

# Homeroom Guidance and Counseling Services on Pupils' Academic Habits and Welfare

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**Abstract**— This study examined of homeroom guidance and counseling services on the academic habits and overall welfare of elementary pupils. It focused on the extent to which these services were implemented in the areas of personal, social, educational, and career development. The study also assessed pupils' academic habits, such as goal setting, prioritizing tasks, active learning, and establishing routines. In addition, it evaluated the pupils' welfare in terms of social, emotional, and intellectual wellness. A key objective was to determine whether a significant relationship existed between the guidance services and both academic habits and welfare. A descriptive research design was employed to gather relevant data. Researcher-made survey questionnaires and assessment tools were utilized for data collection. The study involved applying statistical treatments such as mean, standard deviation, and Pearson correlation to analyze the responses. These methods helped measure both the implementation of guidance services and their relationship to academic and wellness outcomes. The data gathered provided a comprehensive view of how guidance programs influence pupils' development. Findings indicated that homeroom guidance and counseling services were implemented to a "Very Great" extent across all developmental domains. Pupils also demonstrated a "Very High" level of academic habits and welfare, suggesting that the services were effective. A significant positive relationship was found between the implementation of guidance services and pupils' academic habits. Likewise, a strong relationship existed between these services and pupils' social, emotional, and intellectual wellness. The implementation of homeroom advice and counseling services in academic habits and welfare was notable. These results led to the rejection of the null hypothesis. It is concluded that the results highlight the importance of consistent and well-structured guidance programs in schools. These services not only support pupils in developing strong academic habits but also contribute to their overall well-being. Homeroom sessions provide a strategic opportunity to reinforce positive behaviors and life skills. When properly implemented, they create an environment that nurtures both academic success and emotional resilience. This indicates that guidance programs are essential to a holistic educational experience. Based on the findings, the study recommends stronger collaboration between guidance counselors and class advisers. Structured guidance activities should be regularly integrated into the school schedule to enhance both academic and personal development. Schools are encouraged to further invest in training and resources for counseling programs. Future research may expand on these findings by studying other educational levels or school settings. Broadening the scope of such studies can help refine and improve guidance and counseling practices in education.

**Keywords**— Social, academic, well-being, guidance, emotional.

## I. INTRODUCTION

The Department of Education (DepEd) acknowledges the vital role of homeroom guidance in shaping learners both

personally and academically. To support pupils beyond the standard curriculum, DepEd introduced the Homeroom Guidance Program a proactive and comprehensive initiative aimed at helping pupils build life skills essential for success in and out of school. As mandated by DepEd Memorandum DM-OUCI-2021-346 and DepEd Advisory BCD-CSDD-0-2022-3155, all schools from Kindergarten to Grade 12 were required to integrate this program starting in the school year 2022–2023.

Homeroom Guidance focuses on three key areas: Academic Development, Personal and Social Growth, and Career Development. These areas address important life skills that are not always fully covered in regular classroom subjects. The program is aligned with DepEd's broader goal of developing well-rounded individuals who are capable of understanding themselves, making wise decisions, achieving academic goals, appreciating diversity, and preparing for the future.

At the heart of this program is guidance an essential foundation that supports pupils in navigating their personal, social, and academic lives. In order to foster a positive atmosphere for learning and personal growth, it promotes teamwork between teachers, parents, students, and the larger community. By fostering this collective effort, the program aims to help pupils discover their strengths and future possibilities.

One major area of focus in homeroom guidance is the development of academic habits. These habits help pupils stay organized, concentrate on their tasks, and maintain a balance between studying and daily responsibilities. Through consistent routines like choosing a quiet study space, preparing materials in advance, or setting aside time to review lessons pupils can build discipline and resilience. Additionally, habits such as gratitude, patience, and kindness contribute to a positive mindset and personal growth.

Another important goal of the program is to enhance pupils' well-being. Well-being includes not just physical and mental health, but also emotional safety, a sense of purpose, achievement, and belonging. Schools play a critical role in helping pupils make healthy life choices and understand how these choices affect their long-term well-being. Early experiences in school form the foundation for how young learners will handle their health, relationships, and challenges throughout life.

Homeroom guidance recognizes that each student is unique, with the potential to grow through learning and life experiences gained from family, school, and society. This

growth is most effective when supported by a joint effort involving educators, families, the government, and other community partners.

This study explores how homeroom guidance and counseling services influence pupils' academic habits and overall well-being. It aims to understand how this support system contributes to the personal and educational development of pupils, especially in the context of today's evolving challenges. By shedding light on students' real-life experiences, this study emphasizes the importance of a nurturing environment where learners feel supported both academically and emotionally.

*1.1 Statement of the Problem*

*Problem/s which were addressed by the research*

The major purpose of this study was to determine the homeroom guidance and counseling services to the academic habits and welfare of pupils.

