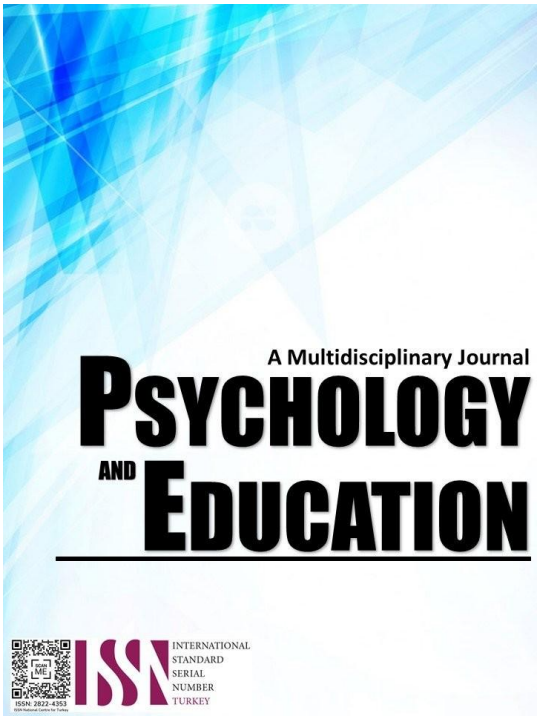
HOME VISITATION OF KEY STAGE 1 LEARNERS: BASIS FOR ENHANCEMENT PROGRAM



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Research Article

Home Visitation of Key Stage 1 Learners: Basis for Enhancement Program

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Abstract

This study evaluates the effectiveness of home visitation programs on the academic performance, attitudes, motivation, and parental involvement of Grade 1 pupils in the First Congressional District, Division of Quezon. Using a descriptive research design with quantitative methods, data were gathered from 183 Grade 1 teachers selected through purposive sampling. The results indicate that home visitation significantly enhances students' academic outcomes, particularly in critical thinking, engagement, and attendance. Positive effects were also observed in student attitudes, motivation, and parental involvement, with a grand mean score of 4.33 reflecting the importance of strong teacher-family partnerships. Demographic factors such as teachers' age, income, and experience, as well as the frequency of visits, influenced program effectiveness. However, challenges such as the lack of financial support for teachers during home visits were highlighted, necessitating targeted interventions. The findings emphasize the need for tailored training, allocated budgets, and stakeholder collaboration to optimize the impact of home visitation programs. The recommendations include expanding these initiatives, addressing logistical barriers, and conducting future research on their long-term effects on emotional and social development, as well as sustainability in diverse contexts.

Keywords: *Polytechnic University of the Philippines, open university system, master in education management, performance, classroom teachers, learners' attitude, parent's involvement, participation*

Introduction

Home visitation programs play a vital function in addressing global educational challenges, including the significant increase in out-of-school children. According to UNESCO (2024), this number has risen by 6 million since 2021, now totaling 250 million worldwide. These programs help reduce barriers to education by offering personalized support, enhancing parental involvement, and addressing socio-economic challenges that impact school attendance and learning. This approach is particularly important in regions like Afghanistan, where systemic exclusion, particularly of girls, exacerbates educational disparities (UNESCO, 2024).

In the Philippines, a similar need for intervention is evident, as approximately 41.9% of students who start Grade 1 fail to reach Grade 10 (Philippine Statistics Authority, 2016). Socio-economic factors, such as financial hardships, contribute significantly to dropout rates, underlining the importance of targeted programs like home visitations. These programs can help mitigate such challenges, improve retention, and ensure that marginalized communities have the necessary support to complete their education, thus contributing to the global goal of inclusive and equitable quality education for all by 2030.

The root causes of school dropout in the Philippines are multifaceted, with economic hardship being a primary driver. Many children from low-income families are forced to prioritize work over education to support their household. Additionally, academic struggles, such as difficulties in reading or math, often lead to decreased motivation and disengagement. Family dynamics, including parental separation or care giving responsibilities, further contribute to the problem. Mental health challenges, such as anxiety and depression, also affect students' attendance and performance. Other factors include lack of engagement with the curriculum, poor school infrastructure, and societal expectations about education. Addressing these barriers requires a holistic approach, focusing on socioeconomic support, academic assistance, mental health resources, and fostering a more engaging school environment (DepEd, 2023; Philippine Statistics Authority, 2016).

Home visitations serve as a vital tool in addressing these challenges. By fostering stronger connections between educators and families, home visits help improve parental involvement, reduce disciplinary issues, and boost students' academic performance. Teachers gain a deeper understanding of students' home environments, enabling them to tailor their teaching methods to better address individual needs. This practice also bridges cultural gaps, enhancing communication and making education more inclusive. Given the root causes of dropout, home visitations can play a critical role in combating disengagement by providing the personalized support students need to succeed (ERIC, 2021; Lynch, 2019).

As stated in Module 22 under the Philippine Professional Standards for Teachers (PPST), home visitations serve as an effective strategy for schools and teachers to foster strong connections with families, actively involve parents and stakeholders, and maintain meaningful community partnerships. By conducting home visits, teachers gain valuable insights into each learner's living conditions and family dynamics. This personal outreach helps build trust and rapport with families, significantly strengthening teacher-student relationships. As a result, students feel more supported, motivated, and engaged, leading to improved academic outcomes.

The findings from Romana and Gaerlan's study highlight several key factors contributing to early school leaving among children in Quezon province. The study found that satisfaction from work and money, difficulties in understanding the English language, and

reactions to derogatory comments were significant reasons for students quitting school. These factors underscore how external pressures, such as economic hardship and social challenges, can influence a child's decision to leave school prematurely. The study also revealed the negative consequences faced by early school leaders, including unstable job situations and feelings of regret, further emphasizing the long-term impact of leaving education early.

Interviews with parents revealed common themes behind children's absenteeism, including financial struggles, the need to work, and academic difficulties. Other factors such as laziness, fear of school, and poor literacy skills also contributed. Some children lacked parental support due to work commitments. These issues highlight the need for home visitations to strengthen school-family communication, address root causes, and provide targeted support, ultimately reducing absenteeism and fostering an inclusive learning environment.

Home visitations play a vital role in addressing student absenteeism and improving academic performance, especially for learners facing economic hardship, academic struggles, and family-related challenges. By enabling teachers to better understand students' needs, provide tailored support, and strengthen parent-teacher collaboration, home visits serve as a proactive strategy to enhance student motivation and engagement. While numerous studies have explored the benefits of home visitations, there is a lack of research focusing on their impact within the Division of Quezon, particularly in the first congressional district. This gap limits a deeper understanding of the unique challenges faced by students, parents, and educators in the area. Therefore, this study aims to bridge that gap by assessing the effectiveness of home visitations in the local context, providing valuable insights that can inform targeted action plans and contribute to broader research on effective educational interventions in similar communities.

