

Home Visitation And Learners' Academic Performance

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Abstract

One of the strategies teachers utilize to increase parents' engagement in their children's studies is home visitation. This study sought to determine the parents' perception level of the Home Visitation Program, the level of the learners' academic performance, and the significant relationship between the Home Visitation Program and the learners' academic performance among the three(3) elementary schools of Barangay Lunao, West 2 District, Division of Gingoog City, during the First and Second Quarters of the School Year 2022-2023. There was a total of one hundred seventy-seven (177) Grade VI parents using the universal sampling method. This study utilized a survey questionnaire from Talunan (2022). It employed the mean, standard deviation, and Pearson Product Moment Correlation Coefficient (r) to ascertain the significant relationship between parents' perception of home visitation and learners' academic performance. The study found that respondents have a Very High perception of Home Visitation, specifically of the parent-teacher relationship, and that the learners are confident in every task their teachers give. A significant relationship exists between home visitation and learners' academic performance, thus rejecting the null hypothesis. It is concluded that home visitation is an opportunity to establish a camaraderie with the parents to help their children improve their academic performance. Thus, an open line of communication is recommended.

Keywords: Home Visitation, communication, involvement, academic performance.

1. Introduction

One of the strategies that teachers utilize to increase parents' engagement is home visitation which is included in their children's education. Home visitation can be characterized as a method for educators to interact with in their children's studies. It can be defined as a way for teachers to connect with the parents and learners by visiting them in their homes. In addition, teachers normally visit the homes of their learners to learn more about the circumstances and daily lives of their learners, which will be useful in their management inside the classroom. The home visit becomes urgent when learners constantly make absences without prior notice or any acceptable reason, when parents are unable to attend parent-teacher conferences, when learners have problems coping with lessons, or when learners display disruptive behavior in school.

The frequency of home visits depends on how parents and learners react to the visit done by the teacher. If the parents and learners accept the visit positively and become engaged with the school activities, then a series of home visits wouldn't be necessary. However, suppose the parents and learners are unaffected by the home visit and continue to be uncooperative and unresponsive to their obligations as parents and their tasks as learners. In that case, constant follow-up is a must.

Parents can communicate with their children's teachers through home visits. They can find out information that their children do not usually divulge during these times and inquire about their whereabouts in school. They can voice their worries about issues that they find bothersome concerning their children's studies and be able to share their goals and aspirations for their children as well as the difficulties their children have every day in coming to school.

Notably, the school system aims to improve learners' academic performance, promote parents' involvement, and encourage learners to behave more positively in the classroom. These goals form the basis of the teachers' home visitation program. Mcknight et al. (2017) assert that teachers and school personnel

have the chance to build strong relationships with families through home visits. These connections may encourage more involvement at home, boosting learners' academic engagement and enthusiasm for what they are studying.

The researcher is in emergent need to find a strategy that will promote parent-teacher collaboration that will eventually lead to increased learners' academic performance. It seemed to her that doing home visitations are effective in gaining parents' engagement and learners' improved performance. To be able to gather concrete proof that home visitation is indeed effective in winning parents' partnership and support, this study came to life. With that, the researcher seeks to identify parents' perceptions of home visitation and the learners' academic performance among the three (3) elementary schools of Barangay Lunao, West 2 District, Division of Gingoog City, during the First and Second Quarters of School Year 2022-2023.

This study utilizes Epstein's School-Family Partnership Theory, which emphasizes the value of utilizing a home visiting technique to raise learner performance. Parents, schools, and society all share a common understanding of and dedication to learner instruction (Epstein & Sheldon, 2019). According to Epstein's School-Family Partnership Theory, the interested parties cooperate to affect the development and education of children. This notion, according to Epstein, is an overlap of the spheres of influence of the many parties involved in educating children. Instead of making effective learners, this idea equips learners with the skills they need to advance independently.

According to Epstein, educators should create homes similar to families, families should develop homes similar to schools, and communities should support services similar to both families and schools. By treating children like persons and making them feel valuable, Epstein's concept urges educators to provide family-like schools. Likewise, by emphasizing the importance of school and its associated activities and encouraging their children's success, parents and guardians should create homes that are more like schools.

The study of Epstein is fostered by DepEd Order No. 2, series of 2015, entitled Guidelines on the Establishment and Implementation of the Results-Based Performance Management System (RPMS) in the Department of Education, which highlights the use of Individual Performance Commitment and Review Form as a tool for evaluation of teacher's performance once a school year.

