4.69	0.59	Always
…avoid harmful behaviors.	4.88	0.42	Always
…understand my body's warning signs and recognize when I am ill and in need of medical attention.	4.72	0.58	Always
Weighted Mean		*4.80*	
SD		*0.37*	
Verbal Interpretation		*Highly Evident*	

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Table 7 displays the level of Teachers' well-being concerning Physical aspects. The statement *"Practicing self-care for bodily needs"* achieved the highest mean score *(M=4.97, SD=0.18)* and was strongly agreed upon. Conversely, the statement *"Getting sufficient sleep"* received the lowest mean score *(M=4.69, SD=0.59)* but was *still strongly agreed upon*.

The level of teachers' well-being in terms of physical attained a weighted mean score of 4.80 and a standard deviation of 0.37, which was highly evident among the respondents.

The researchers emphasize the importance of concentrating on protective elements that can enhance resilience among educators. By fostering these protective factors, educators can develop more effective strategies to mitigate the impact of adverse elements present in the teaching environment. This holistic approach to well-being not only supports the personal and professional growth of teachers but also enhances their ability to create a positive and productive learning atmosphere for their students.

Table 8 Level of Teachers' Social Well-Being

I/I am/I have…	***MEAN***	***SD***	***REMARKS***
…become engaged with other people in my community.	4.81	0.40	Always
…value diversity and treat others with respect.	4.80	0.40	Always
…able to maintain and develop friendships and social networks.	4.88	0.34	Always
…the ability to create boundaries within relationships boundaries that encourage communication, trust and conflict management.	4.91	0.30	Always
…the ability to communicate, develop meaningful relationships with others and create my own emotional support network.	4.94	0.37	Always
Weighted Mean		*4.85*	
SD		*0.28*	
Verbal Interpretation		*Highly Evident*	

Table 8 showcases the level of Teachers' well-being regarding Social aspects. The statement *"Having the ability to communicate, build meaningful relationships, and create emotional support networks with others"* garnered the highest mean score *(M=4.94, SD=0.37)* and was *strongly agreed upon*. Conversely, the statement *"Valuing diversity and treating others with respect"* received the lowest mean score *(M=4.80, SD=0.40)* but was still *strongly agreed upon.*

Teachers' well-being regarding Social aspects achieved a weighted mean score of 4.85, with a standard deviation of 0.28, indicating Highly Evident among the respondents.

Table 9 Level of Teachers' Emotional Well-Being

I/ I am/ I have/ I can…	***MEAN***	***SD***	***REMARKS***
…expand a sense of purpose and meaning in life, including my moral and ethics.	4.94	0.25	Always
…remain at inner peace no matter what is happening in my environment.	4.88	0.34	Always
…increasingly feel love, compassion and empathy for myself.	4.97	0.18	Always
…explore my spiritual core.	4.91	0.30	Always
…feel connected to not only a higher power, but to those around me.	4.84	0.45	Always
Weighted Mean		*4.91*	
SD		*0.26*	
Verbal Interpretation		*Highly Evident*	

Table 9 illustrates teachers' emotional well-being levels.
The statement *"Experiencing increased love, compassion, and empathy for oneself"* achieved the highest mean score *(M=4.97, SD=0.18)* and was *strongly agreed upon.* Conversely, the *statement "Feeling connected not only to a higher power but also to those around me"* received the lowest mean score (*M=4.84, SD=0.45)* but was still *strongly agreed upon*.

The level of teachers' well-being in terms of emotional achievement was a weighted mean score of 4.91 and a standard deviation of 0.26, and it was highly evident among the respondents.

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Table 10 Level of Teachers' Spiritual Well-Being

I/ I am/I have…	***MEAN***	***SD***	***REMARKS***
…take time for myself each day.	4.81	0.47	Always
…look at problems from different angles.	4.81	0.47	Always
…practice gratitude.	4.84	0.45	Always
…explore my feelings and affections whenever I feel one.	4.78	0.49	Always
…the ability to produce positive emotions, moods, and feelings, and adapt when confronted with adversity and stressful situations.	4.88	0.34	Always
Weighted Mean		*4.83*	
SD		*0.40*	
Verbal Interpretation		*Highly Evident*	

Table 10 depicts the level of Teachers' well-being regarding Spiritual aspects.

