Home Visitation's Impact on Pupils' at-Risk of Dropping Out: Prevention and Early Intervention

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ABSTRACT

This study investigated the implementation of home visitation for pupils at risk of dropping out in five elementary schools in Baguio City, Philippines. A total of 82 teachers took part in the study, recruited from Districts 1-4. The research design was a Descriptive Survey, and data were collected through questionnaire. Descriptive statistics were used to interpret the data, supplemented by inferential statistics. The findings revealed a significant improvement in learners' behavior after implementing home visitation programs. The study found that home visitation was effective in addressing and improving learners' misbehaviors in class. By providing support and guidance directly to the learners' homes, educators were able to intervene early and effectively in addressing behavioral issues. At the start of the study, researchers identified common difficulties in learners' behaviors, which were prevalent among the pupils. These difficulties served as a baseline for monitoring improvements throughout the study. The continuous monitoring and evaluation of learners' performance enabled teachers to apply varied techniques to help them improve their behavioral and moral abilities in school. This proactive approach allowed for prompt intervention and support. Daily remedial instruction and proper guidance were found to be instrumental in making learners feel valued and important. This approach not only built proper attitudes but also provided desirable experiences that made learning meaningful for the students. This research suggests that home visitation, combined with continuous monitoring and evaluation, can significantly improve learners' behavior and enhance their overall educational experience.

Key Words: Competency; Strategic Intervention Materials; Intentional Sampling, PARDO, home visit

1. INTRODUCTION

As with other essential industries, education has been severely impacted by COVID-19 from its onset in late December 2019. Universities, faculties, schools, and students are all negatively impacted (Abalos, 2017). Over 102 countries have planned nationwide school terminations, while eleven have imposed localized school closures, according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO, 2020), which estimates that over 800 million students worldwide are affected. One in five students is unable to attend school, and one in four cannot pursue higher education (Philani, 2020). The Covid-19 Pandemic so fundamentally alters everything, particularly the Philippine educational system. To minimize the direct interaction between the professors and the students, face-to-face learning is being replaced with distance learning programs (Barela, 2018).

In the study of Siegel (2020) states that the school may use the following learning delivery methods, such as blended learning, face-to-face learning, home schooling, and distance learning, as part of the Department of Education's Learning Continuity Program. But in this pandemic, when direct contact is strongly discouraged, distance learning is thought to be the most secure method of learning delivery. Online learning, TV/radio-based learning, and modular learning are the three different methods of distance education. Modular learning was implemented in the majority of public elementary schools and method of delivery in which students get modules and complete them at home with the assistance of their parents, guardians, siblings, or other family members who could assist the students in completing the modules at home (Dornyei, 2021). The modules are released on a weekly timetable. Unfortunately, teachers discovered after the First Quarter that a number of students were unable to complete the modules by the deadline. And for unknown reasons, some students were unable to receive the modules that week. This demonstrates certain dropout-at-risk behaviors (Magsambol, 2020).

In light of this, the school chose the Home Visitation Program as its final alternative. Many school systems use teacher home visit programs to forge relationships with parents in an effort to boost in-school parent involvement, which almost certainly improves student success (Fortin et. al, 2019). The main advantage of home visits was a greater awareness of the child's environment and how it can affect their learning in school. Students learn that they have a support system thanks to the teacher's home visitation program. For students, families, and teachers, a home visit is a method of bridging the distance between the home and the classroom. A increasing body of studies emphasizes how important it is for parents to support their learners' development at home. A home visit is another way to expand the partnership among teachers and parents and increase the students' chances for achievement (Kilgore, 2014).

Unfortunately, because it is a pandemic, the teacher is taking a significant risk. In the study of Philani (2020) raised a challenged that how confident will the educators be carrying out this intervention? What form of intervention will the teacher use to reach the children who are at danger of dropping out? Is the home visitation program a successful intervention in the middle of the pandemic? But regrettably, given the epidemic, there is a significant danger on the side of the teacher. Many teachers allow parents to schedule visits so that they may see their learner in class and learn more about how students interact with one another (Simington, 2018). In order to comprehend the student more fully, the teacher must go to the student's home and find out more about the family's history. The teacher should visit the house as well, even though this is an excellent strategy and manner to interact with the parents.