Moreover, home visits are essentially the Department of Education's response whenever a student exhibits absenteeism behavior or is on the verge of quitting school. However, home visits are seen as a solution and not a practice for teachers in the reminder to teachers at the bottom of School Form 2 (SF2), also known as the Daily Attendance Report of Learners: The adviser will offer any necessary interventions, including but not limited to home visits, to any students who have missed five or more days in a row or who are at risk of failing. The current research indicates that to reduce absenteeism in primary schools; there must be substantial parental support. A child's academic advancement depends on parental involvement in their education (Kabanga & Malauzi, 2020).

2. Methodology

The researcher made use of the descriptive survey method by Talunan (2022) that investigates the relationship between Parents' Perceptions of Home Visitation and Learners' Academic Performance in the three (3) schools of Barangay Lunao of the West 2 District, namely Baybay Elementary School, Lunao Central School, and Pedro Maligmat Integrated School. This is a non-experimental study of the significance of the variables with the help of statistical analysis. This study aims at describing the nature of the situation as it exists and explores the parents' perceptions of the Home Visitation in terms of parents' involvement, parent-teacher relationship, and parent-pupil relationship on learners' academic performance.

For thorough data analysis and treatment, the researcher made use of statistical tools to ascertain the extent of home visitation as viewed by parents in terms of parents' communication with teachers, parents' involvement, and parent-teacher relationships; techniques like mean and standard deviation are used. Utilizing the mean and standard deviation, the degree of students' academic performance was also addressed.

Additionally, Pearson Product Moment (r) was utilized to ascertain the significant relationship between parents' perception of home visitation and learners' academic performance.

3. Results and Discussion

Problem 1. What is the level of the parent's perception of the Home Visitation Program based on:

- 1.1 Parents' Communication;
- 1.2 Parents' Involvement; and
- 1.3 Parent-Teacher Relationship?

Table 1

Overall Level of Home Visitation

Variables	Mean	SD	Description	Interpretation
Parents Communication	3.31	0.74	At All Times	Very Highly Perceived
Parents' Involvement	3.41	0.72	At All Times	Very Highly Perceived
Parent Teacher Relationship	3.67	0.58	At All Times	Very Highly Perceived
Overall Mean	3.46	0.68	At All Times	Very Highly Perceived
Note: 3.26 – 4.00 At All times 2.51 – 3.25 Most of the Time 1.76 – 2.50 Sometimes 1.00 – 1.75 Never				

Table 1 represents the summary of mean ratings of the respondent's perception of the Home Visitation Program among parents based on the following: parents' communication, parents' involvement, and parent-teacher relationship. It is characterized as having an overall Mean of 3.46 with an SD=0.68, described as At All Times, interpreted as Very Highly Perceived. According to parents, the Home Visitation Program enables them to aid in their children's academic development. Furthermore, it improves the child's wellbeing and academic performance while encouraging positive parent-teacher relationships.

For learners, families, and teachers, home visits help close the gap between home and school (Gatilogo & Tan, 2019). The importance of parents supporting their children's learning at home is supported by research. Similarly, Ilhan, Ozfidan, and Yilmaz (2019) claim that home visits are a great way for teachers to bridge the gap between school and home while learning about the different backgrounds of their learners. Follow-up with learners is done through parent-teacher conferences, phone calls, letters, and progress reports, especially for those who are academically at risk. These exchanges are used to monitor learners' academic progress and general classroom behavior.

It also signifies that among the factors considered, the parent-teacher relationship has the highest Mean score of 3.67 with SD= 0.58, which is described as At All Times and interpreted as Very Highly Perceived. It implies that parent-teacher interactions are crucial because they have a big impact on children's academic success and well-being. To apply effective teaching practices in their classrooms, teachers require the assistance of parents. Teachers must also make it plain to learners what they are expected to do as well as what will be done to support their success.

In furtherance, to collaborate with parents to enhance the learners' academic performance, they must also express their concerns and disappointments to them. Making parents feel at ease is vital since some parents could feel anxious when they first meet their children's teacher. Parents are more inclined to accept the school's rules when teachers engage with them and make them feel appreciated, which gives learners a sense of security.