Specifically, it aimed to answer the following questions:

1. What is the extent of implementation of homeroom guidance and counseling services in terms of:
  - 1.1 personal development;
  - 1.2 social development;
  - 1.3 educational development; and,
  - 1.4 career development?
2. What is the level of pupil's academic habits in terms of:
  - 2.1 goal setting;
  - 2.2 prioritizing task;
  - 2.3 active learning; and,
  - 2.4 establish routine?
3. What is the level of pupil's welfare in terms of:
  - 3.1 social wellness;
  - 3.2 emotional wellness; and,
  - 3.3 intellectual wellness?
4. Is there significant relationship between homeroom guidance and counseling services on the pupils' academic habits?
5. Is there significant relationship between homeroom guidance and counseling services on the pupils' welfare?

**II. METHODOLOGY**

A descriptive research design was employed to gather relevant data. Researcher-made survey questionnaires and assessment tools were utilized for data collection. The study involved applying statistical treatments such as mean, standard deviation, and Pearson correlation to analyze the responses. These methods helped measure both the implementation of guidance services and their relationship to academic and wellness outcomes. The data gathered provided a comprehensive view of how guidance programs influence pupils' development.

**III. RESULTS AND DISCUSSION**

This part deals with the presentation, analysis, and interpretation of data gathered to answer the sub-problem relative to the main problem of this study. This part discussed the findings of the study based on the questions.

*Extent of Implementation of Homeroom Guidance and Counseling Services*

In this study, the extent of implementation of Homeroom Guidance and Counseling Services refers to personal development, social development, educational development and career development.

The extent of implementation of Homeroom Guidance and Counseling Services was revealed in the following table, which showed the statement, mean, standard deviation, and verbal interpretation.

Table 1 presents the extent of implementation of Homeroom Guidance and Counseling Services in terms of Personal Development. Based on the results, the majority of the respondents Strongly Agree that they feel happier when they celebrate every accomplishment, no matter how small it is, as reflected by the highest mean score of M=4.68 with SD=0.74. This indicates that celebrating personal achievements, even small ones, significantly contributes to their overall sense of happiness and self-worth. It indicates that pupils not only benefit from external support but also gain confidence and positivity from internal affirmations of progress. Another significant comes from their ability to express and understand their own thoughts and feelings, which scored a mean of 4.44 and SD=0.72. This slight gap may highlight an area where further support or targeted interventions could be valuable perhaps through activities that deepen emotional literacy or foster peer conversations around mental wellness.

TABLE 1. Extent of Homeroom Guidance and Counseling Services in terms of Personal Development

STATEMENT	MEAN	SD	REMARKS
I think of and understand the environment I'm in.	4.60	0.55	Strongly Agree
I have ability to express and understand my thoughts and feelings.	4.44	0.72	Strongly Agree
I receive support from others, play together, gain empathy, and learn how to resolve conflicts and solve problems.	4.52	0.66	Strongly Agree
I accept life's challenges and face it based on my capabilities.	4.57	0.67	Strongly Agree
I feel happier when I celebrate every accomplishment no matter how small it is.	4.68	0.74	Strongly Agree
<b>Weighted Mean</b>	4.56		
<b>SD</b>	0.67		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Another significant comes from their ability to express and understand their own thoughts and feelings, which scored a mean of 4.44 and SD=0.72. This slight gap may highlight an area where further support or targeted interventions could be valuable perhaps through activities that deepen emotional literacy or foster peer conversations around mental wellness.

Overall, the average weighted mean of M=4.56 and SD=0.67, which corresponds to a very great extent of implementation. These results indicate that the Homeroom Guidance and Counseling Services are not merely procedural or superficial but are perceived as genuinely impactful by the pupils.

The findings mentioned above align with a study of Santos et al. (2017) explored how counseling sessions focused on

self-awareness and emotional regulation, resulting in increased student self-esteem and better coping mechanisms. This personal growth was linked to improved decision-making and emotional resilience.

TABLE 2. Extent of Homeroom Guidance and Counseling Services in terms of Social Development

STATEMENT	MEAN	SD	REMARKS
I express my feelings and grow from my mistakes in a safe environment.	4.54	0.63	Strongly Agree
I handle disagreements quickly and properly so it won't escalate.	4.63	0.61	Strongly Agree
I maintain healthy bonds with my teachers, friends, family, and caretakers.	4.76	0.43	Strongly Agree
I experience a sense of safety and acceptance.	4.59	0.62	Strongly Agree
I create better bonds with teachers and other children, as well as a sense of security.	4.73	0.49	Strongly Agree
<b>Weighted Mean</b>	4.65		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 2 presents the extent of implementation of Homeroom Guidance and Counseling Services in relation to Social Development. The findings showed that a majority of the respondents strongly agree that they were able to maintain healthy bonds with their teachers, friends, family, and caretakers, obtaining the highest mean score of  $M = 4.76$  with  $SD = 0.43$ . This is more than just positive social habits it reflects a learning environment where pupils feel connected, supported, and valued. Such relationships are foundational for pupils' overall well-being and contribute to a culture of mutual respect and open communication within the school community. With an overall weighted mean of  $M = 4.65$  and  $SD = 0.57$ , the results point to a very great extent of implementation of Homeroom Guidance and Counseling Services in cultivating social development. It not only encourages healthy interpersonal dynamics but also empowers learners to navigate challenges with empathy, accountability, and confidence.

