

Essentials of Home Visitation: Teachers', Learners' and Stakeholders' View

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Abstract

This paper highlights an in-depth study on the view of teachers', learners' and stakeholders' on the need for home visitation. A study on the effect of teacher's home visitation to the academic performance is also a focus of this research. Encompassing three years of home visitation for the learners of Talangan Integrated National High School, Nagcarlan, Laguna, Philippines, the teacher-researcher was able to gather data on the academic performance of the learners during their first semester, particularly the General Academic Strand (GAS) and Accountancy, Business and Management (ABM) strands of Senior High School. The explanatory-sequential mixed method of research was used – quantitative followed by qualitative method. It was revealed that home visitation significantly helps in increasing the academic performance of learners from 85 to 85.33, with p-value 0.01 (alpha level 0.05). Teachers, learners and stakeholders all agree that home visitation helps on the following key essentials of home visitation - establishing contract between teacher, learner and parents; precautionary measure, and not remedy to learner problems; aid in maintaining good academic performance; creating a home extension of learning and evaluation; and inculcating responsible citizenship for future leaders in community. Recommendations to target groups of people were given at the end of the study.

Keywords: home; visitation; stakeholder; parents; community

1. Introduction

“People don't care how much you know
until they know how much you care.”

John Maxwell

Teachers, learners and stakeholders play a vital role in the educative process, as well as the improvement of school performance. The enriched engagement of the school-community partnership, both internal and external stakeholders, is one of the secrets of a highly developing school. There has never been a strong educational foundation without the reporting of the school progress to the parents, community and other stakeholder.

Since the Senior High School program was implemented in Talangan Integrated National High School, the author-researcher, who is also the adviser of grade 11 GAS class for three years, has been conducting home visitation during the first semester of school year. This is done to all learners and not to chosen few only. Interview to parents and learners are being done to have quality time during visits. Acquaintance to family members and having thorough knowledge of learner's environment at home is one of the goals of this important task of being an adviser.

Up to what extent does this home visitation create impact to learners, parents and community? Does this voluntary act significantly affect learners' academic performance? What are some things that home visitation contribute to family, community and other stakeholders?

This study covers a three-school-year period from the time the Senior High School program was implemented up to present. It has in mind the benefit to learners, school, family, community and other stakeholders, as this paper will look deeper into the purpose and importance of home visitations to both public and private students.

1.1 Background of the Study

Home visitation, basically, is the solution of the Department of Education whenever a learner is having absenteeism behavior or in the verge of dropping out from school. The reminder to teachers at the bottom of School Form 2 (SF2) or what is called the Daily Attendance Report of Learners states this, "The adviser will provide necessary interventions including but not limited to home visitation to learner/s who were absent for 5 consecutive days and/or those at risk of dropping out." On this note, home visitation is seen as a solution and not a practice for teachers. Also, teachers might think that not all learners are worthy of home visitation, but only those who have the tendency to drop out from school and those with habitual absenteeism. That is one of the reasons this study is conducted – to give clear-cut notion or concept about home visitation.

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" highlights the use of "Individual Performance Commitment and Review Form" which evaluates teacher's performance once a school year. For Teachers I, II and III positions, it can be seen under School, Home and Community Involvement area that the teacher is expected to visit 3% of the students in his class. This is giving us the order or command of home visitation, but not the heart of it, for who knows if there is more than 3% of the class who has family problem? And how would the teacher know that if he will not visit the learners' home? Thus, this book would look deeper into the aspect of home visitation. Is this really needed? Do all learners deserve to be visited at home? What is the view of the teachers, learners and stakeholders on home visitation?

1.2. Theoretical Framework

The model that guided this study in looking deep into the aspect of home visitation is that of Epstein (1995). He developed a model with four established pattern with regards to the partnership of school and community.

- Partnerships between home and schools tend to decrease across grades *unless* schools develop and implement appropriate partnership practices at each grade level.
- Affluent communities have more family involvement on average, *unless* schools in distressed communities work to build positive relationships with students' families.
- Schools in distressed communities tend to make more contact with families about problematic behavior, *unless* a balanced partnership program that includes contacts about the positive accomplishments of students is established.
- Fathers, parents who are single, who are employed outside the home, or who live far from the school tend to be less involved at the schools, *unless* the school organizes opportunities for families to volunteer at various times and places to support the school and children.

The first pattern seems to support the cliché that the best teachers need to be assigned to lower grades. They are the ones who are energetic, very patient, has a closer relationship with parents of learners and has so many ideas disciplining kids. But it is also true that the youth of today poses many problems especially on their behaviors.

The second pattern speaks of the vitality of teachers in private schools in having partnership with

parents unlike the teachers in public schools. Considering the teacher-to-student ratio, private schools have more opportunity in getting to know the parents of each child.

The third pattern has been observed for many years, that when there is home visitation, it is suspected that the learner visited did something wrong like frequent absenteeism. It is very seldom that people view home visitation as a reward for learner's achievement in school.

The fourth pattern speaks of learners with guardians who are not their parents, that is why their parents are not active in dealing with school matters of their child, or they are not usually present when there is school activity where parents are needed. These are scenarios wherein teachers think that visitation is needed because the learners most of the times are misguided when parents are away from home.

This model with four patterns seems to be true and prevalent in our society. And though this model sounds negative to be used as the skeleton or building block of this study, the researcher prefer to start on this viewpoint, and in the end, would like to leave the readers the choice if this should happen in a school-community partnership or not.