Research Questions

This study focused on evaluating the effectiveness of home visitations for Grade 1 pupils, who are Key Stage 1 learners, within the First Congressional District, Division of Quezon. It aimed to address the following questions:

1. What is the demographic profile of the respondents in terms of the following:
    1.1. sex;
    1.2. age;
    1.3. monthly Salary;
    1.4. years in teaching grade i learners;
    1.5. number of times conducted home visitations; and
    1.6. number of learners visited?
2. What is the level of effectiveness of home visitation in terms of:
    2.1. learners' performance in school;
    2.2. learners' attitude and motivation; and
    2.3. parent's involvement?
3. Is there any significant difference in the assessment of the respondents on the level of effectiveness of Home Visitation when they are grouped according to profile?
4. What are the challenges encountered by the respondents during home visitation?

Methodology

Research Design

An evaluation of the efficacy of home visits on Key Stage 1 learners, specifically Grade 1 students in the First Congressional District, Division of Quezon, was carried out through the use of a descriptive research design, which included the incorporation of quantitative data. The descriptive approach is comprised of a collection of concepts and procedures that are utilized for the purpose of organizing, summarizing, tabulating, depicting, and description of data collections.

Descriptive research is defined by Creswell (2014) as a method that "involves observing and describing the behavior of a subject without influencing it in any way." It focuses on providing an accurate representation of characteristics, behaviors, or phenomena within a specific population, often using surveys, observations, or case studies to systematically gather information.

Within the scope of this investigation, the researcher endeavored to gather information by means of formal research instruments, namely survey questionnaires that were produced on the basis of research questions, in order to guarantee objective responses. The primary objective of the research is to assess the influence that home visits have on the overall growth and development of students in the first grade.

Respondents

Grade 1 elementary teachers from the First Congressional District of the Schools Division of Quezon were the respondents in this study. The profile of the respondents reflects a range of demographic and professional characteristics. The respondents were permanent teachers from the First Congressional District of Quezon, had taught Grade 1 for at least one year, had conducted at least one home visitation during the first and second quarters, and were willing to participate in the study.

Moreover, the respondents primarily belong to a youthful and early-to-mid-career demographic, with the majority falling within the younger age brackets. In terms of gender, there is a significant representation of female educators, vastly outnumbering their male counterparts. Regarding salary, most respondents earn within the lower to mid-range income levels, reflecting a diverse financial background. Their teaching experience varies, with the largest group having a moderate number of years in teaching Grade 1, while fewer respondents have extensive experience.

Instrument

The questionnaire employed in the study was structured into three main sections, each designed to collect specific data that would provide insight into the effectiveness and challenges of home visitation programs. The first section, demographic profile of the respondents, aimed to gather personal and professional background information about the teachers. The respondents were requested to provide information regarding their sex, age, basic salary, years of teaching experience with Grade 1 learners, the frequency of home visitations conducted, and the number of pupils visited. These questions were structured with multiple-choice options, allowing for easy categorization and analysis of how demographic factors might influence the effectiveness of home visitations.

The second section, "Effect of Home Visitation in Terms of Learners' Achievement, Attitude, Motivation, and Parental Involvement," focused on evaluating the effectiveness of home visits on pupils' development. The teachers were asked to assess the effectiveness of home visitations in improving student performance, attitude, motivation, and parental involvement using a Likert scale. A rating of 5 meant Highly Agree (Very Effective), and 1 meant Highly Disagree (Very Ineffective), enabling teachers to rate the perceived outcomes of the home visits. The evaluation of pupils' achievement included six items, such as improvements in academic performance, participation in school activities, engagement in classroom discussions, critical thinking skills, subject mastery, and overall academic growth. For attitude and motivation, eight items were assessed, covering aspects like increased enthusiasm for learning, focus and attention in class, self-confidence, willingness to complete assignments, attitude towards teachers and peers, and reduced behavioral problems. Parental involvement was also evaluated through ten items, including communication between parents and teachers, participation in school events, support for homework, collaboration on academic challenges, and the creation of a conducive learning environment at home. This comprehensive evaluation helped to determine the various ways home visitations influenced both student development and parental engagement in their children's education.

The third and final section, "Challenges Encountered by Teachers in Conducting Home Visitations," sought to identify the difficulties teachers faced while conducting home visits. The respondents were asked to assess the frequency of various challenges, such as safety concerns, logistical issues, and lack of support, using a scale from 1 (Never) to 5 (All the Time). The teachers indicated how often they encountered each challenge, with the section highlighting a range of obstacles. Twelve items were assessed, including concerns about physical harm, threats to personal safety, insufficient resources, long travel times, failed appointments, lack of funding for home visitations, difficulties in coordinating schedules with parents, distance and transportation challenges, inadequate parental cooperation, cultural barriers, language barriers, and the emotional toll of home visitations. Three experts carefully designed and validated the questionnaire to ensure its reliability and relevance to the study. This section provided valuable insights into the challenges teachers face when conducting home visits, offering a comprehensive understanding of both the benefits and obstacles involved in using home visits to enhance student performance.

The content of this survey questionnaire was thoroughly validated by three experts: one Education Program Supervisor from the Division of Quezon, a school principal with a PhD degree, and an English specialist.

The researcher conducted a pilot testing of her survey questionnaire with the nineteen (19) Grade one teachers of the First Congressional District of Quezon Province. They were not included in the actual respondent count; this was carried out to verify the validity and reliability of the tool employed in the study. The pilot testing yielded a Cronbach Alpha of 0.79, which suggests an excellent internal reliability of the instrument.

Procedure

The data collection process for this study consisted of two key phases. The first phase involved an ethics clearance from Polytechnic University of the Philippines before the actual gathering. The researcher then seeks permission by submitting a letter of request and obtaining approval, along with the attached Data Sharing Agreement letter, approval from the Schools Division Superintendent to carry out the research in the First Congressional District. The second phase involved the gathering of data using survey questionnaires. The survey questionnaires were prepared using Google forms. The link was shared with the respondents. Included in the Google form is the consent form to provide the respondents with clear idea of the research, the scanned Indorsement letter by the Superintendent of the Schools Division, their participation, and the expectations of the research on their end. The respondents were given three weeks to accomplish the survey questionnaires. Finally, the collected data were tabulated using Excel file generated and downloaded through Google form. It was statistically analyzed by statistician.

Data Analysis

The survey responses were promptly entered and analyzed using Microsoft Excel. To analyze the collected data, the following statistical methods were applied. Frequency count and Percentage. To analyze Part 1 of the research instrument, which pertains to the respondents'

profile, the researcher calculated the proportion by dividing the value by the total and then multiplying the result by 100 to obtain a percentage. Mean. These statistical treatments were utilized to determine teachers' standpoint towards e-learning and teachers' mental well-being. Kruskal Wallis H-test and Mann Whitney U test. To compare the evaluation of home visitation effectiveness by respondents, grouped by their profiles, the Kruskal-Wallis's test was applied.