According to Chang and Lee (2019) highlighted the importance of group activities in counseling, where students developed better communication and teamwork skills, which contributed to a more inclusive school environment.

TABLE 3. Extent of Homeroom Guidance and Counseling Services Educational Development

STATEMENT	MEAN	SD	REMARKS
I am able to take in and comprehend the information being given to me.	4.66	0.55	Strongly Agree
I recognize the importance of what I'm learning and I'm focused on achieving my goals.	4.64	0.61	Strongly Agree
I practice following instructions to avoid unnecessary mistakes.	4.65	0.50	Strongly Agree
I am more willing to take on new challenges and activities that will help in my learning and development.	4.68	0.57	Strongly Agree
I practice which can help me improve my ability to recognize and quickly access information.	4.71	0.52	Strongly Agree
<b>Weighted Mean</b>	4.67		
<b>SD</b>	0.55		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 3 presented the extent of implementation of Homeroom Guidance and Counseling Services in terms of Educational Development. As shown, the majority of the respondents strongly agree that practice that helped improved their ability to recognize and quickly access information, with the highest mean score of  $M=4.71$  and a standard deviation of  $SD=0.52$ . The program actively supports the development of key cognitive skills necessary for learning efficiency and adaptability in an information-rich world. These are foundational skills not only for academic performance but for long-term learning resilience.

The overall weighted mean of  $M=4.67$  and  $SD=0.55$  the results point to a very great extent of implementation of Homeroom Guidance and Counseling Services in cultivating social development. The takeaway isn't just about academic support it's about how the program helps pupils build the confidence and mental habits required to approach schoolwork with purpose and clarity. The consistency of high ratings across multiple indicators shows that pupils don't just passively experience the guidance program; they engage with it in ways that sharpen their focus and deepen their connection to learning.

Becerra and Dizon (2021) emphasized that educational counseling programs, which integrated career guidance, helped students make informed decisions about their academic paths, ultimately improving their educational experience. By receiving support tailored to their individual goals and strengths, students felt more confident and motivated to pursue meaningful academic. It also reduced anxiety and uncertainty about the future, making their educational journey more purposeful and fulfilling. This guidance created a sense of direction, allowing students to navigate their studies with greater clarity and determination. As a result, many felt genuinely supported and understood, which fostered a deeper connection to their academic growth. Over time, this support helped them build resilience and a positive mindset toward overcoming academic challenges.

TABLE 4. Extent of Homeroom Guidance and Counseling Services in terms of Career Development

STATEMENT	MEAN	SD	REMARKS
I identify future career possibilities by reflecting about my values, interests, personality, abilities, and prior experiences.	4.42	0.74	Strongly Agree
I concentrate on my personal interests and abilities as well as the education essential to success	4.71	0.52	Strongly Agree
I start exploring my values, interests, abilities, and personality.	4.55	0.61	Strongly Agree
I assess myself in order to identify my strengths.	4.67	0.60	Strongly Agree
I participate in extracurricular activities that gives me abilities that will help me reach my career goals	4.58	0.65	Strongly Agree
<b>Weighted Mean</b>	4.59		
<b>SD</b>	0.63		
<b>Verbal Interpretation</b>	<b>Very Great Extent</b>		

Table 4 presented the extent of implementation of Homeroom Guidance and Counseling Services in terms of

Career Development. The findings showed that the majority of the respondents strongly agree that they concentrated on their personal interests and abilities, as well as on the education necessary for success, the mean score of  $M=4.71$  with  $SD=0.52$ . Even at a young age, they are developing the mindset to connect who they are with where they want to go. This indicates that the guidance program is not only informative but also empowering, helping pupils internalize the value of self-awareness in shaping their academic and career.

The overall weighted mean of  $M=4.59$  and  $SD=0.63$  reflects a very great extent implementation. However, what makes this truly meaningful is not the score itself, but what it represents: pupils are gaining early exposure to the concepts of goal-setting, self-assessment, and future planning skills that are essential for lifelong learning and adaptability.

The findings mentioned above align with Kim and Lee (2020) emphasized the value of career counseling in helping students align their academic strengths with potential career paths, enhancing both their academic performance and career satisfaction.

*Level of Pupils' Academic Habits*

In this study, the level of Pupils' Academic Habits referred to goal setting, prioritizing task, active learning and establish routine.

The level of Pupils' Academic Habits was revealed in the following table, which showed the statement, mean, standard deviation, and verbal interpretation.