1.3 Conceptual Framework

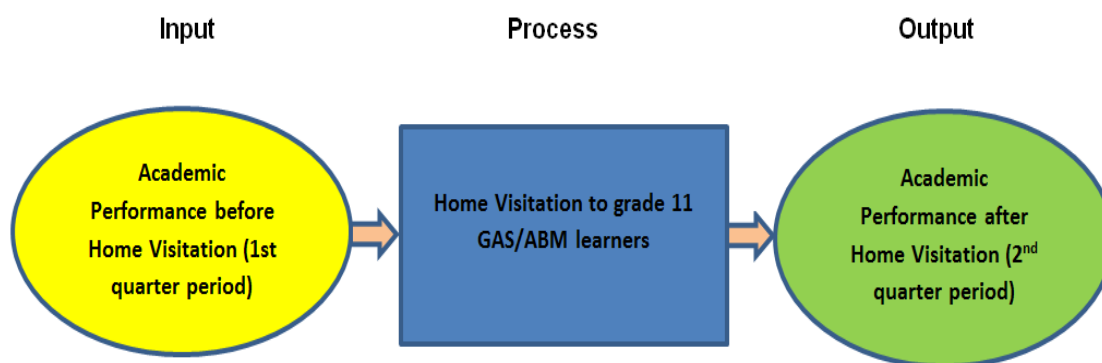


Fig. 1. The paradigm

The figure above shows the framework for this study. The Input contains the academic performance of learners before the conduct of home visitations. The Process box is solely composed of the home visitation to learners, while the Output comprises that academic performance of learners after the conduct of home visitations.

1.4. Statement of the Problem

This piece of work aimed to determine the effectiveness of having home visitation to Senior High School learners of Talangan Integrated National High School to their academic performance.

Specifically, it sought to answer the following questions:

- What is the mean level of academic performance of grade 11 GAS/ABM learners during the first quarters of three consecutive school years (s.y. 2016-2017, s.y. 2017-2018, and s.y. 2018-2019)?
- What is the status of home visitation to learners of grade 11 GAS/ABM class for the three consecutive school years?
- What is the mean level of academic performance of grade 11 GAS/ABM learners during the second quarters of three consecutive school years?
- Is there a significant difference in the academic performance before (first quarter grading period) and after (second quarter grading period) home visitation?

- What is the teachers', learners', and stakeholders' view of home visitation in the following aspect:
 - * Establishing contract between teacher, learner and parents;
 - * Precautionary measure, and not remedy to learner problems;
 - * Aid in maintaining good academic performance;
 - * Creating a home extension of learning and evaluation; and
 - * Inculcating responsible citizenship for future leaders in community?

1.5. Hypothesis

The initial solution to the problem posed at the beginning of the study is stated here: There is no significant difference in the academic performance before (first quarter grading period) and after (second quarter grading period) home visitation.

1.6. Scope and limitations

This paper covered a period of a three school year period – school year 2016-2017, school year 2017-2018 and school year 2018-2019. The academic performance to be compared for the three batches of General Academic Strand (GAS) and Accounting, Business and Management (ABM) came from the performance task average of first quarter and second quarter grading period, which is the first semester of each school year. The choice of first semester only is for the simple reason that Senior High School learners change their subjects every semester.

2. Review of Related Literature

Home visitation is not just an issue in education, but has been trend in health and nutrition to many countries. Research of Schmit et al (2015) “supports the notion that home visiting programs can enhance parenting and support young children’s early development with long-term outcomes for children, parents, and public cost savings.” But Byrd (2012) admitted that “Home visits are not a magical solution for every problem. There are many challenges surrounding home visits. On the side of the schools, they take time, which is at a premium for educators. On the side of the families, home visits can be challenging for various reasons.”

If the academic performance is the issue, Gorter-Reu & Anderson (1998) found out that “teachers who make regular home visits feel that it is well worth the time and emotional effort due to the significant payoffs in the classroom.” Directly and indirectly, academic performance is positively affected because of the confidence gained by the learner when he is visited and encouraged by the teacher. Even the Tasmanian Department of Education has this guiding principle home visitation, “In order to achieve change and improved learning outcomes for students, it is often necessary to work with or meet family members outside the school environment.”

In the article written by Borba (2009) about caring for English learners (ELs), he said, “establishing firm school-home relations is vital to working with all students and their families, but presents some challenges for ELs.” Though these challenges may be present, the reward is indeed outstanding. In the study made by Gichohi (2015), using 52 schools as samples, he found out that result in academic performance is related to the participation of stakeholders in creating school policy. This also has something to do with home visitation because through this teacher activity, the updates in school are being brought to their knowledge, and thus, their response will also be brought to school. The result of this is parallel with the result of the study made by Adjei and others (2008) of South Africa. In their study, they made use of 45 selected private and public schools. They found out that those schools which have a community involvement in school governance has highly effective teachers, thereby greatly contributing to learners’ academic performance.

Tondi (2014) of Tanzania made an analysis of the stakeholders' view of the quality of education in their country. Stakeholders lined up many problems and shortcomings in the education system. At the end of his dissertation, Tondi recommended the encouragement stakeholders' participation in the governance of the school. One of the ways this encouragement can be done is through home visitation. NEA President Dennis Van Roekel (2008) of Washington D.C. made a declaration, "Parents, families, educators and communities—there's no better partnership to assure that all students pre-K- to high school—have the support and resources they need to succeed in school and in life."