Results and Discussion

This section focuses on presenting, examining, and explaining the results of the study on the effectiveness of home visitation for Key Stage 1 learners and the challenges encountered by teachers in conducting home visits.

Profile of the Respondents in Terms of Sex, Age, Monthly Salary, Years in Teaching Grade I Learners, Number of Times Conducted Home Visitations, and Number of Learners Visited

Table 1. *Frequency and Percentage Distribution of the Respondents in terms of Age*

Age	*Frequency*	*Percentage (%)*
20-25 years old	29	15.8
26-30 years old	44	24.0
31-35 years old	62	33.9
36-40 years old	23	12.6
41-45 years old	11	6.0
46 years old and above	14	7.7
Total	183	100.0

Table 1 presents the profile of the respondents in this study. The data indicate that the largest group of respondents is in the age range of 31 to 35 years, accounting for 33.9%. This is followed by respondents aged 26 to 30 years and 20 to 25 years. The 36 to 40 age group accounts for 12.6% of the respondents. Meanwhile, a smaller proportion of respondents are aged 41 to 45 years and 46 years and above, making up 6.0% and 7.7%, respectively. These findings indicate that the participants in this study are neither predominantly young nor old. The age of the teachers in this study is in their middle years. Middle age teachers may bring fresh perspectives and innovative approaches to home visitation. They may be more open to trying new strategies for engaging families and addressing their needs, leading to more dynamic and effective interactions.

This finding is consistent with the study by Leyson and Mañacap (2023), which noted that typical elementary school teachers are also predominantly in the age range of 31-35 years. Their research revealed that teachers with six to ten years of experience and training in self-concept development had very high self-esteem. This alignment reinforces the notion that middle-aged teachers bring a valuable blend of experience and openness to new strategies, enhancing their effectiveness in engaging with families and addressing their needs.

Table 2. *Frequency and Percentage Distribution of the Respondents in terms of Sex*

Sex	*Frequency*	*Percentage (%)*
Male	18	9.8
Female	165	90.2
Total	183	100.0

Table 3 illustrates the frequency and percentage distribution of the respondents by sex. Regarding sex, only 9.8% are male, while 90.2% are female. This study reveals a significant gender disparity in the teaching profession, with 90.2% of respondents being female, compared to only 9.8% being male.

This finding is consistent with the census data from Sebastian and Saquin (2022), which reports that elementary teaching in the Philippines is predominantly female. Their study indicates that female teachers outnumber male teachers in both public elementary and high schools. This observation aligns with Bongco (2020), who noted that the feminization of teaching is a global issue, reflecting broader gender inequalities. The over representation of women in the field contributes to a shortage of male role models in elementary education, potentially leading to social marginalization.

The gender distribution in teaching staff also influences school practices, such as home visitations. With a predominance of female teachers, it is more likely that these visits will be conducted by women, reinforcing the stereotype that women are naturally more nurturing and suited to the needs of young children.

Table 3. *Frequency and Percentage Distribution of the Respondents in terms of Monthly Salary*

Monthly Salary	*Frequency*	*Percentage (%)*
9,999 and below	58	31.7
10,000-19,999	78	42.6
20,000-29,999	44	24.0
30,000-39,999	0	0.0
40,000 and above	3	1.6
Total	183	100.0

Table 3 presents the frequency and percentage distribution of respondents based on their monthly salary. The table shows that the highest frequency of monthly salary is 10,000 to 19,999, which accounts for 42.6%. This is followed by the monthly salary range of 9,999 and below and 20,000 to 29,999. The monthly salary ranges 40,000 and above, accounting for 1.6%.

The relatively modest income levels reported reflect financial constraints that teachers often face. Despite these limitations, many teachers exhibit a strong commitment to their students' success, which drives them to participate in activities such as home visitations. Their dedication to fostering student development often leads them to seek ways to engage with and support their students beyond the classroom, even when financial resources are limited.

This finding is supported by Tabernilla (2023), who highlighted that teachers' net take-home income, after deductions, often reflects similar financial constraints. Tabernilla's study underscores that despite these economic challenges, teachers' commitment to their profession and their students remains steadfast, influencing their willingness to invest time and effort in activities that support student success.

Table 4. *Distribution of the Respondents in terms of Years in Teaching Grade 1 Learners*

Years in Teaching Grade 1 Learners	*Frequency*	*Percentage (%)*
1-5 years	61	33.3
6-10 years	71	38.8
11-15 years	30	16.4
16-20 years	13	7.1
21-25 years	3	1.6
26 years and above	5	2.7
Total	183	100.0

Table 4 presents the frequency and percentage distribution of the respondents according to their length of service. The majority are in their 6th to 10th year of teaching, which accounts for 38.8%, and those in their 1st to 5th year and 11th to 15th year have 33.3% and 16.4%, respectively.

The results imply that the majority of the respondents are in their early to mid-career stage, with a significant portion having between six to ten years of teaching experience. This suggests that many educators in the study have gained substantial professional experience but are still in the process of further developing their expertise. The notable percentage of respondents in their first five years indicates a steady influx of new teachers into the profession, while the smaller proportion in their 11th to 15th year suggests that fewer educators remain in the field as they progress in their careers. This distribution may reflect trends in teacher retention, professional growth opportunities, or challenges influencing long-term commitment to the teaching profession.

The findings align with Aspfors, Eklund & Hansén (2019, that early- to mid-career instructors are still developing their abilities and knowledge. Teachers with six to ten years of experience have instructional competency but still want professional improvement, according to their research. They also discovered that early-career teachers, especially those in their first five years, need mentorship and support to improve retention and job satisfaction, mirroring the study's continual influx of new teachers.

These findings contradict Gimbert & Kapa (2022), who stated that mid-career instructors had higher retention rates and fewer leave the profession as they gain experience. Financial stability, work satisfaction, and professional growth prospects help teachers stay longer, according to their study. However, the present findings show a reduction in teachers beyond their 11th year, suggesting that workload, burnout, or policy changes may affect long-term commitment. This contrast shows how complex teacher retention and career trajectory considerations are.

Table 5. *Distribution of the Respondents in terms of Number of Times they Conducted Home Visitations*

Number of Times Conducted Home Visitation	*Frequency*	*Percentage (%)*
1-3 times	152	83.1
4-5 times	27	14.8
6 times and above	4	2.2
Total	183	100.0

Table 5 shows the frequency and percentage distribution of respondents based on the number of times they conducted home visitations. Most of the respondents conducted 1-3 times during the first and second quarter, which accounts for 83.1%, and those in their 4-5 times and 6 times and above have 14.8% and 2.2%, respectively. This data reveals that most teachers who participated in the study conducted home visitation 1-3 times during the first and second quarter. This implies that home visitations were limited in frequency, with most teachers conducting only a few visits, suggesting potential constraints such as time, workload, or institutional support.