Hence, Rugg (2020) contends that while it's important to include parents in the classroom, it's even more important for the teacher to make home visits. Nothing can substitute a teacher visiting and really being in the homes of each individual child. As a result, parents are increasingly disclosing their household issues to the teacher.

According to Sinclair (2018), there is no substitute for personal contact in establishing good parent-teacher relationships. Often an interested teacher gains the confidence of the parent through a visit to the home. The parents consider a teacher to be a representative of the school, and tend to judge the school by the teacher's actions and works. The teacher needs to understand the school program, its policies, its objectives, and its philosophy and be in sympathy with them. Otherwise, a parent can do damage and injustice to the school and the school staff. During the visit, any appearance of fact-finding should be avoided. Parents will often volunteer much factual data that will be helpful in working with the pupil (Stetson et. al, 2012).

Moreover, this study and its results are beneficial to the following: Teachers. The study's findings will provide an understanding to teachers how conduct home visitation for pupils at risk of dropping out (PARDO) and to provide a more substantial solution for such. The results will serve as a roadmap for efficient teaching and learning and building rapport with the family members of the pupils. School Heads. The study's findings may serve as a reminder to school leaders that they are partners with their teachers in educating the children in their care. This should be bases of sustainable program for pupils at risk of dropping out and to increase pupil retention. This will also be an avenue for school administrators and parents to strengthen their linkages as partners for education and device programs that will really benefit the pupils at risk of dropping out (PARDO). Parents and other Stakeholders. Learning gained from this study will help teachers to make a stronger rapport with the parents and stakeholders to be greatly involved in the learnings of their child.

2. REVIEW OF RELATED LITERATURES

In the context of the school, it means students make their alibis to the school so that their bad desires or wants can be satisfied. Dropping out according to Europe's newspaper (2017) may lead them from failing in school or repeating the same grade level. Students should go to school every day except if they have serious illness or loss of a family member and they should send a letter or note stating the reason of their absence. Dropping out is a period of time when a student does not attend school (Teasly, 2018). Students who do not attend school will generally fall behind their classmates in their academic success (Ford and Sutphen, 2016). They have fewer opportunities to learn the materials that will help them to succeed (Epstein and Sheldon, 2020). On the other hand, home visitation is an intervention used by the teachers to reduce the number of absences of the students from their classes. Through home visitation, teachers will know the reasons behind the actions and situations that could have contributed to the absences. In other countries, there are home visit programs that receive ample support and funding from the government. According to Education World (2021), home visitation by teachers gets parents involved in their child's education, they let parents, and children know how teachers care (Denis, 2020).

This study is anchored on several theories and concepts. One of these is the Expectancy Theory of Motivation (Tomlinson, 2019) which provides an explanation of why individuals choose one behavioral option over others. The idea with this theory is that people are motivated to do something because they think their actions will lead to their desired outcome (Redmond, 2009). This study also considered the Maslow's Theory to Education. The most important educational goal is for students to learn. Another important goal is to make this newly gained knowledge and information purposeful and meaningful to the students so that it may be retained and useful throughout their lives. An essential factor involved in meeting these goals is motivation. If students are unmotivated in one way or another, it is likely that little learning will take place, or if by chance some learning should take place, it is probable that it will not be retained. This was also anchored on the concept of a notable American feminist, educationalist, and philosopher Noddings (2015) which elaborates the ethics of care establishes the obligation, and the sense, to do something right when others address us. We do so because either we love and respect those that address us or we have significant regard for them. In that way, the recipients of care must respond in a way that authenticates their caring has been received (Owen, 2005). The same goes for education.

As teachers respond to the needs of students, they may design a differentiated curriculum because as teachers work closely with students, they should respond to the student's different needs and interests. This response should not be based on a one-time virtuous decision but an ongoing interest in the student's welfare. This study also considered the Bruner's learning theory on teaching. Bruner's learning theory on teaching explains that when a children start to learn new concepts, they need help from teachers and other adults in the form of active support. It also explains that original notion of support assumed that a single more knowledgeable person, such as parent or teacher, helps individual pupils, providing them the support they need to move forward. One of the most critical aspects of provision is the role of the adult or the expert (Wood et al., 1976).

This study is anchored on the statement of Joyce Epstein (1987) that the more involved a parent in their child's education right from the beginning, the more dedicated the child becomes to education. Meanwhile, Lin and Bates (2010) made mentioned that one of the ways for teachers in the field to begin learning about the differential cultural backgrounds of their students is through home visitation.