Wang and Haertel (nd) made a comparison between schools with low teacher-parent relationship and those with high level of it. They observed that the impact can be seen in students' learning. Where there is high level of parent involvement, the educational system is seen effective because of good students' learning and well-being. NEA Education Policy and Practice Department of Washington D.C. (2013) encouraged and said, "Parents and community members must have a strong vested interest in the success of the schools and must co-own the outcomes produced."

The above-mentioned readings on home visitation, parent-teacher relationship and stakeholders' involvement help in the establishment of concrete support to respondents view on home visitation.

3. Research Design and Methodology

3.1. Research Design

This study followed an explanatory-sequential mixed method, which was quantitative followed by a qualitative study. First, the research dealt with the effect of the home visitation to the academic performance of the learners – whether the process of home visitation did a significant effect to the learners' performance or not. This also included the rating of home visitation done. This first part constituted the quantitative part of the study. Second, survey questions concerning the concept of home visitation were distributed to the respondents – teachers, learners and stakeholders. This second part constituted the qualitative part of the study. Third, to complete the triangulation (ratings, survey question, and verification/clarification), interview to selected respondents were conducted, verifying their answers to the survey questions distributed, and asking for explanations on the answers they had provided.

3.2. Population

To determine the sample size of learner respondents, the Slovin's Formula was used.

$$n = \frac{N}{1 + Ne^2}$$

For the school year 2016-2017, there were 35 GAS learners. For the school year 2017-2018, there were 28 GAS learners. And for the school year 2018-2019, there were 27 GAS and ABM learners, combined. The sum total of respondents for three consecutive school years was 90 learners. Using the Slovin's Formula, and setting the margin of error to 0.05, the number of learner-respondents needed was 73.47 or 74. Setting the proportional number for the three school year population of GAS/ABM learners, the result was shown on the table below:

Table 1. Learner-respondents

School Year	GAS/ABM Enrollees	Percentage	Sample Size
2016-2017	35	38.89%	29
2017-2018	28	31.11%	23
2018-2019	27	30%	22
	90	100%	74

To complete the respondents, including the teachers (Junior and Senior High School teacher-advisers) and stakeholders (parents of GAS/ABM learners and community leaders), the table below presents the complete respondents for this study:

Table 2. Teacher-, learner- and stakeholder-respondents

School Year	Teachers	Learners	Stakeholders	
2016-2017	30	29	29	
2017-2018		23	23	
2018-2019		22	22	
Total	30	74	74	178

3.3. Data Gathering Procedure

The flowchart below shows the courses of action taken to gather data. This also shows the ethical consideration involved by having the permission and support of the School Head on the study conducted.

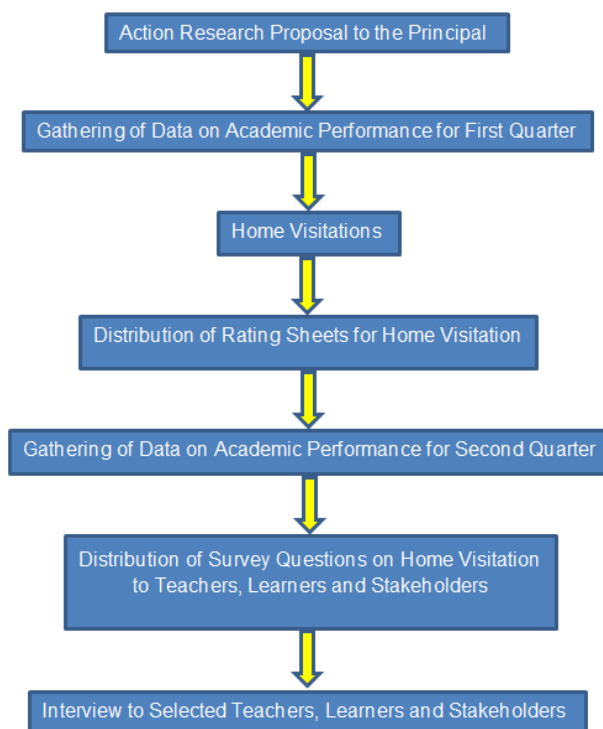


Fig. 2. Steps undertaken in gathering data

4. Presentation, Interpretation and Analysis of Data

This part of the study shows the result of gathering and processing data that answered the questions posted at the beginning of the study. Interpretation and analysis follows every presentation.

4.1. Academic Performance of GAS/ABM Learners, First Quarter Period

Table 3. Mean academic performance of learners for 1st quarter

School Year	Mean	SD	Equivalent
2016-2017	84.29	4.08	Approaching Proficiency
2017-2018	84.94	2.83	Proficient
2018-2019	85.78	1.92	Proficient
Average	85.00	2.94	Proficient

Legend:

90 and above	Advanced
85 – 89	Proficient
80 – 84	Approaching Proficiency
75 – 79	Developing
below 75	Beginning

The table above shows the academic performance (performance task average) of 74 GAS/ABM learners during their first quarter period. GAS learner of s.y. 2016-2017 had a mean academic performance of 84.29, with sd = 4.08. This is interpreted as approaching proficiency. GAS learner of s.y. 2017-2018 had a mean academic performance of 84.94 (with sd = 2.83) which is interpreted as proficient. While GAS/ABM learner of s.y. 2018-2019 had a mean academic performance of 85.87 (with sd = 1.92) which is interpreted as proficient. Average for the three consecutive years of first quarter period is 85.00 which is interpreted as proficient. The average sd which is 2.94 indicates a group which is heterogenous.

