

HOME VISITATION PRACTICES AMONG BOSTON DISTRICT TEACHERS

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ABSTRACT

This study was all about home visitation practices among Boston District Teachers in Boston, Davao Oriental. A total of 80 teachers were the respondents of the study. This study aims to determine the profile of the respondents in terms of rank, station assignment, vehicle ownership and driving skills. It also determined the level of home visitation in terms of time, financial resources and accessibility and their significant difference in the profile of the respondents. Furthermore, it aims to uncover the practices and challenges encountered by teachers during their home visits. The study utilized a self-made questionnaire and underwent for validity and reliability testing. The researcher made survey questionnaire divided into two parts. First, it asked about the profile of respondents in terms of rank, station assignment, and vehicle ownership and driving skills. The second part, talks about the level of home visitation practices in terms of time, financial resources and accessibility. Data revealed that the level of home visitation in terms of time is frequently evident and seldom evident in terms of financial resources and accessibility. The level of home visitation differs significantly in terms of rank and station assignment. However, it does not differ significantly in terms of vehicle ownership driving skills.

Keyword: Home visitation, financial resources, accessibility, time

1. INTRODUCTION

This study investigates teacher home visiting as methods and teachers encountered while doing home visits. A home visit is a casual visit to a student's house by school employees, usually teachers. This approach has been largely ignored by teachers and administrators for a long time (Topcu, 2020). However, it has resurfaced as a hot topic for discussion. Furthermore, it is comprehensive, proactive, and tailored transition activity that establishes a bond between kids, families, teachers, and schools (Berlin et al., 2011). It has the ability to give elementary teachers a better understanding of their child's strengths and weaknesses (Stetson, 2012).

Home visiting programs are aimed to assist families in providing an environment that promotes their children's healthy growth and development (Kelley, 2022). In other words, home visits assist parents in better understanding their child's abilities. Home visits have traditionally been unidirectional, with the purpose of teaching parents how to better care for their children and/or sharing school information (Whyte & Karabon, 2016).

Home visits are an important part of establishing a respectful and symmetrical social interaction with families (Whyte & Karabon, 2016, p. 209). Effective home visits can foster mutual regard between parents and educators (Johnson, 2014). Teachers and parents can build a partnership to increase children's achievement by addressing joint goals and individual roles in order to attain common objectives through home visits (Meyer et al., 2011). It is recommended that home visits be done in groups, that district documentation protocols be followed, and that you dress properly (Johnson, 2014). Home visits are an excellent technique to help students cope with their issues. It's been found to have a significant impact on students' academic progress and the relationship between instructors and students (Meyer & Mann, 2012; Simington, 2011).

2. REVIEW OF RELATED LITERATURE

Home visits are an excellent technique to help students cope with their issues. It's been found to have a significant impact on students' academic progress and the relationship between instructors and students (Meyer & Mann, 2012; Simington, 2011). Through home visits, it would be possible to lessen and directly address the pupils' uncertainty and challenges in such a subject. In his research, (Farmer, 2018) found a positive change in attitude and an improvement in grades in the area of teacher home visits and student attitude and achievement toward school. Mossy (2010), the purpose of home visits was to determine the children's needs and problems, and once those needs were identified, to assist the child in overcoming his difficulties so that he could enjoy his school year, and to foster better cooperation so that each child could benefit fully from what the school had to offer.

Within the family home, they do, however, share the mechanism of service delivery (Diener et al., 2012) that provides lesson plan or curriculum focused at improving maternal behavior is generally provided on a regular basis by a trained home visitor in successful home visiting programs. These lesson plans range from a rigid presentation of exercises and toys (Greenberg et al., 2009) to a more loosely organized visit meant to direct families to programs, provide social support, and model healthy parenting

(Field et al., 2009). The convenience of home-based service delivery is one advantage of home visiting programs (Gomby, et al., 1999). Families frequently struggle to participate in intervention programs; however, the familiarity of the home environment as a setting for intervention may (a) improve participation rates, (b) provide the provider with a more comprehensive understanding of the family's background, and (c) achieve greater impacts with parents and children. Home visiting may be a more effective approach of parent education among at-risk families than center-based interventions in this regard (Gomby, et al., 1999).

The impact of home visiting programs varies depending on the program's intensity, delivery, and provider training. The frequency of home visits is proportional to the size of the effect, according to a narrative examination of 31 home visiting program reviews (Olds & Kitzman, 2012). The level of people training and the level of structure within the program were significant variables of impact size in an early meta-analysis of home and center-based intervention programs (Casto & White, 2010).

As Byrd (2012) reports from Cutler (2000), home visits or visits by educators to the residences of their students, have been a part of the American educational situation for almost as long as schools have existed in the United States. There are important reasons why home visits are so important and goes back to the early days of schooling. More than 50 years of research has shown that the influence of families on children's development and academic achievement begins before children start their schooling and lasts through high school (Sheldon, 2018).

2.1 The Purpose of Home Visitation

Home visits are structured in some way, to offer consistency across participants, providers, and visits, as well as to link program practice to expected results (Gaylor, 2012). Many school districts use teacher home visit programs to create relationships with parents in order to enhance in-school parent involvement and, as a result, student achievement. Current study findings support the use of teacher home visit programs as a technique to increase student academic performance and parent involvement in the classroom, with many studies indicating that teacher home visit programs improve student classroom behavior (Lin & Bates, 2010; Meyer & Mann, 2006; Meyer, Mann, & Becker, 2011; Simington, 2003; Stetson, Stetson, Sinclair, & Nix, 2012).