The *statement "Demonstrating the capability to generate positive emotions, moods, and feelings and adapt in adversity and stress"* obtained the highest mean score *(M=4.88, SD=0.34)* and was *strongly agreed upon*. Conversely, the statement *"Engaging with feelings and affections as they arise"* received the lowest mean score *(M=4.78, SD=0.49)* but was still *strongly agreed upon.*

The level of Teachers' well-being in terms of spirituality accomplished a weighted mean score of 4.83 and a standard deviation of 0.40 and was Highly Evident among the respondents.

Table 11 Composite Table of Teachers' Well-being

INDICATORS	***WM***	***SD***	***V. I.***
Physical	4.80	0.37	Highly Evident
Social	4.85	0.28	Highly Evident
Emotional	4.91	0.26	Highly Evident
Spiritual	4.83	0.40	Highly Evident
Overall Mean		*4.85*	
SD		*0.33*	
Verbal Interpretation		*Very Great Extent*	

Table 11 confirms the overall composite of Teachers' well-being.

Among the indicators, *"Emotional"* achieved the highest weighted mean score *(M=4.91, SD=0.26)* and was interpreted as *Highly Evident.* Following closely is *"Social"* with a weighted mean score *(M=4.85, SD=0.28),* also interpreted as *Highly Evident.* Conversely, *"Physical"* received the lowest weighted mean score *(M=4.80, SD=0.37)* but was still interpreted as *highly evident.*

The level of acceptability of teachers' well-being attained an overall mean score of 4.85 and a standard deviation of 0.33, which was interpreted as highly e*vident* among the respondents.

Table 12 Test of Difference between the Teachers' Well-being when Grouped according to Profile

Teachers' well-being	**Mean**	**Mean Difference**	**t-stat**	**df**	**Sig (2 tailed)**	**Analysis**
Garde 7	4.60	-0.05		7	0.723	*Not Significant*
Grade 8	4.65		-0.37			
Garde 7	4.60	-0.21		7	0.032	Significant
Grade 9	4.81		-2.68			
Garde 7	4.60	-0.10		7	0.428	*Not Significant*
Grade 10	4.73		-0.84			
Garde 8	4.65	-0.16		7	0.156	*Not Significant*
Grade 9	4.81		-1.59			
Garde 8	4.65	-0.07		7	0.619	*Not Significant*
Grade 10	4.72		-0.52			
Garde 9	4.81	0.08		7	0.618	*Not Significant*
Grade 10	4.73		0.522			

*Legend: *Significant at 0.05*

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Table 12 shows the test of the difference between the teachers' well-being when grouped according to profile and grade level. Data was obtained through a paired t-test.

Grade 7 was observed to have a significant difference in the well-being of Grade 9 teachers. While, Grade 7 has no significant difference to the Teachers' well-being of *Grade 8 and 10* Teachers, Grade 8 has no significant difference to the Teachers' well-being of *Grade 9 and 10* Teachers, and Grade 9 has no significant difference to the Teachers' well-being of *10* Teachers. The results are derived from the t-values computed in the tests, which were greater than the critical t-value. Furthermore, the majority of the p-values obtained were greater than the significance alpha 0.05, hence there is no significance.

Based on the results at a significance level of 0.05, we accept the null hypothesis: *"There is no significant difference between the well-being of teachers when grouped according to their profile by grade level."* This suggests a significant relationship between the two variables.

Decision-making processes also undergo changes, potentially affecting daily choices and long-term planning. Self-regulation, or the ability to manage one's thoughts, emotions, and behaviors, can be altered as well. How individuals respond to these age-related challenges plays a crucial role in determining their level of independence, cognitive functioning, and ability to maintain social connections. Furthermore, mental well-being, physical capabilities, and financial stability are also influenced by the ways in which these challenges are addressed. Therefore, the approach taken to manage the evolving difficulties of aging can significantly impact various dimensions of an individual's life.

Table 13 Significant Relationship between the School Profile as to Grade level and the Teachers' Well-being

		Grade Level
Physical	Pearson Correlation	-259*
	Sig. (2-tailed)	.000
	N	31
	Strength	*Weak*
	Analysis	*Significant*
Social;	Pearson Correlation	-.122*
	Sig. (2-tailed)	.000
	N	31
	Strength	*Very Weak*
	Analysis	*Significant*
Emotional	Pearson Correlation	.712
	Sig. (2-tailed)	.13
	N	31
	Strength	
	Analysis	*Not Significant*
Spiritual	Pearson Correlation	.761
	Sig. (2-tailed)	.587
	N	204
	Strength	*Very Weak*
	Analysis	*Not Significant*

Scale	**Strength**
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 13 presents the significant relationship between the school profile as to Grade level and the teachers' well-being.