4.2. Home Visitation Rating

Table 4. Mean level of perception in home visitation

Indicators	Mean	SD	Interpretation
1. The home visit that happened became is significant.	4.79	0.42	Very Highly Satisfactory
2. The parents are able to relate the student's behavior at home.	4.74	0.56	Very Highly Satisfactory
3. The teacher is able to relate the student's behavior in school.	4.74	0.45	Very Highly Satisfactory
4. Both the parents and learner long for another visit next time.	4.58	0.77	Very Highly Satisfactory
5. The teacher was warmly welcome when he visited home.	4.95	0.23	Very Highly Satisfactory
6. Parents and learner were delighted with the visit.	4.79	0.42	Very Highly Satisfactory
7. I believe that the home visits can help learners to be motivated.	4.84	0.50	Very Highly Satisfactory
8. The learner and his/her parents were prayed for during the visit.	4.79	0.42	Very Highly Satisfactory
9. The family and the teacher both gained respect during the visit.	4.95	0.23	Very Highly Satisfactory
10. The home visit is a step toward helping the learner in schooling.	4.84	0.37	Very Highly Satisfactory
Average	4.80	0.44	Very Highly Satisfactory

Legend:

4.21 – 5.00	Very Highly Satisfactory
3.41 – 4.20	Highly Satisfactory
2.61 – 3.40	Satisfactory
1.81 – 2.60	Fairly Satisfactory
1.00 – 1.80	Not Satisfactory

The table shows the average ratings of the 74 learners and 74 parents who were visited at home for the successive three years. Item 1 which tells of the significance of the home visit gained a rating of 4.79 (with sd = 0.42) which is interpreted as very highly satisfactory. Item 2 which deals with the opportunity of parents to relate to the visiting teacher the student's behavior at home received a rating of 4.74 (with sd = 0.56) which is interpreted as very highly satisfactory. The third item which indicates the opportunity of the teacher in relating to parents the student's behavior in school was given a rating of 4.74 (with sd = 0.45) which is interpreted as very highly satisfactory. The fourth indicator which is about the longing of the learner

and the parents for another visit was rated 4.58 (with $sd = 0.77$) which is interpreted as very highly satisfactory. The fifth indicator which is the warm welcome of the parents and learner to the visiting teacher garnered 4.95 (with $sd = 0.23$) which is interpreted as very highly satisfactory. Indicator number 6, the delight of the parents and learner with the home visit conducted, was set at 4.79 (with $sd = 0.42$) which is interpreted as very highly satisfactory. Indicator number 7, the perception that the learner is motivated when there is a home visit, was found out to be at 4.84 (with $sd = 0.50$) which is interpreted as very highly satisfactory. Teacher's prayer for the situation and needs of the family, indicator number 8, was rated 4.79 (with $sd = 0.42$) which is interpreted as very highly satisfactory. The respect gained by the family and the teacher, indicator number 9, was given a rating 4.95 (with $sd = 0.23$) which was interpreted as very highly satisfactory. Last, the home visit as a great help for the learner in his schooling was perceived to be at 4.84 level (with $sd = 0.37$) which is also interpreted as very highly satisfactory. The average rating for the teacher's home visit is 4.80 which is interpreted as very highly satisfactory. The sd which is 0.44 shows that the answers of the parents and learners agrees with one another.

4.3. Academic Performance of GAS/ABM Learners, Second Quarter Period

Table 5. Mean academic performance of learners for 2nd quarter

School Year	Mean	SD	Equivalent
2016-2017	85.08	4.69	Proficient
2017-2018	84.76	2.79	Proficient
2018-2019	86.14	1.78	Proficient
Average	85.33	3.09	Proficient

Legend:

90 and above	Advanced
85 – 89	Proficient
80 – 84	Approaching Proficiency
75 – 79	Developing
below 75	Beginning

The table shows the academic performance (performance task average) of 74 GAS/ABM learners during their second quarter period. GAS learner of s.y. 2016-2017 had a mean academic performance of 85.08, with $sd = 4.69$. This is interpreted as proficient. GAS learner of s.y. 2017-2018 had a mean academic performance of 84.76 (with $sd = 2.79$) which is interpreted as proficient. While GAS/ABM learner of s.y. 2018-2019 had a mean academic performance of 86.14 (with $sd = 1.78$) which is interpreted as proficient. Average for the three consecutive years of first quarter period is 85.33 which is interpreted as proficient. The average sd which is 3.09 indicates a group which is heterogenous.

4.4. Effect of Home Visitation to Academic Performance

Table 6. Difference in academic performance before and after home visitation

Incidence	Mean	SD	t-comp	t-tab	P-value	Decision
Before Home Visitation	85.00	2.94	-2.69	2.00	0.01	Significant
After Home Visitation	85.33	3.09				

$\alpha = 0.05$

The table shows the t-test result (paired sample mean) of the before and after home visitation. Since the absolute value of the t-computed (2.69) is greater than the t-tabular (2.00), it can be said that with 95% level of confidence, home visitation significantly affects the academic performance. When there is

teacher's home visitation, learners increase in their performance in school. This conclusion is supported by the P-value (0.01) which is lower than the alpha level (0.05).