Teachers, on the other hand, make house visits to better fulfill the requirements of the child and family. Home visits promote collaboration between parents and teachers by allowing for successful team problem solving, observation of children in their homes, and parental involvement. It also fosters a personal link between children, parents, and teachers, ensuring the best possible results. It also gives parents peace of mind, knowing that their children are in good hands, and allows them to provide feedback on their pupils' academic experiences (Lin and Bates, 2010; Meyer, Mann and Becker, 2011).

Flanery (2014) also discussed the unique viewpoint that home visits give classroom teachers. Teachers have a better knowledge of the elements that influence a student's classroom behavior and overall school success by visiting them at home. This understanding of a student's past and impacts on behavior allows a teacher to adjust his or her approach to dealing with the student, resulting in a more meaningful relationship between the instructor and the student. This improved understanding of a student not only affects the teacher's perception of the student, but it has also been found to improve students' classroom behaviour. However, because of the influence of unfavourable factors at home, some children may not achieve their academic goals. These drawbacks include a lack of parental support, a hostile atmosphere, a lack of resources and housing, poor diets, poor health, and a lack of enthusiasm on the side of the students (Souto-Manning & Swick, 2006). Students whose emotional and physical school needs are not met at home may always be underachievers, and this underachievement may have a negative impact on the country's overall progress (Gestwicki, 2015).

Furthermore, home visits have been shown to have a significant impact on students' academic progress and teacher-student relationships (Meyer & Mann, 2006; Simington, 2003). It is a fantastic opportunity for teachers to learn about their students' different backgrounds first-hand while bridging the gap between school and home, Lin and Bates (2010) wrote (p. 23). Stetson et al., (2012), result in tremendous progress in students' work and have positive effects on students' attitudes at school. Pupils who were visited by teachers had more favourable attitudes at school (Stetson et al., 2012). Parents, who were initially embarrassed by home visits, ultimately said that these visits provided personal parent-teacher time for discussing questions and concerns (Quintana and Warren, 2008 p. 119). There is a shortage of robust evidence on enhancing parenting skills, and in turn academic achievement among parents of children in schools, Meyer and Mann (2006, p. 68).

Home visiting programs (Bronfenbrenner's, 1979) ecological theory of human development, focus on the community and cultural environments in which families are nested, rather than just the kid and family. At the person level (e.g., developing knowledge and promoting skills), the dyadic level (e.g., fostering healthy parent-child interactions), and the environmental level, the main focus is on lowering risk factors and promoting protective factors (e.g., facilitating linkages to community services). If the early beneficial changes that home visiting causes can be translated to this period of a child's life, it has the potential to play a significant role in promoting academic adjustment. Furthermore, home visiting programs are an important technique for meeting the needs of young children who are at risk (Ebrahim et al., 2013). Home visits allow teachers to provide information about kids' academic progress and show parents some of the resources available to assist and support their children's education at home. Knowing how to aid their children can empower parents and give them confidence that they can support their child's learning, Meyer and Mann (2006, p. 54). Teachers must make home visits to understand their students' talents and living conditions.

Home visits are a proactive, intense transition activity that establishes a link between the student, family members, instructor, and school (Berlin et al., 2011). Home visits have traditionally been unidirectional, with the purpose of teaching parents how to better

care for their children and/or sharing school information (Whyte & Karabon, 2016). In the United States, there are thousands of home visiting programs, most of which are geared toward young children (Sweet & Appelbaum, 2004). Administrators, teachers, and/or school social workers can make home visits (Johnson, 2014).

Home visiting programs also offer a variety of services to children and families, such as safety education, assistance in teaching school preparation skills, and prevention of child abuse (Sweet & Appelbaum, 2004). The majority of the study on home visits focuses on parenting skills or children's health (Johnson, 2014). Home visits with generally developing children or children with disabilities are both possible (Sweet & Appelbaum, 2004). Some programs aim to improve children's socioeconomic skills or cognitive results, while others have an indirect impact on children by training parents and improving parenting skills (Sweet & Appelbaum, 2004). This diversity of consumers, aims, and intensities of home visiting programs explains why it's difficult for researchers to make broad conclusions about their efficacy (Sweet & Appelbaum, 2004).

A Funds of Knowledge strategy can be used to perform home visits (Whyte & Karabon, 2016). Instead of doing home visits to teach parents about child development, this approach uses home visits to allow teachers to learn about families and learn from them. Teachers have intimate knowledge of a child's cultural dynamics. There is a potential for a lasting shift in teachers' attitudes and views about children and their families when a teacher visits a child's home as a learner rather than to teach a topic (Whyte & Karabon, 2016, p. 209). Teachers can inquire about other family members' educational backgrounds, everyday household routines, genealogy, and employment history of parents/caregivers (Whyte & Karabon, 2016).