The research underscores that limiting the number of visits helps maintain high-quality interactions and meaningful engagements between teachers and families. For instance, the Parent Teacher Home Visit model, discussed in research from Organizing Engagement, stresses that regular but not overly frequent visits are critical for building trust and achieving educational goals. This model typically involves initial visits early in the school year followed by additional visits, reflecting the structured and limited frequency approach (Child Encyclopedia).

The findings align with the study of Sheridan et al. (2019), which emphasized that while home visitations are beneficial for student engagement and academic performance, many teachers conduct them infrequently due to time constraints and heavy workloads. Their research found that despite the positive impact of home-school connections, logistical challenges, such as balancing instructional duties and administrative responsibilities, often limit the frequency of teacher home visits. Additionally, they highlighted that without institutional support, teachers struggle to integrate home visitations into their regular professional practices, leading to minimal implementation.

Conversely, the results contradict the study of Ilhan et al. (2019), which demonstrated that structured home visitation programs could lead to higher teacher participation and increased frequency of visits. Their study found that when schools implement well-organized and supported home visit initiatives, teachers are more likely to engage in frequent visits, fostering stronger relationships with families and improving student outcomes. Unlike the current findings, which suggest limited engagement, Ilhan e al's research implies that with adequate training, policy backing, and logistical support, teachers can regularly conduct home visits, making them a more consistent part of their outreach efforts.

Table 6. *Frequency and Percentage Distribution of the Respondents in terms of Number of Learners Visited*

Number of Learners Visited	*Frequency*	*Percentage (%)*
1-3 times	145	79.2
4-5 times	33	18.0
6 times and above	5	2.7
Total	183	100.0

The frequency and percentage distribution of the respondents, based on the number of learners they visited at home, are shown in Table 6. Most of the respondents conducted 1-3 pupils during the first and second quarter, which accounts for 79.2%, and those in their 4-5 pupils and 6 pupils and above have 18% and 2.7%, respectively. According to the data, during the first and second quarters, the majority of teachers participating in the study conducted home visits for 1 to 3 pupils.

The results imply that while home visitations were conducted, they were limited in scope, with most teachers visiting only a small number of learners. This suggests that teachers may face challenges in conducting home visits more frequently, such as time constraints, workload, or logistical difficulties. The low percentage of teachers visiting more learners could indicate the need for additional support or structured programs to enhance home visitation efforts. It also highlights that while home visits are recognized as an important practice, they may not be extensively implemented, potentially affecting the level of direct support provided to students in need.

This pattern is consistent with the challenges outlined in Vizmanos (2019), which emphasize that under the Magna Carta for Public School Teachers, educators are officially limited to a maximum of six hours of classroom instruction per day. However, they are often overwhelmed with additional administrative tasks and student support duties. The necessity to balance these roles—such as planning, grading, and other non-instructional tasks—alongside their teaching duties makes it challenging to extend their efforts to home visits. Thus, the limited number of home visits (1-3 pupils) may reflect the practical constraints teachers face in managing their already packed schedules.

Level of Effectiveness of Home Visitation in terms of Learners' Performance in School, Learners' Attitude and Motivation, and Parent Involvement

Table 7. *Respondent's Assessment on the Effectiveness of Home Visitation in terms of Learner's Performance in School*

Learner's Performance in School	*Mean*	*Verbal Interpretation*
Pupil participation in a variety of school activities increased significantly.	4.07	Effective
There was a noticeable improvement in pupils' engagement during classroom discussions, reflecting improved involvement in their learning.	4.12	Effective
Pupils exhibited a more positive outlook towards their homework and demonstrated consistency in completing assignments, a shift supported by discussions with their parents.	4.31	Effective
Enhancing creative and critical thinking abilities played a key role in fostering a deeper understanding and inspiring more innovative approaches to academic work.	4.36	Effective
A significant improvement was observed in pupil attendance, with the majority of students attending school regularly.	4.12	Effective
There was a substantial reduction in pupil absenteeism, which in turn had a positive effect on their overall academic performance.	4.11	Effective
Pupils also showed marked improvement in their final grades during the second quarter of the 2023-2024 school year.	4.09	Effective
Grand Mean:	4.17	Effective

Legend: *""Very Ineffective (1.00 – 1.50)," "Ineffective (1.51 – 2.50)," "Neither Effective nor Ineffective (2.51 – 3.50), "Effective (3.51 – 4.50)", "Very Effective (4.51 – 5.00)"*

The respondents' evaluation of the effectiveness of home visitation on learner's performance in school, as illustrated in Table 7, highlights several significant trends. The top three highest-rated aspects include enhancing creative and critical thinking abilities (Mean:

4.36), which was regarded as the most effective factor in fostering deeper understanding and inspiring innovative approaches to academic work. This was followed by pupils exhibiting a more positive outlook towards their homework and demonstrating consistency in completing assignments (Mean: 4.31), indicating a significant shift in pupils' attitudes toward their schoolwork, supported by engaging discussions with their parents. Additionally, a noticeable improvement in pupils' engagement during classroom discussions (Mean: 4.12) reflected enhanced involvement in their learning, while a significant improvement in pupil attendance (Mean: 4.12), with the majority of students attending school regularly, highlighted the positive outcomes resulting from home visits on overall pupil commitment to school.

On the other hand, the three lowest-rated aspects, although still considered "Effective," include a substantial reduction in pupil absenteeism, which in turn had a good effect on their overall academic performance (Mean: 4.11), and pupils also showed marked improvement in their final grades during the second quarter of the 2023-2024 school year (Mean: 4.09). Additionally, learner participation in a variety of school activities increased significantly (Mean: 4.07) ranked the lowest, indicating that these factors were not as impactful as other outcomes, such as academic engagement and the enhancement of critical thinking skills. The grand mean of 4.17, categorized as "Effective," demonstrates that home visitation had a generally positive effect on pupil performance, with certain areas showing a stronger influence than others.

This finding aligns with Wright et al. (2018), who highlighted that home visits play a crucial role in students' academic and behavioral development. Their research found that students who benefit from home visitation through school programs demonstrate significantly greater academic achievement and motivation compared to those who do not. Moreover, parents of students who have received home visits are often more actively involved in their children's education, highlighting the significant impact of home visitation programs.

In contrast to the findings of Wright et al. (2018), a study by Smith and Johnson (2020) found that while home visitations can be beneficial, their effectiveness largely depends on the frequency and quality of engagement. Their research revealed that sporadic or infrequent home visits, such as those conducted for only a small number of students, had minimal impact on academic performance and parental involvement. Unlike Wright et al.'s findings, Smith and Johnson's study suggested that without a structured and consistent home visitation program, the benefits remain limited, as teachers may not have enough opportunities to build strong relationships with families or address students' academic and behavioral needs effectively. This contrast underscores the importance of not just conducting home visits but ensuring their regularity and meaningful implementation to achieve substantial educational outcomes.