Directly or indirectly, learners are motivated when the teacher or adviser visits him at home. Some rules are explained to him and because of that, he is able to obey from the heart the policy of the school. The bright future ahead of him is explained by the teacher and it is supported by the parents. There is also a closer relationship that is happening when the teacher reaches out to the family of the learner. Intimidation between the learner and the teacher is removed. The heart of the teacher towards the learner is displayed. Lessons that are difficult can be explained to the learner when the teacher finds time to help the learner at home. Additional activities can be given, and therefore, enhancement of skill happens.

The result of this investigation is parallel with the result of the study made Gichohi (2015) and Adjei (2008). These two studies and the present one support home visitation as an aid in increasing the academic performance of learners. The skill and mastery of the teacher may contribute but his effort in bringing close the school at every home is an indispensable one.

4.5. Response to Survey Questions

Here are selected responses to the survey questions.

Table 7. Selected responses to qualitative interview

Survey Question	Selected Responses
1. When teachers visit students at home, what do you think they feel or thought of?	Teachers * I think they would feel awkward and surprised. * They will feel that we are concern and that we care for them. * Parents and students feel that they are important whenever teachers visit them at home. * Learners are ashamed but at the same time, they feel glad that the teacher has concern with their studies.
	Learners * My adviser gives importance to us, his advisory, and he wants to know us inside our house. I'm glad to meet a teacher like him. * I felt happy because it is the first time a teacher visited our house. * I was glad and joyful because there is a teacher that finds time to visit his students, and I really appreciate this. * Happy because my teacher visited at home. Nervous because my parents would think that I have a failing subject that is why my teacher visited.
	Stakeholders * Curiosity and tense, because they don't know what is the intention of the teacher why they visit at home. * They are proud, most of us, their parents that their adviser visited us. Ours is the honor that the adviser of our child visited us at home. * The student is happy because the teacher is allotting time for our family. This is a way of showing to learners their worth. * Learners are happy because it is seldom that a teacher visits home.
2. Do you think students are motivated when you they are visited at home? Why?	Teachers * Yes, I think it's because student will feel that the teacher is concerned about them, that there is someone who cares. * Yes, because they will feel that they are valued. * They feel important. At the same time, we can establish rapport with parents, thus, ensure their cooperation and support in guiding their children concerning their studies. * Yes, because they feel loved by the teacher and it gives a sense of being important to them and to others.
	Learners * Yes, because our teacher will know us deeper, and this will cause us to study well. * Yes, because this kind of home visitation is such an inspiration that the teacher has an effort to do home visitation. * Yes, because we are already determined in studying, but become more determined when we

	learned that our adviser is taking great effort to visit us in our home. * Yes because I can have updates about my standing in studies. Stakeholders * Yes, because in that way the parents and teachers will have the opportunity to talk about the situation of the learner. * Yes, because they feel they are important and given time. Another thing is that the parents and the teacher are having communications. * Yes, learners are motivated when there is home visitation because they become inspired of the teacher and also encouraged because of the advice and concern to him. * Yes, especially when the teacher visits at home and not just an encounter in school. It is a privilege that we are visited by the adviser of my daughter.
3. What is the part of home visitation that you like the most?	Teachers * The trip on the way to learner's home. * I like most when I feel they are confident to tell their concerns about their children's problems in school. Also, I like it when there is a mutual trust between me and the parents. * When you are searching for the house of the learner, and you are able to find it * When I understand or realize the true reason of absence and problem of the learner upon conversation with the parents Learners * When the teacher ask our parents our routine at home, that's when I realize that our parents are looking are monitoring us also at home, and they are also concerned to us. * I like the part where my teacher makes a prayer for me and my family. * Praying our Almighty God, because through this, we can feel His presence, and we can also bring to Him our requests. It lightens our load. * When the teacher ask to my parents my behavior at home, and when my parents and teacher already share their own life experiences. Stakeholders * The case of the teachers to their students on what is going on around the house, likewise the parents in school. * The most important part of the visitation is that we've met personally the teacher and he met us also. * The most important part in a home visitation is the prayer of the teacher to all members of the family. * The teacher and I are having time to ask the situation of the learner/our daughter in school and at home.
4. Would you like to continue (or start) home visitation to students? (If you will become a teacher, will you also do home visitations to your students?)	Teachers * Yes, because I can see positive results when we visit them. * It depends, if the learner is worthy to be visited. * I feel it must be done soon, and continue what I have done previously. * Yes, I support home visitation as long as the address of the learner does not post danger to the life of the teacher. Learners * Yes, because as a student, I am learning that it is a good thing to know the behavior of learners at home. * Yes, I will. Because it is very nice and it can build better relationship between the student and the teacher. * Yes, because it can help a lot to learners in being inspired and determined in studying. * Yes indeed because it will greatly help in knowing the background of the learners and because of that I can deeply understand them. Stakeholders * Definitely, yes. Because I want to know each and every one of my students for me to know what help I can extend to them. * Maybe yes, for the development of the school and for the learner as well. * Yes, so that I can know the situation of the student at home. * Yes, because it is one of the requirements of teachers in school.
5. With regards to the community, what is the direct or indirect effect of home visitation to the people or youth in the community?	Teachers * The direct effect of home visitation to people/youth is that they would feel secure. * Home visitation promotes cooperation and support of the community to school's projects. * Through home visitation, learners see their importance to the community. * Through home visitation, the school is able to show to the community its concern, especially to