TABLE 5. Level of Pupils' Academic Habits in terms of Goal Setting

STATEMENT	MEAN	SD	REMARKS
I establish my goals make it easier for me to accept more responsibility.	4.63	0.60	Strongly Agree
I concentrate on establishing clear, achievable objectives makes me more motivated, focused, and likely to succeed academically.	4.56	0.62	Strongly Agree
I set a goal to the things I need to work on.	4.68	0.55	Strongly Agree
I am mastering of basic tasks that will better prepare me to handle later, more challenging objectives.	4.72	0.53	Strongly Agree
I develop the ability to overcome challenges.	4.62	0.56	Strongly Agree
<b>Weighted Mean</b>	4.64		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 5 illustrated the level of pupils' academic habits in terms of Goal Setting. The findings showed that the majority of the respondents strongly agree that mastering basic tasks better prepares them to handle later, more challenging objectives, as reflected by the highest  $M=4.72$  and  $SD=0.53$ . This indicates that pupils not only acknowledge the importance of foundational skills but also see a clear link between early academic success and future challenges. Such awareness is a promising indicator of metacognitive development pupils are thinking critically about how their actions today influence outcomes tomorrow.

The overall weighted mean for Goal Setting was  $M=4.64$  and  $SD=0.57$ , reflecting a consistently very high level of

implementation in setting academic goals across the respondent group. This goes beyond simply identifying student behaviors it highlights a learning environment where goal-setting practices are effectively integrated and internalized. Pupils are not just compliant with academic expectations; they are actively applying self-regulatory strategies that are key to long-term academic growth.

As Locke and Latham (2023) explain, having specific goals is one of the simplest yet most powerful ways to improve performance. These goals help students focus by showing them exactly what they need to work on, and reaching these goals builds confidence and motivation.

Ultimately, the data indicates that the program has succeeded in fostering meaningful academic habits among pupils. Pupils are not only aware of what they need to achieve, but also of how to structure their learning processes to get there. This leads to greater focus, consistency, and a stronger sense of responsibility in their studies.

TABLE 6. Level of Pupils' Academic Habits in terms of Prioritizing Task

STATEMENT	MEAN	SD	REMARKS
I determine each task's importance and set priorities appropriately.	4.59	0.60	Strongly Agree
I prevent laziness and boosting productivity that enables me to effectively do the most important tasks.	4.43	0.70	Strongly Agree
I set sufficient time early in the day to prioritize my most important tasks.	4.66	0.52	Strongly Agree
I am aware that assignments marked as very important and urgent should be completed right away and with top priority.	4.67	0.55	Strongly Agree
I work on a single task at a time since it speeds up the process and saves time and effort.	4.60	0.64	Strongly Agree
<b>Weighted Mean</b>	4.59		
<b>SD</b>	0.61		
<b>Verbal Interpretation</b>	<b>Very High</b>		

Table 6 presented the level of pupils' academic habits in terms of Prioritizing Tasks. The results reveal that most of the respondents strongly agree that they were aware that assignments marked as very important and urgent should be completed immediately and with top priority, as reflected by the highest mean score of  $M = 4.67$  and a standard deviation of  $SD = 0.55$ . This reflects more than just task awareness it reveals a strong level of executive functioning and self-management among pupils. These are not passive behaviors; pupils are actively evaluating and organizing their academic responsibilities in a way that maximizes efficiency and minimizes stress. Such habits are often linked to better performance, but more importantly, they reflect the development of lifelong skills in time management and decision-making.

The overall weighted mean of 4.59 and  $SD=0.61$  indicates a very high implementation level of task prioritization strategies among pupils. But these numbers also point to something deeper: pupils are not merely responding to external deadlines; they are internalizing systems of academic discipline. This shows that the program is succeeding in cultivating not just task completion, but thoughtful

engagement with workload planning a hallmark of self-directed learning.

According to Panadero (2017), Zimmerman’s Cyclical Phase of SRL includes three core stages: planning, performance, and self-reflection. In the planning phase, when pupils prioritize tasks, they evaluate their assignments and determine what needs immediate attention.

TABLE 7. Level of Pupils’ Academic Habits in terms of Active Learning

STATEMENT	MEAN	SD	REMARKS
I work with my classmates on projects during class.	4.71	0.64	Strongly Agree
I ask questions or contributing to discussions.	4.63	0.56	Strongly Agree
I participate in Think-Pair-Share, which promotes teamwork and learning among peers.	4.49	0.72	Strongly Agree
I make sure to practice to improve my abilities.	4.75	0.48	Strongly Agree
I participate in practical learning by practicing hands-on activities.	4.59	0.64	Strongly Agree
<b>Weighted Mean</b>		4.63	
<b>SD</b>		0.62	
<b>Verbal Interpretation</b>			<b>Very High</b>

Table 7 highlighted the level of pupils' academic habits in terms of Active Learning. The results revealed that most of the respondents strongly agree that they ensured to practice regularly in order to improve their abilities, with the highest mean score of M=4.75 and SD=0.48. This level of consistent effort implies that pupils are not merely participating in classwork they are embracing learning as a dynamic, ongoing process.