Table 8 shows the respondents' assessment of the impact of home visitation effectiveness on learner's attitude and motivations. It obtained a grand mean of 4.12, interpreted as "Effective." This implies that home visitations are perceived as effective in positively influencing learners' attitudes and motivation. The high rating suggests that despite the limited frequency of visits, they still contribute to fostering better student engagement, behavior, and enthusiasm for learning. This also highlights the potential benefits of strengthening home-school connections and indicates that enhancing the implementation of home visitation programs could further improve learner outcomes.

Table 8. *Respondent's Assessment on the Effectiveness of Home Visitation in terms of Learner's Attitude and Motivation*

Learner's Attitude and Motivation	*Mean*	*Verbal Interpretation*
Most pupils now prioritize completing their homework before engaging in recreational activities such as watching television.	4.04	Effective
Pupils exhibit a strong eagerness and motivation to complete all assigned activities and homework.	3.96	Effective
Pupils show appreciation for receiving rewards, which further encourages their active participation in class.	4.16	Effective
Pupils demonstrate increased excitement and enthusiasm for attending class.	4.03	Effective
Pupils put forth additional effort in mastering their subjects, reflecting a commitment to their learning.	4.05	Effective
Pupils exhibit a more positive attitude and enhanced motivation to excel in their daily assignments.	4.22	Effective
Pupils maintain consistent motivation and are driven to achieve greater academic success.	4.15	Effective
Struggling pupils who received home visitations from teachers have shown notable improvements in both academic performance and behavior compared to their peers who did not receive such visits.	4.22	Effective
Grand Mean:	4.12	Effective

Legend: *""Very Ineffective (1.00 – 1.50)," "Ineffective (1.51 – 2.50)," "Neither Effective nor Ineffective (2.51 – 3.50), "Effective (3.51 – 4.50)", "Very Effective (4.51 – 5.00)"*

Among the highest-rated aspects is the observation that pupils display a more positive attitude and increased motivation to excel in their daily assignments (Mean: 4.22) and struggling pupils who received home visitations showing notable improvements in both academic performance and behavior compared to their peers (Mean: 4.22). These findings indicate that home visitations play a crucial role in fostering positive attitudes and enhancing motivation, particularly among struggling pupils, aiding their academic and behavioral improvement. The third highest-rated factor, pupils showing appreciation for receiving rewards, which further encouraged their active participation in class (Mean: 4.16), underscores the role of external reinforcement in motivating students to engage more actively in

school. Home visitations effectively enhance students' attitudes, motivation, and performance. Struggling pupils show notable academic and behavioral improvements, while positive reinforcement further encourages engagement.

On the other hand, the three lowest-rated aspects, though still categorized as "Effective," include pupils exhibiting a strong eagerness and motivation to complete all assigned activities and homework (Mean: 3.96), most pupils now prioritizing completing their homework before engaging in recreational activities (Mean: 4.04), and pupils demonstrating increased excitement and enthusiasm for attending class (Mean: 4.03). While these factors still reflect positive changes, they were rated slightly lower than others, indicating that while home visitations are effective in fostering motivation, there may be areas where improvement is still needed. The pupils' enthusiasm for school-related tasks, such as completing homework and attending class, was generally effective but did not show as strong an impact as other factors like reward-based motivation or improvements seen in struggling pupils. The grand mean of 4.12, categorized as "Effective," indicates that home visitations overall positively influence pupil attitudes and motivation, though there are variations in the degree of impact across different areas.

Research highlights the positive impact of home visitations on students' academic and behavioral outcomes. Dawa, Dorji, and Tshering (2022) found that home visits strengthen family-school connections, improving student motivation and performance. They also noted that struggling students who received home visits showed significant improvements in academics and behavior.

However, some studies question the consistency of these benefits. Li, Yang, Wang, and Jia (2020)) found that home visit effectiveness varies based on socioeconomic status, parental willingness, and school support. They argued that home visits may be less influential than quality instruction and in-school support. They noted that students from high-risk backgrounds often need additional academic and behavioral interventions.

Table 9. *Respondent's Assessment on the Effectiveness of Home Visitation in terms of Parent's Involvement*

Learner's Involvement	*Mean*	*Verbal Interpretation*
Offers parents a valuable opportunity to discuss their child's academic progress in a more personalized setting.	4.23	Effective
Parents are introduced to a variety of resources designed to support and enhance their child's education at home, especially for struggling learners.	4.31	Effective
Parents play a crucial role in fostering their children's academic development by reinforcing the progress made in the classroom.	4.23	Effective
There is a positive impact on struggling pupils, with those whose parents were engaged in their schools achieving improved academic performance.	4.28	Effective
There is mutual understanding between parents and teachers, which significantly influences both the academic performance and behavior of students.	4.38	Effective
Proven to be effective, empowering parents to take a more engaged and active role in their children's education.	4.41	Effective
Met families where they were, built trust, and strived to improve educational outcomes for their children.	4.45	Effective
Parents who received home visits sought guidance on how to more effectively encourage their children's educational growth at home.	4.43	Effective
Fostered strong, trusting relationships between parents and teachers, enhancing collaboration and creating a supportive environment for the benefit of the students.	4.29	Effective
Gained valuable insight into their students' diverse backgrounds, helping to bridge the gap between home and school and fostering a more inclusive learning environment.	4.28	Effective
Grand Mean:	4.33	Effective

Legend: *""Very Ineffective (1.00 – 1.50)," "Ineffective (1.51 – 2.50)," "Neither Effective nor Ineffective (2.51 – 3.50), "Effective (3.51 – 4.50)", "Very Effective (4.51 – 5.00)"*

Table 9 shows how respondents assessed home visitation's parental engagement efficacy, revealing its benefits. Effectiveness was highest for "Met families where they were, built trust, and strived to improve educational outcomes for their children" (Mean: 4.45). This implies that home visits fostered trust, understanding, and collaboration between parents and teachers, increasing student results. "Parents who received home visits sought guidance on how to more effectively encourage their children's educational growth at home" (Mean: 4.43), indicating that home visits gave parents valuable insights and strategies for supporting their children's learning. The statement "Proven to be effective, empowering parents to take a more active and engaged role in their children's education" (Mean: 4.41) emphasizes how home visits empowered parents to be more involved in their children's development.

Conversely, the lowest-rated aspect, though still considered "Effective," is "Offers parents a valuable opportunity to discuss their child's academic progress in a more personalized setting" (Mean: 4.23). While this result still falls within the "Effective" range, it suggests that home visits may have had a slightly lower impact in providing a platform for parents to discuss their child's academic progress compared to other aspects, such as fostering trust and encouraging parent involvement. "Parents play a crucial role in fostering their children's academic development by reinforcing the progress made in the classroom" (Mean: 4.23) shares the same score, indicating that while parental involvement was recognized as crucial, there may be room for improvement in ensuring more consistent

reinforcement of academic progress by parents.