	those who seldom go to school. Learners * Through home visitation, the school and the community is having a good interaction or communication. * The direct effect is that it can build good relationship with others and the indirect effect is that it can control the behavior and discipline of an individual. * The direct effect is that learners will feel that he is important in this world, while the indirect effect is the motivation it created to the one visited. * The direct effect of home visitation in the community is the good relationship that it will create to the parents and their child. Stakeholders * The direct effect for me is good. We can easily solve a problem if we have communication. On the other hand, maybe, the others are thinking that home visitation is only a waste of time because some teachers don't care with the community, how much more the family of the learners. * For me, it is right that the superior will visit his subordinates. * The direct effect is that sometimes the peace in a family is maintained though there is problem, and that happens because of the concern and prayer of the teacher who visited. * Home visitation helps in understanding what is happening in a community through the family that is visited.
6. View of Home Visitation a. Establishing contract between teacher, learner and parents	Teachers * Teachers can monitor the learner's progress (behavior, academics, etc.) while parents can do follow-up at home. * It's okay so that both the parents and the learners will agree on important things. * Full support and cooperation of students and parents can be assured whenever contract has been established. * This is the most important, to have a contract between the school and the teacher if they want to come back to school after that the school has kicked him out of the school and advised to find another one. Learners * It is a good thing to have an agreement between the parents, learner and teacher, so that they will have a good relationship and they will be open to each other. * It is nice that the teacher, student and parents can help each other regarding some issues and other things. * It has good purpose helping not only the learner, but also the teacher and the parents. * Closed conversation happens between parents and teacher during this kind of visit. The student will be encouraged to study well if he sees the support of the parents and the teacher. Stakeholders * I don't believe in contract but I strictly follow whatever rule that causes good for our children because I myself have my own rule to my children which sometimes I don't want them to break. * When the teacher visited us, he informed us what he wanted to do when our child is absent. I concede with the agreement that when my child was not able to go to school, I will receive a text or call from the teacher. * For me, this is a big aspect of home visitation because the teacher will know the ideas of the learner and the parents. We also get to know the teacher better. * Through home visitation, the learner can become more obedient to his teacher.
6. View of Home Visitation b. Precautionary measure, and not remedy to learner problems	Teachers * Teachers can give/suggest solutions to learner's problem who intends to drop-out from school. The options can be given to learner depending on the situation. * Nothing can happen if the learner and the parent will not cooperate. * To prevent rather than to treat is the best principle that we must adopt in handling students/learners. * Through home visitation, learner's quitting from school is avoided. Learners * Miscommunication will be avoided through home visitation. * Home visitation is good so that we can prevent some problems of the learner. The teacher and the parents can talk about this. * This is a must, as a famous maxim says, "Prevention is better than cure." It's easier to avoid problems if it is mediated not to happen even at the beginning, so that future problems will not intensify." * Through home visitation, advice of parents and teacher to the learner can be given so that initial,

	small problem can be mitigated. Stakeholders * Communication between the parents and the teachers regarding the problem of the child. Conversation should be with the child so that he will know it also. * When the teacher tells us what our child has been doing in school or if there is special activity, our worries are gone because we are parents. * Through this, possible problem that may arise in the future will be avoided. Also, there will be an open discussion between the teacher and the parents. * When home visitation is done and the learner cooperates, he will not encounter deeper problems.'
6. View of Home Visitation c. Aid in maintaining good academic performance	Teachers * Providing assistance to learners would keep them on a good track in study but assistance should be continuous so that the result would be good. * Home visitation, heart-to-heart talk with students/learners, and being aware of their situation at home and their family relationship can really aid in maintaining good academic performance. * This happens because the teacher, through home visitation, can encourage the learner to come to school always. * Indeed, for when the teacher learns of the situation of the learner through home visitation, he does something to his teacher and learner process that would cater to the learner's need. Learners * The teacher can give advice to learner, especially when there is problem at home, thereby having a maintained good academic performance. * Home visitation is effective so that the learner could maintain good performance in school and his/her parent can guide them. * I agree with this because our study should be supported continually. * The parents can know the behavior of the learner in school, and because of that, the parents can help maintain good academic performance. Stakeholders * Always support the child wherever they want to be involved in school. Give them a courage to face every situation of the day, so that they will always feel our love for them. * If there are teachers who will visit and give advice to our daughter, then she will be a good and diligent student. * Yes, it can help maintain good academic performance, especially when assignments and projects in school will decrease so that they will have enough rest. * If the parents cooperate with the teacher who is the second parents, the academic performance can be maintained at its good standing.
Survey Question	Selected Responses
6. View of Home Visitation d. Creating a home extension of learning and evaluation	Teachers * Teachers and parents should work hand-in-hand to help the student. * Giving or providing the family with the result of their child's evaluation is a good idea for them to monitor if their children are doing good in the classroom. * It depends on the family to be visited. * Relating the subject matter in real life is one concern of home visitation. Whatever learners accepted and recognized must be practiced at home. Learners * Through teacher's home visitation, learner's knowledge is enhanced and he will have ideas on how to use those knowledge at home. * It is very effective, so that the learner could apply what he/she had learned in school. * I agree with this because in school, we are being prepared and nurtured to survive in the reality of life. All learning in school can help in the course at home. * Through home visitation, the teacher can know if the learner is applying at home what he is learning in school. Stakeholders * The ability to learn, to apply, to do, to use, to work, to talk what is happening, expound, share ideas and new experiences every day in school. * I am always ready with regards to the sharing of my child about the school. I am ready to listen and give advice. Also, if teachers visit, the knowledge of our daughter in socialization is enhanced. * Learners will become responsible with the things that is being asked of him like the lessons in school and simple household chores. * The teacher can check if the moral lessons acquired in school is brought at home.
6. View of Home Visitation	Teachers