The research identified a significant relationship between Grade Level and certain aspects of teachers' well-being, specifically in terms of Physical and Social. This was evidenced by the computed r values indicating a very weak to weak. Additionally, the p-values obtained were below the significance level of 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis, "*There is no significant relationship between the school profile as to Grade level and the teachers' well-being,*" is partially rejected. Thus, the alternative should be accepted, implying a partially significant relationship between them.

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Table 14 Significant Relationship between the Extent of implementation of Homeroom Guidance Program and the Teachers' well-being

		Curriculum and Implementation Compliance	Delivery Process	Assessment of Learner's Development	Supervision of Homeroom Guidance Implementation	Administrative Concerns
Physical	Pearson Correlation	0.188	0.293	0.377	0.511*	0.498
	Sig. (2-tailed)	0.159	0.077	0.396	0.013	0.758
	N	31	31	31	31	31
	Strength				*Moderate*	
	Analysis	*NS*	*NS*	*NS*	*Not Significant*	*NS*
Social;	Pearson Correlation	0.287*	0.377*	0.42	0.404*	0.558
	Sig. (2-tailed)	0.025	0.006	0.071	0.001	0.158
	N	31	31	31	31	31
	Strength	*Weak*	*Weak*		*Moderate*	
	Analysis	*Significant*	*Significant*	*NS*	*Significant*	*NS*
Emotional	Pearson Correlation	0.185*	0.19*	0.279*	0.376*	0.414*
	Sig. (2-tailed)	0.006	0.002	0.014	0/000	0.025
	N	31	31	31	31	31
	Strength	*Very Weak*	*Very Weak*	*Weak*	*Weak*	*Moderate*
	Analysis	*Significant*	*Significant*	*Significant*	*Significant*	*Significant*
Spiritual	Pearson Correlation	0.288	0.351*	0.261	0.496*	0.55
	Sig. (2-tailed)	0.083	0.037	0.289	0.007	0.471
	N	31	31	31	31	31
	Strength		*Weak*		*Moderate*	*e*
	Analysis	*NS*	*Significant*	*NS*	*Significant*	*NS*

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0 – 0.19	Very Weak

Table 14 presents the significant relationship between the extent of implementation of Homeroom Guidance Program and the teachers' well-being.

The *Supervision of Homeroom Guidance Implementation* was found to have a significant relationship with the physical well-being of teachers. The *curriculum and implementation compliance, delivery process, and supervision of Homeroom Guidance Implementation showed a significant relationship with teachers' social well-being.* The *curriculum and implementation compliance, delivery process, assessment of learner development, supervision of Homeroom Guidance Implementation, and administrative concerns were significantly related to teachers' emotional well-being.* Additionally, the *delivery process and supervision of Homeroom Guidance Implementation were significantly related to teachers' spiritual well-being.* However, based on the computed r values, which indicate a very weak to moderate relationship, and the majority of p-values exceeding the significance alpha of 0.05, there is an absence of overall significance.

Based on the results, we can conclude that at the 0.05 significance level, we accept the null hypothesis "There is no significant relationship between the extent of Homeroom Guidance Program implementation and teachers' well-being." This indicates that there is indeed no significant relationship between the two variables.

4. CONCLUSION AND RECOMMENDATIONS

In the light of the outcomes mentioned above, the study has drawn the following conclusions:The study concludes that an equal number of participants were included across all grade levels. There is a great extent of implementation of homeroom guidance program considering all the indicators. The level of teacher's well-being in all the indicators was highly evident. There is no significant difference between the teachers' well-being when grouped according to profile. Likewise, there is no relationship between the extent of the Homeroom Guidance Program implementation and the teachers' well-being.

This means that the teachers' well-being is developed in different ways. Each teacher has their own way of enhancing their well-being, primarily physical, emotional, social, and

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spiritual. The teachers' well-being depends on their cultural background or origin. Attending workshops and seminars also contributes to the development of the teachers' well-being.

Based on the conclusions of this study, the following recommendations are forwarded:

1. The curriculum planner may revisit the program for areas of improvement to support the teachers' well-being.
2. School heads may intensify on prioritizing the well-being of teachers to ensure a holistic and supportive approach toward enhancing the overall educational environment.
3. Future researchers may be encouraged to delve deeper into exploring the comprehensive extent of the implementation of the homeroom guidance program, expanding their focus beyond solely examining teachers' well-being.

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