The grand mean of 4.33, categorized as "Effective," highlights that home visitation overall had a positive and significant impact on parental involvement, with particular strengths in building trust, empowering parents, and fostering collaboration between parents and teachers. However, there are subtle variations in the effectiveness of different aspects, suggesting areas for potential further focus and improvement.

The findings align closely with Mañosca's (2021) study, stated that parental involvement in home visits is essential for students' continuous development. Parental support and parenting style encourage students to actively participate in solving their challenges in these current situations. Through parental involvement, the students take on an independent role in the learning process, and they are continuously responsible.

A study by Magwa and Mugar (2017) contradicts this finding, suggesting that while home visitations can enhance communication, they do not always lead to sustained parental involvement. Simon's research found that factors such as parents' work schedules, socioeconomic challenges, and prior negative experiences with schools often limit their engagement, regardless of home visits. Unlike the current finding, which emphasizes the positive impact of home visitations, their study suggests that without ongoing support and structured follow-up, the effectiveness of home visits in fostering long-term parental collaboration remains inconsistent.

Comparison of the Assessment of the Level of Effectiveness of Home Visitation Across Different Profile Groups

Table 10 presents a comparison of the respondents' assessment of the effectiveness of home visitation when grouped according to age, using the Kruskal-Wallis H-test. The highest K-statistic value of 47.656 and a p-value of 0.000 indicate significant differences in the perceived impact of home visitation across different age groups, leading to the rejection of the null hypothesis (H_0). The mean ranks for each age group varied across different indicators, reflecting diverse perceptions and preferences. The calculated K-statistic further highlights the strength of these differences. Overall, the findings suggest that age significantly influences the perceived effectiveness of home visitation, with variations observed in its impact on learners' performance in school, learners' attitude and motivation, and parental involvement across different age cohorts.

Table 10. *Kruskal-Wallis H-Test: Comparison of Respondents' Assessment of the Effectiveness of Home Visitation Based on Age Grouping*

Indicators	*Age*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Learner's Performance in School	20-25 years old	67.2	35.301	0.000	Reject Ho	Significant
	26-30 years old	96.4				
	31-35 years old	75.3				
	36-40 years old	128.9				
	41-45 years old	96.0				
	46 years old and above	139.5				
Learner's Attitude and Motivation	20-25 years old	110.6	47.656	0.000	Reject Ho	Significant
	26-30 years old	51.6				
	31-35 years old	87.4				
	36-40 years old	128.9				
	41-45 years old	112.5				
	46 years old and above	124.2				
Parent's Involvement	20-25 years old	95.3	30.696	0.000	Reject Ho	Significant
	26-30 years old	58.9				
	31-35 years old	92.5				
	36-40 years old	123.1				
	41-45 years old	120.2				
	46 years old and above	113.7				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

This result is supported by the Encyclopedia on Early Childhood Development, which highlights that home visiting programs designed to enhance parental abilities positively impact children's development. A meta-analysis cited in the encyclopedia found that programs teaching parent responsiveness and parenting practices led to better cognitive outcomes for children (Child Encyclopedia). These findings emphasize the importance of customizing home visitation programs to meet the specific developmental needs of various age groups, thereby enhancing their effectiveness in supporting children's academic and behavioral outcomes.

As seen in Table 11, the computed p-value on The Dunn post hoc test was applied to determine significant differences in respondents' Lie on the Learner's Performance in School in terms of Age.

The teachers aged 20-25 vs. 36-40 years: p-value = 0.0000, showing a significant difference in learner's performance. This shows that the teacher's age in these groups has a considerable impact on student outcomes during home visits. The teachers aged 20-25 years vs. 46 years and older: p-value = 0.0000, indicating a significant difference. The pupils taught by the youngest age group of teachers performed differently than those taught by the oldest age group. The teachers aged 31-35 vs. 36-40 years: The p-value is also 0.0000, showing a significant difference in student performance between these teacher age groups.

Table 11. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Performance in School in terms of Age*

	Learner's Performance in School	
	p-value	*Verbal Interpretation*
20-25 years old vs. 26-30 years old	0.0202	Not Significant
20-25 years old vs. 31-35 years old	0.4909	Not Significant
20-25 years old vs. 36-40 years old	0.0000	Significant
20-25 years old vs. 41-45 years old	0.1229	Not Significant
20-25 years old vs. 46 years old and above	0.0000	Significant
26-30 years old vs. 31-35 years old	0.0422	Not Significant
26-30 years old vs. 36-40 years old	0.0166	Not Significant
26-30 years old vs. 41-45 years old	0.9781	Not Significant
26-30 years old vs. 46 years old and above	0.0077	Not Significant
31-36 years old vs. 36-40 years old	0.0000	Significant
31-36 years old vs. 41-45 years old	0.2317	Not Significant
31-36 years old vs. 46 years old and above	0.0000	Not Significant
36-40 years old vs. 41-45 years old	0.0880	Not Significant
36-40 years old vs. 46 years old and above	0.5534	Not Significant
41-45 years old vs. 46 years old and above	0.0403	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

All other comparisons between different teacher age groups generated p-values greater than 0.0033, showing no statistically significant differences in student performance. These include comparisons between teachers aged 20-25 and those aged 26-30 or 31-35, as well as between teachers aged 26-30 and other older groups, and so on.

This shows that younger teachers bring different abilities, methods, or energies to house visits than older teachers. Similarly, modest changes between teachers in their early thirties and those approaching or in middle age appear to have a major impact on student performance. These findings highlight the need of taking into account teachers' ages and possible pedagogical styles when planning home visitation programs.

This finding aligns with Wright et al. (2018), who found that younger teachers often utilize different methods, energies, and pedagogical styles compared to older teachers, significantly impacting student outcomes. This corroborates your findings, which show significant differences in pupil performance when comparing the youngest teachers (20-25 years) to older age groups (36-40 years and 46 years and above).

A study that contradicts this finding is Johnson and Laird (2020), which argues that teacher effectiveness is not necessarily influenced by age but rather by experience, professional development, and adaptability to student needs. Their research found no significant differences in student outcomes based on teacher age alone. Instead, they emphasized that well-structured training programs and continuous professional learning played a more crucial role in shaping instructional effectiveness. This challenges Wright et al. (2018) by suggesting that differences in teaching methods and pedagogical styles are more closely linked to training and experience rather than age itself.