f. Inculcating responsible citizenship for future leaders in community	* Through some visitation, we are teaching the learners to reach out to people, to be compassionate, concerned and sensitive to other people, especially people who need help in any form. * Indeed, learners need to feel becoming an institution for change through home visitation. * Yes, this can happen because we can be a model to our students we are visiting. * Through home visitation, we can save those students who are encountering problems in life. Those who have encountered deep problems in life are those who become strong in the future, thereby becoming an effective leader.
	Learners * Home visitation educates the learner on proper behavior, not only in school but also in the community, thereby preparing him to be a responsible leader in the future. * This could be a stepping stone for the learner to be a better leader in the future. * Home visitation is necessary because our country is thirsty of progress. That is why, the youth of today should be molded. As Dr. Jose Rizal said, "The youth is the hope of nation." * At home, it can be earlier seen if the learner will be a future responsible leader if all the tasks given to him in school and at home is being done well.
	Stakeholders * I encourage them to be what they wanted to be in school. I always push them on what they wanted to be in good ways only so that in the future they become a good leader. * It is a must that our child must be responsible, first of all at home, so that if she becomes a leader someday, she will be a good leader. * My son will become a model to his younger sister because of home visitation. * Through home visitation, the future of the student can be bright because he will learn to obey his parents and his teachers, thereby becoming a responsible leader.

The previous tables summarize some of benefits of home visitation:

- Establishing contract between teacher, learner and parents
- Precautionary measure, and not remedy to learner problems
- Aid in maintaining good academic performance
- Creating a home extension of learning and evaluation
- Inculcating responsible citizenship for future leaders in community

4.6. Response to an Interview (Testimonies) on Home Visitation of Selected Teachers, Learners and Stakeholders

After the survey question with Likert-scale system as rating for home visitation, and the survey questions with essay and short-response type items, the research chose to have a personal interview with some respondents. This is to complete the triangulation of clarifying some of their answers, so as to give a compressive view of teachers, learners and stakeholders about home visitation. Here are their responses.

- "Through home visitation, teachers can get to know more about the student. The attribute or behavior of the student at school influenced how he/she is treated at home. Home visitation serves as an extension of school for when the teacher inquire of the learner's behavior at home, the learner tends to apply learning in their relationship with their family. It also helps in maintaining the academic performance of learners, though there are isolated cases wherein learners still end up with poor grades because of their own doings. Through home visitation, contract between school, teacher and parents are established because learners are reminded of policies that would make him perform well in school. Home visitation also serves as precautionary measure in dealing with future student misbehavior. Learners are trained to be a responsible leader in the community in the near future because they see someone who loves and show them true service to others." *Teacher-Respondent 1*
- "Doing home visitation is an avenue for the teacher to know more about the student and his family. When the parent and the teacher talked about the situation of the child either in school or at home, the discussion on what to do best becomes an unwritten contract between the two parties, and that happens during home visitation. Through home visitation, the learner is given a warning on what

not do and an encouragement to keep up what he is doing right. During visits, academic performance is dealt and if there are lapses or poor performance, the parents are becoming aware, thereby, giving them hint on what to advise to their son/daughter. Home is school's extension where teachers can guide learners on how to behave at home. Since the youth today are future leaders, it is important that they be guided and their mistakes corrected so that they will be responsible leaders in the community." *Teacher-Respondent 2*

- "Home visitation helps in having a good relationship between the teacher and the parents. If I visit learners at home, agreements are made so as to help learner cope with his problem. When home visitation is done early, problems arising would not elevate into a higher degree. The learner is reminded that he does not only do his best when he is in school but also when he is at home. Base on my experience, most of the learners I visited are motivated especially because there is a one-on-one encounter at home. So when they return to school the next time around, they show an increase in academic performance." *Teacher-Respondent 3*
- "Home visitation is a way of reaching out to the community and encouraging their full support and cooperation." *Teacher-Respondent 4*
- "It is important for the teacher to visit at home so he can better understand the learner. When teacher visits us, our parents are reminded of the things we need in school. Our academic performance is maintained in good standing because we feel that we are given importance. Whatever we learn in school, we are reminded to do it also at home through our teacher's visit. *Student-Respondent 1, Gr. 11 ABM, s.y. 2018-2019*
- "Student's behavior in school might be different when he is at home. So, through home visit, the teacher and the parents are able to know the learner's behavior in two settings. Problems arising in school and at home are discussed and in doing so, the teacher and the parents can help one another solve this problem. Just like me, students are encouraged to study well because we see the concern our our teacher. Whatever we learn in school should also be applied outside school premises, like in our home. Our teacher can monitor this when he/she visits" *Student-Respondent 2, Grade 12 GAS, s.y. 2018-2019*
- "The teacher learns the student's behavior at home which may not be readily seen in school. Inquiries on a personal note can be done by the teacher and the parents about the learner. Students like me feel motivated because we see the support of both our parents and our adviser. Teacher can inquire of how we apply things we learn in school when he/she visits us." *Student-Respondent 3, Grade 12 GAS, s.y. 2018-2019*
- "Teacher can have a closer relationship with the learner and his family when he visits at home. The learner might be reluctant to let the teacher know his situation and problem at home but when the teacher visits, it becomes an open window for him to know the learner's situation. The teacher is able to check if the lessons in school are being applied at home." *Student-Respondent 4, SHS Graduate, GAS, s.y. 2017-2018*
- "Through home visitation, the parents are able to know the status of their son/daughter at home, and are able to share to the teacher the learner's behavior at home. Parents are able to give some information to the teacher regarding the character of the learner, and therefore future possible behavioral problem in school can be mitigated early. If the learner is not doing assignment, the parents are given notice and they become part of monitoring the learner. If the learner is seen to have potential in leadership post, both the parents and the teacher can go hand-in-hand in molding the learner to be a responsible servant in the future." *Stakeholder-Respondent 1, parents of Grade 12 GAS learner*
- "Through home visitation, the parents are able to understand problems arising from the learner's study. Also, the parent is able to clarify things about school affair. Parents have the opportunity to know the truth if ever the learner is not opening things at home. Learners are motivated to study well