The overall weighted mean of 4.63 and SD=0.62 points to a very high implementation level of active learning strategies. Pupils appear to be leveraging diverse methods such as self-practice, peer collaboration, hands-on projects, and open discussion.

Liu and Chang (2018) highlighted how Taiwanese parents often support their children's academic efforts by providing resources, encouraging disciplined study habits, and engaging in the educational process.

TABLE 8. Level of Pupils’ Academic Habits in terms of Establish Routine

STATEMENT	MEAN	SD	REMARKS
I own learning habits that create balance between studying and other obligations.	4.60	0.57	Strongly Agree
I make sure to manage my time to study more effectively.	4.62	0.60	Strongly Agree
I look for ways to remind myself to stick to my own schedule.	4.72	0.51	Strongly Agree
I learn what is required of me by practicing routines that can support my positive behavior.	4.52	0.56	Strongly Agree
I follow the classroom routines.	4.70	0.58	Strongly Agree
<b>Weighted Mean</b>		4.63	
<b>SD</b>		0.57	
<b>Verbal Interpretation</b>			<b>Very High</b>

Table 8 presented the level of pupils' academic habits in terms of Establishing Routine. The results indicated that the majority of the respondents strongly agree that they actively look for ways to remind themselves to stick to their own schedule, as the highest mean score of M=4.72 and SD=0.51.

Pupils are actively taking responsibility for organizing their academic lives, demonstrating a level of autonomy that is essential for sustained academic progress. Such habits suggest that learners are not waiting for external prompts; instead, they are developing internal systems to keep themselves accountable.

The overall weighted mean of 4.63 and SD=0.57 denotes a very high implementation level of routine-establishing behaviors. These findings reflect a cohort of pupils who understand that academic success doesn't happen by chance it is built through structure, consistency, and intentional planning. Establishing and maintaining routines allows pupils to better manage competing demands, reduce stress, and maintain focus, all of which are essential in navigating increasingly complex academic workloads.

Howard-Grenville & Rerup, (2016) explains that establish routine dynamics highlights the intricate connection between practices, processes, and routines emphasizing that what might appear as simple, repetitive actions are, in fact, central to sustaining academic performance. These routines create a stable foundation that helps students manage their time, stay organized, and reduce cognitive overload. When consistently followed, such routines become second nature, allowing students to focus more on learning rather than constantly planning. Over time, these habits contribute to improved academic outcomes and a more structured, disciplined approach to education.

Level of Pupils’ Welfare

In this study, the level of Pupils’ Welfare referred to social wellness, emotional wellness and intellectual wellness.

The level of Pupils’ Welfare was revealed in the following table, which showed the statement, mean, standard deviation, and verbal interpretation.

TABLE 9. Level of Pupils’ Welfare in terms of Social Wellness

STATEMENT	MEAN	SD	REMARKS
I maintain safe and strong connections with others in the surrounding area.	4.71	0.52	Strongly Agree
I develop interactions and cooperation with others	4.68	0.55	Agree
I respect myself as human being and treat others with the same kindness.	4.71	0.57	Agree
I make an effort to stay in touch with friends and loved ones who are supportive of me.	4.66	0.65	Moderately Agree
I express gratitude to others that promotes optimism.	4.72	0.47	Moderately Agree
<b>Weighted Mean</b>		4.70	
<b>SD</b>		0.55	
<b>Verbal Interpretation</b>			<b>Very High</b>

Table 9 showed the level of pupils' welfare in terms of Social Wellness. The findings indicated that most respondents moderately agree that they expressed gratitude to others, which promoted optimism, as reflected by the mean score of M = 4.72 and a standard deviation of SD = 0.47. This suggested that pupils recognized the importance of expressing gratitude in fostering a positive and optimistic outlook, although there was some variation in how strongly they felt about this aspect.

The overall weighted mean of 4.70 and SD=0.55 reflects a very high implementation level of social wellness behaviors among pupils. Pupils appear to be part of an environment where kindness, respect, and emotional support are actively modeled and reinforced. The consistency of these behaviors indicates that social wellness is not just taught it is lived. This speaks to the program’s success in creating a community where emotional expression and interpersonal respect are valued and practiced.

Social wellness, especially in young learners, plays a foundational role in overall development. As Goldman et al. (2016) note, stable, supportive relationships particularly in early life are central to building emotional resilience, empathy, and cooperation

Pupils are learning that wellness is not only personal but relational wellbeing is enhanced when they uplift others and foster meaningful connections. These habits, cultivated early, serve as the foundation for inclusive, emotionally intelligent communities inside and outside the classroom.