Table 12. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Attitude and Motivation in terms of Age*

	Learner's Attitude and Motivation	
	p-value	*Verbal Interpretation*
20-25 years old vs. 26-30 years old	0.0000	Significant
20-25 years old vs. 31-35 years old	0.0511	Not Significant
20-25 years old vs. 36-40 years old	0.2136	Not Significant
20-25 years old vs. 41-45 years old	0.9177	Not Significant
20-25 years old vs. 46 years old and above	0.4268	Not Significant
26-30 years old vs. 31-35 years old	0.0006	Significant
26-30 years old vs. 36-40 years old	0.0000	Significant
26-30 years old vs. 41-45 years old	0.0006	Significant
26-30 years old vs. 46 years old and above	0.0000	Significant
31-36 years old vs. 36-40 years old	0.0013	Significant
31-36 years old vs. 41-45 years old	0.1462	Not Significant
31-36 years old vs. 46 years old and above	0.0184	Not Significant
36-40 years old vs. 41-45 years old	0.3967	Not Significant
36-40 years old vs. 46 years old and above	0.7937	Not Significant
41-45 years old vs. 46 years old and above	0.5816	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

As shown in Table 12, the computed p-value from The Dunn post hoc test was utilized to detect significant differences in the respondents' views on the learner's attitude and motivation in school based on age.

The Dunn post hoc test results for the influence of the age of teachers doing home visits on pupil attitudes in school reveal several significant differences when applying the Bonferroni correction of 0.0033. 20-25 years old vs. 26-30 years old: p-value = 0.0000, demonstrating a significant difference in pupil attitudes and motivation between these age groups.

There is a significant difference between ages 26-30 and 31-35 (p-value = 0.0006) and 26-30 years old vs. 36-40 years old: p-value = 0.0000, indicating a significant difference. And also,26-30 years old vs. 41-45 years old: A p-value of 0.0006 indicates a significant difference,26-30 years old vs. 46 years old and up: p-value = 0.0000, showing a significant difference and 31-36 vs. 36-40 years old: A p-value of 0.0013 indicates a significant difference.

All other pair comparisons, including those between the age groups 20-25 years old vs. older age groups (beyond 26-30), as well as other comparisons within the age brackets 31-36, 36-40, and 41-45+, have p-values greater than 0.0033, indicating no significant differences.

The findings show that the teachers between the ages of 26 and 30 have a significant impact on student attitudes and motivation when compared to younger and older teachers. This age group's influence is particularly noticeable when compared to other age groups, implying that something about the manner, experience, approach, or energy levels of teachers in this age range resonates with or drives students. This could be attributed to a combination of young dynamism and appropriate professional maturity, which allows them to effectively engage with pupils during home visits. Significant differences were also found between the teachers aged 31-36 years and those aged 36-40 years, but no other age comparisons within the older categories revealed significant differences. This research emphasizes the unique position of teachers in their late twenties and early thirties in terms of student engagement.

Educational institutions and policymakers may take these findings into account when creating training and development programs or allocating instructors to responsibilities that need considerable child interaction, such as home visits.

Table 13. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Parent's Involvement in terms of Age*

	Learner's Attitude and Motivation	
	p-value	*Verbal Interpretation*
20-25 years old vs. 26-30 years old	0.0038	Not Significant
20-25 years old vs. 31-35 years old	0.8153	Not Significant
20-25 years old vs. 36-40 years old	0.0578	Not Significant
20-25 years old vs. 41-45 years old	0.1796	Not Significant
20-25 years old vs. 46 years old and above	0.2805	Not Significant
26-30 years old vs. 31-35 years old	0.0012	Significant
26-30 years old vs. 36-40 years old	0.0000	Significant
26-30 years old vs. 41-45 years old	0.0005	Significant
26-30 years old vs. 46 years old and above	0.0007	Significant
31-36 years old vs. 36-40 years old	0.0171	Significant
31-36 years old vs. 41-45 years old	0.1067	Not Significant
31-36 years old vs. 46 years old and above	0.1724	Not Significant
36-40 years old vs. 41-45 years old	0.8819	Not Significant
36-40 years old vs. 46 years old and above	0.5984	Not Significant
41-45 years old vs. 46 years old and above	0.7582	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

As presented in Table 13, the Dunn post hoc test was applied to identify significant differences in the respondents' perceptions of parental involvement according to age.

The Bonferroni correction resulted in a p-value of 0.0012, indicating a significant difference in parental involvement when teachers aged 26-30 conduct home visits compared to those aged 31-35. Additionally, a p-value of 0.0000 further suggests a significant difference, with the teachers in the 26-30 age group reporting higher or differing levels of perceived parental involvement. A p-value of 0.0005 also reflects a significant difference. The 26-30 years old vs. 46 years old and up have a p-value of 0.0007 indicates substantial differences in parental participation, favoring teachers aged 26-30.

All comparisons between the teachers aged 20-25 years old and other age groups failed to satisfy the Bonferroni correction threshold, demonstrating no significant differences in parental participation. Comparisons within and between older age groups (31-35 years old and above), except for those listed above as significant, similarly showed no significant differences.

The findings show that the teachers aged 26-30 had a greater impact on parental involvement than younger or older teachers. This could indicate that teachers in this age range are either more effective at engaging parents, possibly due to a combination of young enthusiasm and enough professional experience, or that they use methods or communication styles that encourage active family participation.

This finding is supported by Naylor (2019), evidence suggests that schools favour younger teachers because they are willing to do more with less. According to the DfE's Reducing Teacher Workload document, novice teachers often work longer hours than their more

experienced counterparts. While older employees tend to prioritize independence and work-life balance, younger teachers are more motivated by challenges, training, and new opportunities.

Table 14. *Mann – Whitney U – Test: Comparison on the Respondent's Assessment on the Effectiveness of Home Visitation when Grouped According to Sex*

Indicators	*Sex*	*Mean Rank*	*U-statistic*	*p-value*	*Decision*	*Remarks*
Learner's Performance in School	Male Female	85.1 91.8	1522.5	0.861	Failed to Reject Ho	Not Significant
Learner's Attitude and Motivation	Male Female	89.8 91.7	1525.0	0.793	Failed to Reject Ho	Not Significant
Parent's Involvement	Male Female	96.4 90.8	1405.0	0.942	Failed to Reject Ho	Not Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

As seen in table 14, the Mann-Whitney U Test was used to evaluate the efficiency of home visitation programs when the sex of the teacher performing the visits was taken into account. This test examines the efficiency of home visits on different variables, including learner's performance in school, learner's attitude and motivation, and parent's involvement, between male and female educators.

No significant statistical difference was observed in the impact of male and female teachers on student performance through home visits, since the p-value exceeds the 0.05 significance level. Similarly, no significant difference is observed in the influence of male and female teachers on students' attitudes and motivation. The effectiveness of home visits in these areas appears to be independent of the teacher's gender. Additionally, there is no significant difference in how female and male teachers affect parental involvement through home visits, indicating that teachers of both genders are equally effective.

The assessment of the effectiveness of home visits grouped by teacher sex indicates no significant differences across all examined indicators: pupil academic performance, pupil attitude and motivation, and parent's involvement. This suggests that the success of home visits is not dependent on whether the teachers is male or female, implying that factors other than the teacher's gender may be more important in influencing the outcomes of such educational interventions. This may lead to a focus on other variables such as teaching methods, communication skills, and teacher training, all of which may have a greater impact on the success of home visits.