2.2 Benefits of Home Visitation

Higher academic accomplishment, good work habits, better behavior, enhanced social skills, and more academic motivation have all been reported as favorable consequences of home visits (Schulting, 2009; Sweet & Appelbaum, 2004). Home visits had a greater influence on girls than on boys (Schulting, 2009). Teachers are more likely to learn about stressors that can induce distractibility and/or anxiety at school when they visit student's homes (Meyer et al., 2011). Teachers can also learn about the children's and family's interests, demeanors, and hobbies (Bradley & Schalk, 2013). Home visits reflect teachers' readiness to release authority and learn from their students' families and communities while also relieving strain on parents (Johnson, 2014, p. 363). When teachers undertake house visits, they can better address the needs of families they can better address the needs of families (Whyte & Karabon, 2016). Home visits are very important in school-family collaboration. It was considered as important to ensure parent involvement, strengthen communication between school and family (Epstein, 2001) that also effective in creating a supportive environment at home learning. It allow teachers to meet parents and students in a relaxed setting (Meyer & Mann, 2006), and they can assist build mutual trust between schools and homes (Meyer et al., 2011). Teachers who have had a home visit have better communication with families (Meyer et al., 2011), as home visits are a technique to create connection with families (Faltis, 2001). Future contacts between families and instructors are more likely to be good after performing home visits (Meyer & Mann, 2006).

Teachers that undertake house visits have more compassion for their students (Meyer & Mann, 2006), as they may experience firsthand the difficulties that families encounter (Faltis, 2001). The majority of kindergarten instructors who undertake home visits say they learn something new about the student and family (Faber, 2016). Research on the effectiveness of home visiting programs has produced mixed results as it has been reported that their influence is dependent on implementation quality. It seems that for home visiting to be successful the visitor and family must develop a positively affective relationship (Knoph and Swick, 2008, 423).

Study revealed that teachers visited students' homes to see their home environment, to talk their problems with their problems and to know more about their students, that similar implications were made by Bahçeli-Kahraman and Taner-Derman (2012). In their study most of teachers preferring home visiting explained the reasons for home visits as seeing the child's home environment, discussing domestic problems and getting to know the child better (Bahçeli-Kahraman and TanerDerman, 2012, 113).

3. METHODOLOGY

3.1 Research Design

The researcher utilized a quantitative research design. The survey questionnaire was designed to determine the profile of participants in terms of Rank, station assignment/name of school, vehicle ownership, driving skills. It also determined the level of home visitation practices in terms of: time, accessibility, and financial resources. The same questionnaire was utilized to determine the significant difference on the independent variables when grouped according to profile. Moreover, the information from teachers was gathered through using research made questions. The survey questionnaire has two parts, the first part asked about the profile of respondents in terms of rank, station assignment, vehicle ownership and driving skills. The second part talked about the level of home visitation practices in terms of time, financial resources and accessibility.

3.2 Research Instrument

The researcher-made survey questionnaire was utilized which underwent validity and reliability testing. Validity test was established through factor analysis with KMO of 0.469 and Bartlett's Test of Sphericity of 0.000 which both suggest that there is enough sample and correlation among data for the test. Scree plot and rotated component matrix showed that the entire set of

questionnaire which was subject for pilot testing were valid. On the other hand, reliability test was accomplished using Cronbach's Alpha with coefficient of 0.710 which showed that the questionnaire is highly reliable.

3.3 Respondents of the Study

The respondents for this research were the Boston District teachers coming from 8 elementary schools. Through survey questionnaire, their response were gathered by the researcher and analyzed later on in the following chapters.

Table 2. The distribution of respondents

Respondents	Total No. of Teachers	Total No. of Teachers Surveyed
Boston CES	29	23
Carmen ES	13	11
Cabasagan ES	10	8
Caatihan ES	11	10
San Jose ES	9	8
Sibahay ES	10	7
Simulao ES	11	8
Cauwayanan ES	5	5
TOTAL	98	80

4. RESULTS AND DISCUSSION

Table 1. Profile of respondents

Profile Factor	Category	Frequency	Percentage	
Rank	Entry Level	47	58.8	
	Middle Level	24	30.0	
	Upper Level	9	11.3	
School Assignment	Simulao ES	8	10.0	
	Caatihan ES	10	12.5	
	San Jose ES	8	10.0	
	Cabasagan ES	8	10.0	
	Carmen ES	11	13.8	
	Cauwayanan ES	5	6.3	
	Sibajay ES	7	8.8	
	Boston Central ES	23	28.7	
	Vehicle	No Vehicle	7	8.8
		Motorcycle	66	82.5
Motorcycle and Car		5	6.3	
Motorcycle, Car, Sidecar and/or Bike		2	2.5	
Driving Skills	No	58	72.5	
	Yes	22	27.5	

The category, frequency, and percentage of respondents are shown in this profile of respondents. The highest frequency and percentage, as well as the lowest frequency and percentage, are found in each profile factor. In terms of rank, the categories with the highest frequency are Entry level or Teacher's 1 (58.8%), and the categories with the lowest frequency are Upper level or Master teachers (11.3%). When it comes to school assignment, the Boston Central ES has the most frequency (28.7%), while the Cauwayanan ES has the lowest frequency (6.3%). When it comes to vehicle ownership, the category with the most frequency is motorcycle ownership, with 88.5 percent of respondents owning a motorbike and the remaining percent owning a car, sidecar, or scooter. The category with the largest frequency in terms of driving skills is instructors who are not equipped in terms of driving (72.5%), whereas 27.5 percent of teachers are equipped in terms of driving.