TABLE 10. Level of Pupils’ Welfare in terms of Emotional Wellness

STATEMENT	MEAN	SD	REMARKS
I am always appreciative of everything no matter how big or small.	4.79	0.41	Strongly Agree
I believe in myself which gives me the courage to face the obstacles and problems that life is likely to throw at me.	4.55	0.69	Strongly Agree
I am optimistic and hopeful when facing challenging situations.	4.64	0.54	Strongly Agree
I try my best to maintain calm during a stressful event.	4.75	0.48	Strongly Agree
I build empathy by helping my classmates to comprehend emotions and become more sensitive to other’s feeling.	4.58	0.70	Strongly Agree
<b>Weighted Mean</b>	4.58		
<b>SD</b>	0.66		
<b>Verbal Interpretation</b>			<b>Very High</b>

Table 10 presented the level of pupils' welfare in terms of Emotional Wellness. The findings indicated that most respondents strongly agree that they were always appreciative of everything, no matter how big or small, with a mean score of M = 4.79 and a standard deviation of SD = 0.41. This high score suggested that pupils had a strong sense of gratitude, which played a significant role in enhancing their emotional wellness. This trait contributed to an overall positive outlook, regardless of external circumstances. The overall weighted mean of 4.58 and SD=0.66 represents a very high implementation level of emotional wellness traits among pupils. But more than a numerical rating, this points to a school environment that intentionally nurtures emotional intelligence.

Pupils appear to be developing a nuanced understanding of their own emotions, as well as the tools to manage them. This is crucial not just for academic engagement but for maintaining mental health, building positive relationships, and responding constructively to life’s setbacks.

The findings from this table indicate that the program has effectively created an emotionally nurturing environment one where emotional growth is as prioritized as intellectual achievements.

According to the WHO (2016), mental health is "a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." The importance of developing resilience and coping strategies, both of which are crucial components of emotional wellbeing, is highlighted in this definition. Students who acquire these abilities are better able to deal with academic demands and interpersonal difficulties. It also fosters a better learning atmosphere where academic accomplishment is given equal weight with emotional well-being. Promoting mental health gives pupils the ability to flourish both in and outside of the classroom.

TABLE 11. Level of Pupils’ Welfare in terms of Intellectual Wellness

STATEMENT	MEAN	SD	REMARKS
I perform well academically by accepting responsibility.	4.69	0.60	Strongly Agree
I improve my critical thinking skills that can help my ideas effectively by reflecting and learn from the process.	4.72	0.49	Strongly Agree
I engage in activities that promote relaxation and support maintaining mental wellbeing.	4.64	0.61	Strongly Agree
I explore with new things that can enhance my intellectual wellbeing, such as reading book.	4.65	0.66	Strongly Agree
I am curious in the same sense as increasing the change of developing a habit.	4.62	0.72	Strongly Agree
<b>Weighted Mean</b>		4.66	
<b>SD</b>		0.62	
<b>Verbal Interpretation</b>			<b>Very High</b>

Table 11 presented the level of pupils' welfare in terms of Intellectual Wellness, with a particular focused on their cognitive development and mental well-being. The findings indicated that most pupils strongly agree that they worked to improve their critical thinking skills, which helped them express ideas more effectively by reflecting and learning from the process, with a mean score of M=4.72 and a standard deviation of SD = 0.49. This result reflected the importance pupils placed on developing higher-order cognitive skills, which were crucial for problem-solving and effective communication.

The overall weighted mean of 4.66 and SD=0.62 reflects a very high implementation level of intellectual wellness among pupils. More importantly, it indicates that pupils are not merely complying with academic expectations they are demonstrating agency in their own learning. When pupils strive to improve their reasoning skills, take responsibility for academic outcomes, and pursue enrichment opportunities, they show a willingness to grow intellectually beyond the minimum required. This speaks volumes about the value of the program in cultivating an environment that inspires curiosity, independent thought, and sustained engagement with learning.

This development does not happen in isolation. Roy (2022) explains, highlights the significance of intellectual wellness as a shift in perspective an ability to step outside one's existing worldview and embrace new ways of thinking. Intellectual wellness is deeply influenced by the educational

environment. When schools offer spaces that encourage curiosity through supportive teachers, engaging lessons, and meaningful conversations students are more likely to view learning as purposeful and connected to their lives.

These findings underscore the program’s broader educational impact: fostering pupils who are reflective, responsible, and intellectually motivated. The emphasis on critical thinking and personal responsibility indicates that the program supports not just scholastic achievement, but also the development of thoughtful, informed individuals who are prepared to navigate and contribute meaningfully to the world

around them. This holistic approach fosters lifelong learning and empowers students to become proactive citizens capable of making ethical and well-reasoned decisions in diverse real-world contexts. It shapes students into responsible, independent thinkers ready to face real-world challenges.

*Significant Relationship Between Homeroom Guidance and Counseling Services to the Pupils’ Academic Habits*

The table 12 showed the Significant Relationship Between Homeroom Guidance and Counseling Services to the Pupils’ Academic Habits.