According to the Newchurch (2017) study, children's work habits, attitudes toward school, and grades increase when there is a partnership approach between parents and teachers. They exhibit superior social skills, less behavioral issues, and a greater capacity for situational adaptation and interpersonal

harmony. Additionally, parents and educators gain. It has been discovered that when parents and teachers collaborate as partners, they are able to communicate more effectively, build deeper bonds, and learn how to assist children's learning and behavior.

On the other hand, *parents'* communication got the lowest Mean rating of 3.31 with $SD=0.74$, which is described as At All Times and interpreted as Very Highly Perceived. Among the variables of the study, parents' communication with teachers answers the problem of why parents lack the enthusiasm to be more involved in their children's academic endeavors. Some factors include the fact that parents find it awkward to talk to teachers, that they are too busy working to talk to parents, and that some parents believe that teachers should handle their children's academics. These parents may not be well-informed about their kids' academic progress, so they are unsure of how to assist them. This indicates that even while parents talk to their children's teachers about how they are doing, research shows that they still need to be more vocal about their worries about their efforts and accomplishments at school. It should be highlighted that one of the key factors in learners' performance is the teacher's and parent's willingness to communicate openly about their education.

To better comprehend how parents might support their children's academic performances, parental engagement might encompass a range of activities, such as parents sharing information or sharing information with teachers (Castillon & Bonotan, 2018). To ensure a smooth flow of communication, both parties should be able to converse their thoughts with the other.

Problem 2. What is the performance level of the learners' academic performance?

Table 2
Learners' Academic Performance

Indicators	Mean	SD	Description	Interpretation
1. shows improvement in his/her academic performance.	3.51	0.62	At All Times	Very Highly Perceived
2. participates well in school activities.	3.37	0.76	At All Times	Very Highly Perceived
3. enjoys all activities in school.	3.47	0.75	At All Times	Very Highly Perceived
4. is eager to perform well in school.	3.51	0.62	At All Times	Very Highly Perceived
5. is confident in every task his/her teacher may give.	3.64	0.55	At All Times	Very Highly Perceived
6. knows how to innovate better methods and strategies in classwork.	3.54	0.65	At All Times	Very Highly Perceived
7. learns to pay more attention to his/her school-works.	3.54	0.59	At All Times	Very Highly Perceived
8. attends school functions actively.	3.44	0.65	At All Times	Very Highly Perceived
9. wants to explore new things and discover new skills.	3.40	0.61	At All Times	Very Highly Perceived
10. is encouraged to be involved in other opportunities or interests.	3.37	0.77	At All Times	Very Highly Perceived
Overall Mean	3.48	0.66	At All Times	Very Highly Perceived
Note: 3.26 – 4.00 At All times 2.51 – 3.25 Most of the Time 1.76 – 2.50 Sometimes 1.00 – 1.75 Never				

Table 2 presents the respondents' perception of home visitation on Learners' Academic Performance. It has an Overall Mean of 3.48 with $SD=0.66$, which is described and interpreted as a Very Highly Perceived. This means that the parents feel that their children's academic performance has improved because of the home visitation.

This implies that they are certain that it has helped them succeed in their academics. In addition, teachers' proper guidance and monitoring have put the parents at ease with their children. When parents observe that their children are improving, they will feel confident that their children will have a positive impact in school and will continue assisting the teachers in all school undertakings.

The indicator, Through teacher home visits, my child is confident in every task his/her teacher may give, got the highest Mean of 3.64 with $SD=0.55$, which is described as At All Times and interpreted as Very Highly Perceived. It indicates that strong relationships between parents and teachers have benefited kids since

they have been found to raise their academic performance, social skills, and emotional health. Children do better at home and in school when parents and teachers collaborate.

Home visits had a favorable impact on learners' academic and behavioral functioning at school (Wright et al., 2018). When compared to other learners who were not visited, those who received home visits through the school system's program had much superior academic success and motivation. Parents of children who were visited at home also showed greater interest in their offspring's academic pursuits than parents of children who were not visited.

However, the indicators Through teacher home visits, my child participates well in school activities and Through teacher home visits, my child is encouraged to participate in additional opportunities or interests got the same lowest Mean of 3.37; with SD=0.77; 0.76, respectively, which is described as At All Times and interpreted as Very High level. This means that to encourage their learners to engage in additional learning opportunities and let their interests guide the content that teaches skills and concepts, teachers must provide a choice of learning options based on what they know about their learners.