4.1 Level of Home Visitation

The statistical data on the level of home visits in terms of time shown in the table 2. Home visits is frequently determined based on the interpretation.

Table 2. Level of home visitation in terms of time.

Description	Standard Deviation	Mean	Interpretation
1. Weekly home visits	1.13	3.00	Seldom
2. Monthly home visits	.95	4.08	Frequently
3. 30 minutes allocated time per student	.94	3.91	Frequently
4. 40 minutes allocated time per student	1.05	3.33	Seldom
5. 60 minutes allocated time per student	1.12	3.21	Seldom
6. Follow the time schedule for home visits	.84	4.22	Always
7. Allocate enough time to support the expected learning outcome of student	.84	4.20	Frequently
8. Home visitation is time consuming	1.54	2.96	Seldom
Average	.60	3.61	Frequently

Among the descriptions, the 40 and 60 minutes allocated time per student was interpreted as seldom, Denis (2015) explained that, teachers spent 30 minutes with the student and their parent's and the purpose of the visit. Steele (2010) added that, teachers planned and spent 30 minutes with the student and their parents, learning about the student's needs, interests, and concerns, as well as establishing communication and connection with the parents. The results contradicts to the study of Carlin (2010) states that, visits might run anywhere from 30 to 90 minutes, depending on the teacher and the activities. So, in other words teachers could also spend more than 30 minutes for their home visits. Moreover, Ozfidan (2019) home visits lasted 30 - 60 minutes depending on the teacher and the activities involved.

In addition, Locke (2009) that professional and paraprofessional home visitors made weekly visits of approximately one and one-half hours. If it's less than 30 minutes (NICE, 2016) there is a risk that visits of less than 30 minutes will be rushed and not meet the student's needs, and could compromise safety and dignity. Moreover, Arundel (2022) that teachers visit a student's family twice a school year and each visit, which includes the student, lasts about 30-45 minutes. Furthermore, Francis (2006) as part of the program, teachers of younger students typically schedule one-hour visits at each child's home two times a year.

For the description follow the time schedule, teachers always did and follow their home visits schedule. The reason why they always follow their schedule it's because they were told to make their own schedule when to conduct home visits. However, Shields (2016) the school system's teachers are asked to conduct home visits with all students; however, they schedule visits on their own and choose which students they visit. In addition, Sheldon (2018) that visits are always voluntary for educators and families and arranged in advance or teachers was mandated to do home visits but they will be the one to make time and schedule for it. That is why they always follow their time schedule for home visits.

Before the home visit (Ozfidan, 2019), the teacher need to contact the parents to introduce him/her and to discuss the purpose of the home visit and emphasize the importance of the home visits for both parents and children. Added by Ilhan (2019), the teachers asked the parents for days and times that were convenient for a visit and once the teachers scheduled a day and time, they called and confirmed the day before the visit.

The statistical data on the level of home visits in terms of time shown in the table 3. A home visit is seldom based on the interpretation.

Table 3. Level of home visitation in terms of financial resources.

Description	Standard Deviation	Mean	Interpretation
1. Use personal finances for transportation expenses in conducting home visits	1.19	4.18	Frequently
2. Asked the school heads to provide learning resources	1.45	2.96	Seldom
3. Requiring the students to provide their own learning materials	1.19	2.17	Rarely
4. Lack of money to support the needs of the students	1.12	3.23	Seldom
5. Asking parents to provide money for learning materials to be used by their child	1.01	1.83	Never
6. Lots of learning materials needed for home visits to support the expected learning outcomes of the students	.82	4.22	Always
7. The teacher provides learning materials for the students	1.04	3.72	Frequently
8. Received donations to provide learners materials for home visitation	1.18	2.18	Rarely
9. Use alternative sources in times of lack of learning materials like solicitations	1.38	2.45	Seldom
Average	.53	2.99	Seldom

Among the description, the learning materials needed for home visits to support the expected learning outcomes of the students had the highest mean with the interpretation of Always. This results was supported by the study of Okongo (2015) which states that, pupils requires more instructional materials, other learning methods and professional knowledge. Yilmaz (2019) added that, teachers provide parents with ways that they could support their child's learning at home and not only visited the students and parent to discuss the behaviour and attitude of the students but also, giving more an activities to assess their academic aspect. Education 2030 Framework for Action (2016) ensuring that every institution has appropriate learning materials and technology is a key strategy for reaching target students in home visits.

In addition, Smith and Sutherland (2006) explained that, the availability of teaching and learning materials, resource centers attached to ordinary schools, are most important for success of the student. Once there's availability of learning resources the teacher will get the expected learning outcomes of the students. Education Links (2020), students learn in a variety of ways, they may need additional materials. Added by Smart and Jagannathan, 2018; GEM Report, 2016b, learning materials helps improving student performance. For example, alphabet blocks, manipulative, and reading-related games may enhance student learning.

Based on the description of asking parents to provide money for learning materials to be used by their child had the lowest mean with the interpretation of Never. The results was supported by the study of Carlin (2010) that, the school program provide funding for teachers to visit students and parents on their own and there's no reason for parents to provide their own money for learning materials of their child. OECD (2017) that, every school has funds to be used in supporting the learning of every student and raising to increases funds for school services. However, State Ethics Commissions (2022) parents may give gifts to the classroom or the school in accordance with the rules of the school district.