TABLE 12. Test of Relationship Between Homeroom Guidance and Counseling Services to the Pupils’ Academic Habits

Homeroom Guidance and Counseling Services		Pupils’ Academic Habits			
		Goal Setting	Prioritizing Task	Active Learning	Establish Routine
Personal Development	r-value	0.483*	0.371*	0.441*	0.441*
	p-value	<.001	<.001	<.001	<.001
	N	100	100	100	100
Social Development	r-value	0.558*	0.558*	0.519*	0.537*
	p-value	<.001	<.001	<.001	<.001
	N	100	100	100	100
Educational Development	r-value	0.707*	0.630*	0.649*	0.698*
	p-value	<.001	<.001	<.001	<.001
	N	100	100	100	100
Career Development	r-value	0.674*	0.620*	0.685*	0.707*
	p-value	<.001	<.001	<.001	<.001
	N	100	100	100	100

Note: \*\* p < 0.05 is significant

Table 12 presented the significant relationships between Homeroom Guidance and Counseling Services and the Pupils’ Academic Habits across various developmental domains. The results indicated that the Homeroom Guidance and Counseling Services had a significant relationship with pupils' academic habits, with varying degrees of correlation across personal, social, educational, and career development.

In terms of Personal Development, the relationship between Homeroom Guidance and Counseling Services and Pupils’ Academic Habits in terms of goal setting, prioritizing tasks, active learning, and establishing routines showed moderate to low correlations. The r-values for these relationships were as follows: goal setting (r = 0.483), prioritizing tasks (r = 0.371), active learning (r = 0.441), and establishing routine (r = 0.441). These values suggested a moderate to low relationship. Moreover, the p-values for these relationships were <.001, which were significantly lower than the level of 0.05, confirming that these relationships were indeed statistically significant. This implied that the personal development aspects of the homeroom guidance and counseling services positively influence the pupils' academic habits, although the strength of the relationship varies.

For Social Development, there were moderate correlations between Homeroom Guidance and Counseling Services and the pupils' academic habits in all four areas. Specifically, the r-values for goal setting (r = 0.558), prioritizing tasks (r = 0.558), active learning (r = 0.519), and establishing routine (r = 0.537) were moderate. These values indicate a moderate relationship across the four academic habit areas. The p-values were all <.001, which again confirmed the statistical significance of these relationships, suggesting that social development provided through guidance services positively

impacted the pupils’ ability to set goals, prioritize tasks, engage in active learning, and establish routines.

Regarding Educational Development, there was a high correlation between Homeroom Guidance and Counseling Services and goal-setting (r = 0.707), indicating a high relationship. The r-values for prioritizing tasks (0.630), active learning (0.649), and establishing routines (0.698), the correlations were moderate. The p-values for all these relationships were also <.001, further confirming that the educational development fostered through homeroom guidance and counseling services significantly influenced academic habits, with a stronger relationship in goal setting and moderate effects in other academic habits.

Lastly, in terms of Career Development, the correlations between Homeroom Guidance and Counseling Services and pupils' academic habits also indicated moderate to high relationships. The r-values for goal setting (r = 0.674), prioritizing tasks (r = 0.620), active learning (r = 0.685), and establishing routine (r = 0.707) ranged from moderate to high, with the highest correlation observed in establishing routine (r = 0.707). The p-values were again <.001, signifying that career development through homeroom guidance services plays a significant role in shaping the academic habits of pupils.

In conclusion, the results indicated that Homeroom Guidance and Counseling Services had a significant and positive impact on pupils' academic habits across personal, social, educational, and career development. The moderate to high correlations observed, along with the statistically significant p-values, suggest that these services effectively influenced pupils’ ability to set goals, prioritize tasks, engage

in active learning, and establish routines, with varying degrees of influence in each developmental area.

As Carr et al. (2015) emphasized, active learning includes the various ways pupils engage with content to build knowledge and deepen comprehension. These findings also confirmed the importance of consistent guidance in promoting behaviors and habits that contributed to effective learning and overall academic achievement.

*Significant Relationship Between Homeroom Guidance and Counseling Services to the Pupils' Welfare*

The table 13 showed the Significant Relationship Between Homeroom Guidance and Counseling Services to the Pupils' Welfare.

TABLE 13. Test of Relationship Between Homeroom Guidance and Counseling Services to the Pupils' Welfare

Homeroom Guidance and Counseling Services		Pupils' Welfare		
		Social Wellness	Emotional Wellness	Intellectual Wellness
Personal Development	r-value	0.484*	0.537*	0.509*
	p-value	<.001	<.001	<.001
	N	100	100	100
Social Development	r-value	0.558*	0.558*	0.519*
	p-value	<.001	<.001	<.001
	N	100	100	100
Educational Development	r-value	0.707*	0.630*	0.649*
	p-value	<.001	<.001	<.001
	N	100	100	100
Career Development	r-value	0.601*	0.601*	0.614*
	p-value	<.001	<.001	<.001
	N	100	100	100

Note: \*\* p < 0.05 is significant

Table 13 showed that there was a significant relationship between Homeroom Guidance and Counseling Services and the Pupils' Welfare in multiple areas, including Personal Development, Social Development, Educational Development, and Career Development. The analysis highlighted the relationship between the guidance services and the welfare of pupils across three key components: social wellness, emotional wellness, and intellectual wellness.