because there is someone who cares and is interested in his standing in school.” *Stakeholder-Respondent 2, mother of Grade 12 GAS learner*

- “Because there is personal, one-on-one talk, there seems to be a contract formed between the teacher, the parent and the learner. Consultation happens through home visitation and therefore persistence of learner problem can be given solution. Deficiencies of learner in school is relayed. Respect and obedience to school authority is being brought also at home and so, it is seen that home visitation serves as a bridge in making home an extension of school.” *Stakeholder-Respondent 3, father of SHS Graduate GAS and Grade 12 GAS learner*
- “When teacher visits, he learns the student’s situation at home, his relation to his family and his daily or weekly chores. The teacher will have a knowledge of the strength and weakness of the student. In doing so, he can tap the learner for different school programs fitted for him/her. Learners become excited that they are given importance by the teacher. Respect formed in school is brought at home, and even learning about responsibilities at home and valuing family members. Socialization with other people is trained when the learner accepts visitor at home, and therefore a future responsible leader is being trained.” *Stakeholder-Respondent 4, mother of Grade 11 ABM learner, Brgy. Health Worker*

5. Conclusion, Recommendation and Reflection

Based from the result of the proceedings of this study, the following summarize some of benefits of home visitation:

- Establishing contract between teacher, learner and parents – This aspect of partnership is important for school and community can go hand-in-hand in nurturing the youth of today. If the guiding principle in school is the same as at home, there will be no lapse of discipline and the learners would not be confused to what is right and wrong, thereby producing a well-rounded person to an individual.
- Precautionary measure, and not remedy to learner problems – Most of home visits are for follow-ups of learners who are committing absenteeism and are about to drop out from school. But looking into this aspect would cause teachers and educators re-evaluate the effectiveness of home visitation.
- Aid in maintaining good academic performance – The responses in the survey questions supports the result t-test that home visitation has a significant effect to academic performance. Nothing more can be added because it is a clear-cut benefit of home visitation, that is, academic performance follows when there is a healthy home visitation.
- Creating a home extension of learning and evaluation – Home becomes a place for nurturing child, and not just the school, when the teacher gives effort in communicating to parents about the behavior and performance of the learner in school.
- Inculcating responsible citizenship for future leaders in community – Learners see an example of servant-leadership from the teachers, that is why, when these youth become leaders someday, they will also reach out to their constituents and ask them help in bringing the best to their community.

5.1. Recommendation

Based on the findings that resulted from this work, the following recommendations are as follows:

- **Teachers** reconsider home visitation as part of the teaching profession, not just an additional task but an indispensable one for a healthy school-community relationship and for the maintaining good academic standing of learners.
- **School heads** initiate actions on encouraging teachers to do home visitation even to performing learners by disseminating the result of this study in School Learning Action Cell (SLAC).

- **Learners** welcome home visitation as a positive reinforcement for the development of their total person. They should show appreciation when teachers schedule them for home visitation.
- **Parents** show hospitality to teachers extending effort in making their home a school extension of learning and evaluation. Nothing can compare a teacher who has deep concern to learners.
- **Community Leaders** embrace the fact that school cannot achieve their goals and visions without their support. Whenever there are school projects wherein they can be actively involved, they should find time in giving their share.
- **Future researchers** explore on the role of non-government organizations and other institutions in bringing out the best in learners. Together with teachers' home visitation, community institutions can help in nurturing learners towards being an active workforce in the community now and in the future.

5.2. Reflection

As the researcher has been doing home visitations for three consecutive years, he is moved with more vitality in doing home visitations because of the result and findings in this study. His mind was more widely opened through the readings cited in this study, the result of observing the effect of home visitation to academic performance using statistics, the response gathered in written survey questions, and the ideas emanating from one-on-one interview with selected teachers, learners and stakeholders.

Helen Keller once said, "I long to accomplish a great and noble task, but it is my chief duty to accomplish small tasks as if they were great and noble." The researcher is moved by this principle of Helen Keller, in that, she don't look for bigger tasks to do, but just do tasks as they came and always consider them as big. The research believe in this maxim, too, as something he needs to apply in his life, not looking for big and great tasks but just considering small tasks as something that would touch lives. As educator, it is our chief duty to touch lives and not just to learners' mind. When we extend our efforts to visit the family of students and learn of their ways, and because of that, adjust our method and strategies inside the classroom, then we have done a small task that has a great benefit to the lives of our learners.

May all those have read this small piece of work be inspired and do the command of our Master Teacher, Jesus, to serve others.

*"For even the Son of Man did not come to be served,
but to serve as a ransom for many." Mark 10:45.*

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