In addition to Robles study (2021) explained that, teacher may or allow spending their own money to reach those youngsters in home visitation. Pelligrino and Hilton (2012) stated in their study that, there are resources which can support teachers or parents in supporting learners, guiding them to content, developing their skills to teach remotely, or more generally augmenting their capacity to support learners now learning more independently and at home, rather than at school.

Moreover, schools provided funds (Sandham, 1999) the district allotted about \$20,000 per school for nine schools to pay teachers roughly \$27 an hour if they agreed to conduct home visits; the program was expanded to 13 schools. DepEd Order 5, s. 2020, DepEd Order No. 15, s.2020 and DepEd Order No. 19, s. 2020 provide policies and guidelines on financial matters in support to the implementation. Risko and Walker-Dalhouse (2008) outline several suggestions that may open parents' access to the resources available from the school.

UNESCO (2016) tells us that the world is expanding government funding for education today, and these additional public funds for education are not necessarily at the expense of other government sectors. Added by Teach.com (2022) there was teaching grants can fund professional development, classroom enrichment, school supplies, home visits and almost anything else that goes into bettering the quality of education.

The statistical data on the level of home visits in terms of time shown in the table 4.

A home visit is seldom determined based on the interpretation.

Table 4. Level of home visitation in terms of accessibility.

Description	Standard Deviation	Mean	Interpretation
1. Encountered parents who are ashamed to be visited	1.17	3.10	Seldom
2. Encountered students who are not present in their homes during home visits	.99	3.18	Seldom
3. Have own driver to travel during home visits	1.62	2.58	Rarely
4. Have own vehicle and use it to conduct home visits	1.45	3.82	Frequently
5. Passing through difficult roadways during home visits	1.13	3.02	Seldom
6. Inform the students guardian first before conducting home visits	1.12	4.00	Frequently
7. Need to travel far to home visit	1.24	2.77	Seldom
8. There are parents who do not consent to visit their child	1.10	2.10	Rarely
9. Those students houses that are accessible, will only be visited	1.26	2.16	Rarely
10. Only visited the student who are slow learner	1.28	3.57	Frequently
Average	.55	3.03	Seldom

Among the description, the parents who do not consent to visit their child have the lowest mean and interpreted as rarely. This result was supported by the study of Sawchuk (2011) teacher home visits are based on a common sense idea: Parents are more likely to be engaged their son's or daughter's progress through school if they feel that they have a real partner. In that sense, parents more likely to be visited their child by the teachers in order to discuss some matters if their child has a low-performing or has a high-performing at school. Schwarts (2011), the teacher encourages, help and guide the students towards their given task and goal.

Parents are simultaneously responsible for their child and cherish this role yet they are dependent on others when their child needed some academic guidance from teacher. In addition, Black (2018) parents seemed more aware but still not knowing how to support child at home due to lack of resources, while another pointed out limited involvement due to family circumstances and they wanted teachers to visit their child.

However, Stetson et al. (2012) that parents were initially embarrassed by home visits and ultimately said that these visits provided personal parent-teacher time for discussing questions and concerns. Francis (2006) parents are hesitant to approach teachers with questions, teachers often believe parents don't care about the students' education or there are parents who are more likely to be afraid or embarrassed if they were visited by the teacher because they feel that their have done wrong in school and they would feel that they failed to be a parent. Added by Sandham (1999) that in poor neighbourhoods where teachers often complain about a general lack of parental involvement in home visitation.

Furthermore, the presence of pupils was the most difficult aspect of the teacher's house visits, that majority of them were not present because they were already working to help their families deal with the financial consequences of the pandemic (Robles 2021). Added by Cortis et al. (2009), visiting the home at various times and on multiple occasions, making phone calls, sending text messages and letters or leaving notes (if this is safe to do so and the main language spoken, or literacy levels of the adults within the home allow this).

Topcu (2020) that there are 5 negative views categories on home visits these are listed as; 1) unwillingness of parents, 2) having problems with parents, 3) parents' preparation for these visits and seeing these preparation process as drudgery, 4) parents' embarrassment because of their economic problems, 5) change in students. In the description of inform the student's guardian first before conducting home visits has the highest mean and interpreted as frequently. This results is supported by the study of Graff (2017) that teacher send written reminders home with their students, make phone calls, email, and text. Teachers who regularly conduct home visits advice establishing contact with parents first.

Added by Robles (2021) when the teacher visits them, the teacher will ensure that the parents are informed first and discuss the reasons why their children are not performing well in school. Moreover, Robinson (2012) before arranging a home visit, consultation should occur in which child safety concerns are raised and to help guide the approach to arranging a home visit, or if the parents are unavailable or refuse to be visited over the course of the home visitation; the teacher will create a new schedule until the teacher is able to speak with either of the parents.

The results of the study of Dogan (2020) principals and teachers recommend that the home visits be carried out in a planned and scheduled manner, that they are carried out in accordance with the purpose, and that the home visits are carried out without disturbing parents. Added by the DepEd order No. 209 (2020) teachers shall communicate to the parents the result of the evaluation of the learning outputs; Upon conducting home visits, one to considered is informing the parents or guardians first, in order to prepare them and they would not be confused if the teacher conducted home visits.