Each of these developmental areas had been assessed through correlation values (r-values) and statistical significance (p-values), confirming the Homeroom Guidance and Counseling Services on pupils' overall welfare.

In terms of Personal Development, the study showed a significant relationship with the pupils' welfare, particularly in social wellness, emotional wellness, and intellectual wellness. The r-values for these relationships were: Social Wellness (r = 0.484)-Low relationship, Emotional Wellness (r = 0.537)-Moderate relationship, Intellectual Wellness (r = 0.509)-Moderate relationship.

The p-values for all these relationships were <.001, which were significantly lower than the accepted significance level of 0.05. This confirmed that the Homeroom Guidance and Counseling Services played a significant role in promoting the personal welfare of pupils, particularly in emotional and intellectual dimensions. The relationship strength varied, with emotional wellness showing a moderate correlation, while social wellness had a low relationship.

For Social Development, the relationship between Homeroom Guidance and Counseling Services and pupils' welfare in social wellness, emotional wellness, and intellectual wellness was similarly significant. The r-values were: Social Wellness (r = 0.558)-Moderate relationship, Emotional Wellness (r = 0.558)-Moderate relationship, Intellectual Wellness (r = 0.519)-Moderate relationship.

As in the previous section, the p-values were <.001, confirming statistical significance and suggesting that the guidance services had a moderate influence on the social development of pupils, enhancing their social, emotional, and intellectual wellness.

Regarding Educational Development, there was a strong significant relationship with pupils' welfare. The r-values for social wellness, emotional wellness, and intellectual wellness were: Social Wellness (r = 0.707)-High relationship, Emotional Wellness (r = 0.630) -Moderate relationship, Intellectual Wellness (r = 0.649)-Moderate relationship.

Once again, the p-values of <.001 confirmed statistical significance, reinforcing the idea that Homeroom Guidance and Counseling Services had a particularly strong relationship with the social wellness of pupils and a moderate relationship with their emotional and intellectual wellness. This highlighted that guidance services significantly support educational development by fostering a positive and healthy environment for intellectual growth.

The relationship between Homeroom Guidance and Counseling Services and Career Development also yielded significant findings. The r-values were: Social Wellness (r = 0.601)-Moderate relationship, Emotional Wellness (r = 0.601)-Moderate relationship, Intellectual Wellness (r = 0.614)-Moderate relationship.

The p-values were again <.001, confirming that the Career Development aspect of Homeroom Guidance and Counseling Services significantly contributed to the moderate welfare of pupils in social, emotional, and intellectual domains.

This study concluded that Homeroom Guidance and Counseling Services significantly impacted the welfare of pupils, as evidenced by the moderate to high relationships across various dimensions of welfare, including social wellness, emotional wellness, and intellectual wellness. The statistical significance (p-values of <.001) indicated that these services played an essential role in fostering the overall well-being of pupils, promoting their development in multiple facets.

The findings aligned with research by Hernández-Torrano et al. (2020), which suggested that having good mental health including the ability to manage stress and maintain emotional stability was crucial for overall health and wellness. The study underscored the importance of Homeroom Guidance and Counseling Services in supporting pupils' welfare, particularly through personal, social, educational, and career development, as these areas were fundamental to pupils' holistic growth and well-being.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings above, the following conclusions were hereby drawn:

There was a significant relationship between homeroom guidance and counseling services and pupils' academic habits, leading to rejection of null hypothesis. This concludes that the implementation of these services positively influenced pupils' ability to set goals, prioritize tasks, engage in active learning, and establish routines. Homeroom guidance and counseling services were essential in shaping effective academic habits. These services provided the structure and support needed for students to develop discipline and focus. As a result, pupils became more confident in managing their responsibilities and achieving academic success.

Homeroom guidance and counseling services had a significant relationship in all indicators of pupils' welfare, leading to rejection of null hypothesis. This concludes that services contributed to the enhancement of pupils' social, emotional, and intellectual wellness. Homeroom guidance played a pivotal role in promoting the overall well-being of pupils. It helped create a supportive environment where students felt valued and empowered to grow in all aspects of their lives. This concludes that homeroom guidance and counseling services were highly effective in supporting students' personal, social, educational, and career development, leading to the rejection of the null hypothesis and highlighting the importance of holistic student support.

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

Guidance counselors and class advisers may collaborate to design and implement structured activities that promote goal setting, task prioritization, active learning, and routine establishment among pupils.

Schools may continue to strengthen the implementation of homeroom guidance and counseling services, particularly in the areas of personal, social, educational, and career development, to further improve pupils' academic habits and overall welfare.

Future researchers may conduct similar studies in other schools or educational levels to validate and broaden the scope of the findings.

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