According to Gatilogo and Tan (2019), parents can greatly benefit from teachers' knowledge of their children's talents when establishing home-learning environments. By talking favorably to their children about school and teachers, creating a happy environment at home, and fostering their hobbies, parents can encourage learning after school. Also, they ought to give out educational resources, read to the children, and promote physical activity. Participating in their schooling demonstrates to children that their parents' value education. A child will study at school more effectively if they feel supported at home. Children are more inclined to collaborate when they can do the tasks they want or need to.

Problem 3. Is there a significant relationship between the Home Visitation Program and the academic performance of the students?

Table 3

Test Correlation on Home Visitation Program and Learners' Academic Performance

Home Visitation Program	Learners' Academic Performance				
	r-value	p-value	Description	Decision	Interpretation
Parents Communication	0.662	0.041	MPR	Reject Ho	Significant
Parents' Involvement	0.788	0.001	HPR	Reject Ho	Significant
Parent Teacher Relationship	0.773	0.023	HPR	Reject ho	Significant

The results of the test on the association between learners' academic success and parents' perceptions of home visits are shown in Table 6. The table exemplifies that parents' perception of the Home Visitation as to parents' communication with r-value = 0.662, described as a Moderate Positive Relationship, parents' involvement with r-value = 0.788, and parent-teacher relationship with r-value = 0.773 both described as High Positive Relationship were significantly relevant to the learners' academic performance. This means that the null hypothesis was rejected because the obtained probability values were lesser than the level set at 0.05.

This further denotes that parents' perception of home visitation as to parents' communication, parents' involvement, and the parent-teacher relationship has a big impact on the teacher's strategy of going to the homes of their students, which is crucial for raising academic performance. The findings demonstrate that home visits benefited parents' involvement, communication, and the parent-teacher connection eventually impacts learners' academic performance. Because of home visitations, the learners could maximize their potential and use them to increase their academic performance as perceived by their parents.

Parents' communication with teachers has a moderate positive relationship with academic performance and is found significant, thus rejecting the null hypothesis. This implies that learners' academic performance is greatly influenced by the level of communication between parents and teachers. The academic performance of learners can benefit from strong relationships between parents and teachers. However, when

there is a chasm in the lines of communication between parents and teachers, this will most likely result in a low or a plateau in the learners' academic performance.

On the other hand, parents' support and learners' academic performance are even more important. It has a high positive relationship, thus rejecting the null hypothesis. This shows how involved parents are with their children's education. It means that learners' academic performance will rise to a higher level when parents attempt to be involved in their children's school lives. Similarly to this, parents who do not engage with their children's education may find that their children lack of confidence to do well in school, which will most likely result to low academic performance.

Moreover, the parent-teacher relationship has a high positive relationship and is significant to learners' academic performance, thus rejecting the null hypothesis. This implies that the level of parent-teacher relationships significantly influences learners' academic performance. A positive relationship between parents and teachers may reassure and motivate learners to work harder to improve their academic performance. On the other hand, if parents and teachers do not have a positive relationship, they might be unable to assist the learners. To gain confidence in accomplishing their tasks in school. This may result in less inspired learners resulting in low academic performance.

4. Conclusions and Recommendations

Based on the findings presented above, the following conclusions can be drawn:

1. Parent-teacher relationship is established during home visitation. Therefore, this helps the foundation of the motivation on the part of the learner to attend school activities. This is an opportunity to have a good camaraderie with the teacher to help their children improve their academic performance.
2. The learners are confident in every task their teacher may give. This evidence that the children trust their teachers in terms of their learning in school.
3. A significant relationship exists between the home visitation program and learners' academic performance.

Based on the findings and conclusions presented above, the researcher has formulated the following recommendations:

1. Teachers may exert a lot of effort in establishing rapport with the parents as the foundation of their relationship. This way, an open line of communication will be achieved where parents are able to communicate their concerns directly to the teacher.
2. Teachers may continuously use effective teaching strategies that provide timely, accurate, and constructive feedback to improve learners' performance. It is also recommended that teachers appropriately plan, select, develop, organize, and use relevant teaching and learning resources to address the learning goals and demands of 21st-century learners. Teachers' initiatives are crucial to the success and development of the learners. Moreover, remedial activities, innovations, monitoring, and follow-up must be consistently done to address the issues and concerns of the learners.
3. Teachers may create activities that would boost the morale of the parents and the learners to have a good outlook about education.

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