Table 8 shows the summarize outcomes of three home visitation indicators: time, financial resources, and accessibility. For the time, it has the verbal interpretation of frequently. For financial resources, it has a verbal interpretation of seldom. For accessibility, it has a verbal interpretation of seldom. Overall, the level of home visitation is interpreted as seldom.

Table 5. Level of home visitation

Factors	Standard Deviation	Mean	Interpretation
1. Time	.60	3.61	Frequently
2. Financial Resources	.53	2.99	Seldom
3. Accessibility	.55	3.03	Seldom
Overall	.44	3.21	Seldom

The result shows that time has the highest total mean interpreted as frequently. This results is related to the study of Yaman (2016) explained that, the school system's teachers are asked to conduct home visits to all students; however, they schedule visits on their own. Moreover, Locke (2009) home visitation is somewhat a time consuming that it takes time to address students and classroom behaviour. Home visits might run or takes time depending on the teacher and the activities (Steele, 2010). The result of the financial resources has the lowest total mean which interpreted as seldom.

This findings is supported by the study of Robles (2021) that, home visits put teachers at risk and allow them to spend their own money simply to reach those youngster was no joke, but the teachers devotion ensures that all pupils receive an education regardless of their parents circumstances. In addition, Carlin (2010) programs provide time and funding for teachers to visit students and parents on their own are a way for teachers to learn more about their student and get parents involved in their child education. The teachers said that donations, solicitations, and assistance of PTA and other stakeholders were some of the ways to augment the financial needs of the school; the government must make the modules as textbooks, and the DepEd must allocate additional funds for modules (Sumaang, 2020).

4.2 Difference on Level of Home Visitation

The significant difference of Rank in the following factors: time, financial resources, and accessibility were shown in Table 6.

Table 6. Significant difference in terms of rank

Factor	F-value	p-value	Interpretation
Time	2.19	0.11	School personnel across ranks do not differ significantly in their home visitation

			level in terms of time.
Financial Resources	3.39	0.03	School personnel across ranks differ significantly in their home visitation level in terms of financial resources. Post hoc analysis reveals that the following ranks are the one exhibiting this: ➤ Entry Level & Upper Level
Accessibility	2.49	.08	School personnel across ranks differ significantly in their home visitation level in terms of accessibility. Post hoc analysis reveals that the following ranks are the one exhibiting this: ➤ Entry level & Upper level
Overall	4.28	.01	School personnel across ranks differ significantly in their home visitation level in terms of time, financial resources and accessibility as obtained from the overall mean of p-value of the home visitation.

The results show that there is significant difference of ranks in their home visitation. In which in between of entry and upper level conducted home visits depending on their role. Based from the results, entry level mostly conducted home visitation unlike to upper level. As supported by the study of Mc.Clean (2009) that, the primary role of master teacher is to visit classrooms and coach teachers using reflective practice to improve instruction. Based on that statement, master teachers only task to visit classroom not to go home visits unlike to teacher 1.

Added by Llego (2014) that some master teachers are not given full teaching loads. Instead, more teaching loads are given to newly hired teachers or teacher 1 includes visiting students at home. Moreover, DepEd of New Jersey (2019) master teachers dedicate the greatest amount of time to classroom visits engaging teachers in reflective practice. As stated by the study of William (2009), the master teacher would serve as mentor, facilitator, curriculum specialist, collaborator and advocate for professional development and other vital policies within the educational institution. However, a teacher 1 is responsible for preparing lesson plans and educating students at all levels. Their duties include assigning homework, grading tests, and documenting progress and including visits if it's needed. Teachers must be able to instruct in a variety of subjects and reach students with engaging lesson plans (BetterTeam, 2022).

White (1991) the master teacher shall be maintained in the classroom and shall not be assigned duties of an administrator or as home visitor. This provision shall not prohibit the master teacher from serving as an evaluator. Irvine (2001) highlights that not all experienced teachers would make good master teachers since experienced teachers are not the same as master teachers.

State of New Jersey, Department of Education (2009), the primary role of the master teacher is to visit classrooms and coach teachers using reflective practice to improve instruction they do not do home visits. Specific responsibilities of the master teacher include curriculum and professional development and support such as providing individual support and planning small group meetings/training for teachers. However, master teachers should not refuse extra work since they knew the pros and cons (Helpline PH, 2020). Master and mentor teachers receive compensation for their additional work, and all teachers are eligible for bonuses based on measures of their students' growth, the growth of the school, and comprehensive teacher evaluations, that is why both should conducted home visits (Eckert & Dabrowski, 2010, p. 91). School directors are second only to teachers as the most important school-level determinant of student achievement whether you belong to entry and upper level ranks (Burns, 2016) because both has the same goal for the education of the students. Added by Lopez, et al (2001), home visits should be conducted by teachers and school leaders to better understand the dynamic under which the family is living. Administrators, teachers, and/or school social workers can make home visits (Johnson, 2014) and all educators participating in home visitation must complete home visits to at least three families throughout the first school year, and document and track visits. Teacher Career Pathways (2015), master teachers are highly skilled educators with a passion and drive to improve the instructional quality of their schools they were not included to be involve in home visits, thus, they're working closely with school and/or district leadership unlike to teacher 1 who work others stuff by supporting the development of their peers and co-workers.