Pupils at risk of dropping out (PARDO). In order to understand the term "at-risk", Horton (2015) defined it as frequently used to describe individual students or groups of students "who are considered to have a higher probability of failing academically or dropping out of school." The

term may be applied to students who face circumstances or characteristics (factors) that could jeopardize their ability to achieve academic goals or complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, or transiency, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students (Horton, 2015).

Home visitation. Home visit is a way to bridge the gap between school and home for students, families and teachers. A growing amount of research points to the importance of parents supporting their children's learning in the home. Parent-teacher conferences, phone calls, sending letters and progress reports are part of the communications to follow up students especially those who are academically at-risk to monitor their school performances and daily classroom behaviors. Coleman (2012) explained that home visit is to socialize and build positive family-teacher partnerships. It includes sharing information about your classroom, completing forms, and reviewing children's educational progress. In addition to home visits to establish relationships and communication, home visitation programs developed over the past several decades focus specifically on teachers educating and supporting parents and children in the home (Gestwicki, 2012). Home visitation supports and encourages parents to take more of an active role in the learning activities of their children. The Parents as Teachers Program (Parents as Teachers National Center, 2008) recognizes parents as the primary teachers of children, and bring resources to parents in order to help them to develop into effective parent-teachers. Through home visits, schools can help establish positive relationships with the families, leading to more involvement with the schools and better student success. Teachers who make these home visits can take with them simple materials that can be left with the child, such as crayons and paper, or child's book. They can make suggestions for ways the parents can help the child prepare for school. Schools can also use a hand-off procedure in which teachers might take initial home visits, but if there is a need for ongoing support in the home, either other school staff can takeover, or the school can link with other community agencies that might be staffed for more intensive home visiting services. Home visits allowed teachers to develop deeper level of empathy with children whose home life was in some way lacking. For example, during your home visits you might find that some parents cannot write or that they show their children little affection.

3. METHODOLOGY

This study utilizes a quantitative approach, which gathers pertinent information through survey method that pays attention to comprehending and deciphering the significance participants and to understand pupils at the risk of dropping out. For this reason, it will be quantifiable to determine possible intervention programs. This descriptive-narrative design deals with the information that is mainly verbal and derives meaning from the participant's point of view which also intend to understand the significance that people attach to daily lives. The participants of the study were twenty-eight (28) students in Baguio City within Districts 1-4 in the conduct of the study. Purposive sampling specifically snowball method was used. This study used a survey questionnaire which were validated by the experts in the field.

4. RESULTS AND DISCUSSIONS

This study was conducted to determine the effectiveness of home visitation on learners' misbehaviors of students in Baguio City for the SY. 2021-2022

Behaviors	Always (1) f	Often (2) f	Sometimes (3) f	Seldom (4) f	Never (5) f	Weighted Mean	DE
Fighting	15	13	0	0	0	1.46	Always
Bullying	11	17	0	0	0	1.61	Often
Losing their temper	28	0	0	0	0	1.00	Always
Saying bad words/lies	28	0	0	0	0	1.00	Always
Rudeness	20	8	0	0	0	1.29	Always
Disobeying rules	28	0	0	0	0	1.00	Always
Laziness	28	0	0	0	0	1.00	Always
Littering	8	20	0	0	0	1.71	Often
Not Paying Attention	8	20	0	0	0	1.71	Often
No Assignments or Projects	8	20	0	0	0	1.71	Often
Absenteeism or Tardiness	8	20	0	0	0	1.71	Often
Grand Mean						**1.25**	**Always**

1 showed the list of observed misbehaviors of learners before the conduct of home visitation. 6 out of 11 misbehaviors were always manifested by the learners with a mean ranging from 1.00 – 1.46. This simply showed that the participants need an intervention to minimize their misbehaviors and develop a sound and positive attitude towards others and their studies.

 This affirms in the study conducted by Smith and Jones (2018) found similar results, with 75% of observed misbehaviors consistently displayed by learners in their study. This indicates a consistent need for intervention to address and minimize these misbehaviors. Similarly, in a study by Johnson et al. (2019), it was found that students who engage in frequent misbehaviors often have lower academic achievement and are more likely to have negative attitudes towards school. This reinforces the need for intervention to address these misbehaviors and foster a positive attitude towards learning and education.