The significant difference of station assignment in the following factors: time, financial resources, and accessibility were shown in Table 7.

Table 7. Significant difference in terms of station assignment

Factor	F-value	p-value	Interpretation
Time	.97	.45	School personnel across school station do not differ significantly in their home visitation level in terms of time.

Financial Resources	2.09	.05	School personnel across school station differ significantly in their home visitation level in terms of financial resources. Post hoc analysis reveals that the following school station are the one exhibiting this: ➤ Boston Central ES & Sibahay ES
Accessibility	3.52	.00	School personnel across school station differ significantly in their home visitation level in terms of financial resources. Post hoc analysis reveals that the following school station are the one exhibiting this: ➤ San Jose ES & Sibahay ES ➤ Carmen ES & Sibahay ES
Overall	2.67	.01	School personnel across school station differ significantly in the home visitation level in terms of time, financial resources and accessibility as their overall mean of p-value is less than .05.

Based on the findings it shows that Boston Central ES and Sibahay ES differ significantly. It was found out that the Boston Central ES is located at the urban area while Sibahay located at the rural area. It was expected that in rural area like in Sibahay there are few people living in there as well as students and teachers.

However, Boston Central ES in an urban area have lots of people lived, urban school districts operate in densely populated areas serving significantly more students (Ahram, 2022). Rural and urban schools are much the same when it comes to resources and learning environments EQR (2003). Education Report (2019) stated that, the factors that affect performance among rural students are lack of resources and limited opportunities available to them compared in urban schools.

Even rural schools are staffed with good teachers and school leaders, they maybe unprepared for teaching and learning in rural contexts since initial teacher preparation programmes are mostly focused on practices pertaining to larger urban schools (Abalde, 2014). Moreover, TALIS (2013) data revealed that, there are larger share rural teachers than urban teachers reported that they did not received formal education or training on the content or pedagogy for all the subjects they teach.

Rural schools can facilitate close-knit connections that often involve nurturing and supportive relationships with students and their families that can enhance learning in the classroom and continue beyond the school Huysman (2008). National Center for Education Statistics (2020) stated that, urban public schools are more likely to serve low income students, it is possible that any differences between urban and nonurban schools and students are due to this higher concentration of low income students.

In addition, Heberman (2022) that, there is no total shortage of funds for urban schools, especially when categorical aids and grants are considered. Hudley (2013) stated that, in urban public schools, many students and their families are living with severe economic disadvantage that is why urban and rural differ significantly.

In rural area, teachers are forced to travel a distance to access necessary services, with little or no public transportation (Kushman & Barnhardt, 2001). Time and scheduling challenges were reported by both parents and teachers (Mcbride et al., 2002) as inhibiting factors for home-school activities or home visitation. Moreover, rural parents have been found to talk with their children about school programs, attend school meetings, and interact with teachers less frequently relative to their counterparts in suburban and urban schools (Prater et al., 1999).

However, urban schools often face such challenges as high student poverty and mobility rates, yet even in the face of these challenges, many urban schools provide a high-quality education and produce high-achieving students (Fleischman, 2005). Many urban school districts have been beset by a variety of problems including low achievement, high dropout, and disciplinary referral rates (Christens, 2022). Added by Gerhke (2005), recent descriptions of urban poor schools continue to include conditions of overcrowding, high turnover of faculty, limited resources, economic differences in salaries and supplies, and a greater number of students at risk for academic failure. In comparison to suburban and rural districts, urban school districts are frequently marked by higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of immigrant populations and linguistic diversity, and more frequent rates of student mobility (Kincheloe, 2010).

Table 8 shows the significant difference of vehicle ownership in the following factors: time, financial resources and accessibility.

Table 8. Significant difference in terms of vehicle ownership

Factor	F-value	p-value	Interpretation
Time	1.15	.33	School personnel regardless of their vehicle ownership do not differ significantly in their home visitation practices in terms of time.

Financial Resources	1.24	.29	School personnel regardless of their vehicle ownership do not differ significantly in their home visitation practices in terms of financial resources.
Accessibility	2.09	.10	School personnel regardless of their vehicle ownership do not differ significantly in their home visitation practices in terms of accessibility.
Overall	.76	.51	School personnel regardless of their vehicle ownership do not differ significantly.

The results show that the vehicle ownership doesn't matter in terms of the level of home visitation. Teachers could conduct home visits whether they have vehicle or not. However, some studies stated that vehicle is essential and really matter. Pinjari (2009) stated that, with a private vehicle, teachers can travel to any location in the area whenever they want with minimal restrictions. If the teachers have their own vehicle they could use it if they conducted home visits but it doesn't matter whether they have vehicle or not. Added by Bhat (2009), those who do not possess a car, on the other hand, must rely mostly on local public transportation, walking, or bicycle, which may severely limit their options for travels on any given day. Teachers, secretaries, and school staff members will often use their private cars in connection with school activities, such as taking pupils to sports events or for medical emergencies and visiting their pupils (Marsh, 2017).