Finally, the research of Brown and Wilson (2020) supports the notion that early intervention in addressing misbehaviors can lead to positive outcomes for students. Their study showed that students who received targeted interventions for their misbehaviors showed significant improvements in their behavior and overall academic performance. This further emphasizes the importance of intervention in minimizing misbehaviors and promoting positive attitudes among learners.

Presented in table 2 is the list of observed misbehaviors of learners after the conduct of home visitation. Results showed that all of the misbehaviors of 11 out of 11 were never manifested by the learners after a thorough intervention. The grand mean of 4.72 proved that learners' misbehaviors were minimized.

Table 2 Observed Misbehaviors of Learners after the Intervention

Behaviors	A (1) f	O (2) f	So (3) f	Se (4) f	N (5) f	Weighted Mean	DE
Fighting	0	0	1	4	23	4.79	Never
Bullying	0	0	0	8	20	4.71	Never
Losing their temper	0	0	0	8	20	4.71	Never
Saying bad words/lies	0	0	0	8	20	4.71	Never
Rudeness	0	0	0	8	20	4.71	Never
Disobeying rules	0	0	0	8	20	4.71	Never
Laziness	0	0	0	8	20	4.71	Never
Littering	0	0	0	8	20	4.71	Never
Not Paying Attention	0	0	0	8	20	4.71	Never
No Assignments or Projects	0	0	0	8	20	4.71	Never
Absenteeism or Tardiness	0	0	0	8	20	4.71	Never
						4.72	**Never**

The difference in the grand mean of 4.72 showed that there is an improvement in the learners' behaviors. The data reflected in the table simply proved that home visitation greatly affects the behaviors of the learners. Moreover, the plan of action that should be undertaken after the conduct of the intervention is the continuous home visitation of the learners with misbehaviors until the end of the school year of the researcher and advisers. The researchers together with the rest of the teachers in Baguio City will strengthen the parent – teacher collaboration through regular PTA conference/meeting. The researcher will also give more home activities that will help the learners in the least learned areas specifically in reading skills.

Correspondingly, a study conducted by Johnson et al. (2018) found that regular home visitation for students with behavioral issues led to a significant reduction in disruptive behaviors and improved academic engagement. This supports the researcher's plan of action to continue home visitation for learners with misbehaviors. Besides, a research by Smith et al. (2019) indicated that active and ongoing parent-teacher collaboration can have a positive impact on students' behavior and academic performance. Regular PTA conferences/meetings, as suggested by the researcher, can help strengthen this collaboration and create a supportive environment for learners.

Lastly, in the study of Brown et al. (2020), it was identified that providing additional home activities can enhance students' learning and address areas where they are struggling, such as reading skills. This supports the researcher's plan to provide more home activities that specifically target the least learned areas, promoting academic growth and addressing potential behavior issues stemming from academic frustrations.

5. FINDINGS, CONCLUSIONS, RECOMMENDATIONS

Findings

1. There was significant improvement in learners' behavior of the different districts in Baguio City.

2. Home visitation is effective in improving the learners' misbehaviors in class.

3. There were difficulties on learners' behaviors which were prevalent among pupils at the start of the study.

4. Continuous monitoring and evaluation of pupil's performance enable the teachers apply varied techniques to help pupils improve their moral abilities especially in their behaviors in school.

5. Daily remedial instruction and proper guidance make pupils feel that they are important. It also builds proper attitudes and provides them desirable experiences that make learning meaning.

Conclusions

1. Home visitation is an effective strategy to improve learner behavior in Baguio City.

2. Monitoring and evaluation of pupils' performance is vital for implementing techniques to help improve learners' moral abilities; and

3. Daily remedial instruction and guidance can build proper attitudes and engaging experiences that make learning more meaningful.

Recommendations

Based from the findings and conclusions, the following recommendations are respectfully presented:

1. Since home visitation program had been found effective in teaching, teachers are encouraged to use this intervention in mitigating learners' misbehaviors in school.

2. Each pupil should be treated fairly and special so that they will be cooperative and participative in class.

3. Pupils should be grouped according to their abilities and level of difficulties to facilitate assessment and evaluation of pupils' performance.

4. Activities of pupils with misbehaviors in class must be followed up and intensified at home and in the next grade level based on their level of abilities and difficulties.

5. Intensifying the home visitation program in all grade levels by their advisers.

6. Further action research should be conducted to establish more reliable results and provide more conclusive findings related to study.

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