Cars are essential as they have helped in the efficient implementation of the school curriculum especially teachers who visited their students (Hopstetter, 2020) cars are essential to education since they are used in the transportation of learning material. Without learning material, students cannot study. Hence the first need to get learning material that can be delivered on time with the aid of cars. Dozens of Indiana teachers paraded in a line of cars just to visit their students (Zdanowicz, 2020) based from that, it shows how vehicle essential for educational. If teachers use their own vehicle for a school they must consult their own insurers to check that their policy includes such use (Educational visits, 2020).

Moving from one location to another is more efficient and reliable with vehicle especially teachers who used it for educational purposes but teachers could reach their students without using vehicle (Gauge, 2020). If you possess one, you can relax knowing that you are not responsible for your transportation needs. Transportation News (2005) that all schools that is walkable neighbourhoods and near to the schools, vehicle is not advisable to be used upon visiting. Added by Barnett (2020), teachers may not be able to use vehicle upon visiting as they could send their learning materials and assignments through emails. Upon conducting home visits, it is not advisable that every teacher used their motor vehicle or if they transport pupils, parents/carers and even other members of staff (Educational visits, 2002). Teachers could reach and visits their students by walking with his/her colleague within their community (Cook, 2017).

US Environmental Protection Agency (2021) stated that, driving less would also help the environment while potentially saving money on fuel costs at the pump. Instead teachers could use electric vehicle and bicycle or other vehicle that are more efficient and less polluting. Teachers could use public transportation includes walking to and from destinations (NSW Government, 2020). However, if the school insisted to use vehicle upon visiting students, schools must ensure the following requirements are met when use of private vehicles is unavoidable (Education Policy, 2020).

Table 9 shows the significant difference of vehicle ownership in the following factors: time, financial resources and accessibility.

Table 9. Significant difference in terms of driving skills

Factor	T-value	p-value	Interpretation
Time	-1.32	.19	School personnel across driving skills do not differ significantly in terms of time.
Financial Resources	.65	.51	School personnel across driving skills do not differ significantly in terms of financial resources.
Accessibility	2.70	.00	School personnel across driving skills differ significantly in terms of accessibility.
Overall	.74	.46	School personnel across driving skills do not differ significantly based on the overall results from the three factors such as time, financial resources and accessibility.

Based on the results, it shows that driving skills do not differ significantly in their home visitation which means whether you are equipped or not equipped; it doesn't matter to teacher who conducted home visits. However, accessibility and driving skills differ significantly because teachers could not travel if they don't have the access. McGill & Vogtle (2001) stated that, mobility is an

essential skill for a high quality, productive life in the 21st century that even teachers lessens their worry how to reach their students, but, teachers could reach them even their not equipped when it comes to driving. Added by Keckley (2006) that, driving skills are critical to obtain and maintain employment. However, Lee (2006) in his study that, he used her skills in driving typically delivered lectures and learning to his students. Added by Keskinen (2014) that, the ability to drive a private car gives the driver a feeling of independence and offers a more flexible way of moving especially teachers upon reaching their students than public transportation does.

Robinson (2010) believed that new teacher candidates must be equipped with 21st century knowledge not driving skills, but learn how to integrate them into their classroom practice for our nation to realize its goal of successfully meeting the challenges of this century. Upon conducting home visits, teachers do not need to have the necessary skills and driving capabilities (Freydier et al., 2016). This is not surprising, because driving is a complex, independent activity, involving many basic tasks (for example, steering, braking) and skills of higher order (for example, perception of danger, problem solving), many of which are necessary for the safe operation of vehicles (Carter et al., 2014) in which teachers should not focus on. In home visitation, teachers should deliver the learning to students as learning is the most essential to learners. Teachers could deliver it without capabilities and skills in driving vehicle and he/she may walk or used other transportation to reach out the student (Giarla, 2022).

However, driving skills is essential to ensure you're delivering everyone and everything like learning materials on time; at the same time you should have strong navigation skills that keep you from getting lost on your route (Indeed Editorial Team, 2021). Driving skills comes with great significance and comfort because you will not have to hustle with other modes of transport and it easily for you to reach out your students for academic matters (Abinaya, 2021). Whether you're going to visit your distant students or simply going to work or college, it's a lot quicker and more direct to drive yourself than travel by either public or private hire transport (Progress News, 2018). If you learn to drive, you have the freedom to travel and scheduled your home visits where and when you want (Alison, 2005). Learning to drive is a lifelong skill that can open up many opportunities for work and travel, as well as giving you more freedom and making your day to day life easier especially for teachers who conducted home visits (First Self Drive, 2019). Not only does driving help you travel faster, but it can also be a cost-effective way of transportation because you don't have to constantly take a taxi or a bus to get to your university or some other place (Titov, 2014). A lot of people underestimate the benefits of being a good driver, but little do they know that this basic skill could make a big difference, that teachers are able to use that skill if they wanted to visit their students at home about schools (Brown, 2020).

5. CONCLUSION

Based on the findings, the following conclusions are made:

1. The majority of the respondents were under the entry level, mostly assigned in Boston CES, owns a motorcycle and do not know how to drive.
2. The level of home visitation in terms of time, financial resources and accessibility are interpreted as seldom.
3. The level of home visitation differs significantly in terms of rank and station assignment. But, it does not differ significantly in terms of vehicle ownership and driving skills.
4. Based on the findings, among the three indicators, financial resources have the lowest mean; hence, the researcher proposed creating an intervention called "Food for a Cause".

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