The findings are supported by Michaelow (2018). This study used a natural experiment to analyze whether teacher gender influences student attitudes and achievement. The results showed no significant differences attributable to teacher gender, suggesting that other factors, such as teacher training and pedagogical skills, play a more critical role.

Table 15. *Kruskal – Wallis H – Test: Comparison on the Respondent's Assessment on the Effectiveness of Home Visitation when Grouped According to Monthly Salary*

Indicators	*Monthly Salary*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Learner's Performance in School	9,999 and below 10,000-19,999 20,000-29,999 40,000 and above	104.9 79.3 94.4 138.0	10.271	0.016	Reject Ho	Significant
Learner's Attitude and Motivation	9,999 and below 10,000-19,999 20,000-29,999 40,000 and above	110.9 79.9 91.8 44.5	13.854	0.003	Reject Ho	Significant
Parent's Involvement	9,999 and below 10,000-19,999 20,000-29,999 40,000 and above	118.2 80.0 76.9 117.5	43.909	0.000	Reject Ho	Significant

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

In Table 15, The Kruskal-Wallis H-Test was conducted to compare the respondents' assessments of the effectiveness of home visitation programs across different salary groups. The results indicate significant differences in perceptions for all three indicators: Learner's Performance in School, Learner's Attitude and Motivation, and Parent's Involvement.

For Learner's Performance in School, the test yielded a p-value of 0.016, which is below the 0.05 significance threshold. This led to the rejection of the null hypothesis, indicating significant differences among salary groups. The respondents earning 40,000 and above had the highest mean rank (138.0), suggesting they perceived home visitations as having the greatest impact on pupil performance, while those earning 10,000-19,999 had the lowest mean rank (79.3).

Regarding Learner's Attitude and Motivation, the p-value of 0.003 also resulted in the rejection of the null hypothesis, signifying significant differences in perceptions across salary groups.

The respondents earning 9,999 and below assigned the highest mean rank (110.9), indicating a strong belief in the positive impact of home visitations on student motivation and attitude. Conversely, the respondents earning 40,000 and above had the lowest mean rank (44.5), showing a markedly different perception from other groups.

For Parent's Involvement, the p-value of 0.000 confirmed highly significant differences in assessments among salary groups. Teachers earning 9,999 and below provided the highest mean rank (118.2), reflecting their strong agreement on the effectiveness of home visitations in promoting parental engagement. Meanwhile, the respondents in the 20,000-29,999-salary group had the lowest mean rank (76.9), indicating relatively lower perceptions of impact.

Overall, the findings highlight that salary groups influence teachers' perceptions of the effectiveness of home visitation programs. The teachers with lower salaries generally perceive stronger positive impacts of home visits, particularly in areas such as parental involvement and pupil motivation. This difference may stem from closer socioeconomic alignment between these teachers and the families they engage with during home visitations, fostering greater perceived effectiveness.

Table 16. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Performance in School in terms of Monthly Salary*

	Learner's Performance in School	
	p-value	*Verbal Interpretation*
9,999 and below vs. 10,000-19,999	0.0051	Significant
9,999 and below vs. 20,000-29,999	0.3179	Not Significant
9,999 and below vs. 40,000 and above	0.2887	Not Significant
10,000-19,999 vs. 20,000-29,999	0.1292	Not Significant
10,000-19,999 vs. 40,000 and above	0.0583	Not Significant
20,000-29,999 vs. 40,000 and above	0.1653	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/3 =0.0166) reject Ho, otherwise failed to reject
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The Dunn Post Hoc Test was conducted to determine where the significant differences lie in the respondents' assessment of Learner's Performance in School across different monthly salary groups. The test revealed a significant difference between the salary groups 9,999 and below and 10,000-19,999, with a p-value of 0.0051, which is below the Bonferroni corrected significance threshold of 0.0166. This indicates that the teachers earning 9,999 and below perceive home visitations to have a significantly greater impact on pupil performance than those earning 10,000-19,999.

However, no significant differences were found in the other pairwise comparisons, as their p-values were all above the corrected threshold. Specifically, the comparisons between 9,999 and below and 20,000-29,999 (p-value = 0.3179), 9,999 and below and 40,000 and above (p-value = 0.2887), 10,000-19,999 and 20,000-29,999 (p-value = 0.1292), 10,000-19,999 and 40,000 and above (p-value = 0.0583), and 20,000-29,999 and 40,000 and above (p-value = 0.1653) all failed to show statistically significant differences.

These results suggest that while there is a notable difference between the 9,999 and below salary group and the 10,000-19,999-salary group in their perceptions of home visitations' impact on learner's performance, other salary comparisons do not exhibit significant variations. This highlights the relatively stronger perceived impact among teachers in the lower salary brackets.

This aligns with findings from the review by Mattie C. McKinney (2017), which highlights how economic stress among teachers can affect their performance and teaching quality. McKinney's review underscores that economic inequality can lead to increased stress, reduced job satisfaction, and diminished teaching effectiveness, which negatively impacts student outcomes. Therefore, your study's conclusion—that lower teacher income has a more significant effect on student performance compared to higher income brackets—supports McKinney's findings on the role of economic stress in teacher performance. Addressing economic disparities among teachers could potentially improve both teacher effectiveness and student achievement.

Table 17. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Attitude and Motivation in School in terms of Monthly Salary*

	Learner's Attitude and Motivation	
	p-value	*Verbal Interpretation*
9,999 and below vs. 10,000-19,999	0.0007	Significant
9,999 and below vs. 20,000-29,999	0.0701	Not Significant
9,999 and below vs. 40,000 and above	0.0336	Not Significant
10,000-19,999 vs. 20,000-29,999	0.2324	Not Significant
10,000-19,999 vs. 40,000 and above	0.2541	Not Significant
20,000-29,999 vs. 40,000 and above	0.1331	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/3 =0.0166) reject Ho, otherwise failed to reject

The Dunn Post Hoc Test for Learner's Attitude and Motivation revealed a significant difference between the 9,999 and below and 10,000-19,999 salary groups, with a p-value of 0.0007, which is well below the Bonferroni corrected significance threshold of 0.0166. This indicates that teachers earning 9,999 and below perceive home visitations as having a significantly greater impact on student attitude and motivation compared to those earning 10,000-19,999.

However, no significant differences were observed in the other pairwise comparisons. Specifically, the comparisons between 9,999 and below and 20,000-29,999 (p-value = 0.0701), 9,999 and below and 40,000 and above (p-value = 0.0336), 10,000-19,999 and 20,000-29,999 (p-value = 0.2324), 10,000-19,999 and 40,000 and above (p-value = 0.2541), and 20,000-29,999 and 40,000 and above (p-value = 0.1331) all had p-values greater than the corrected threshold, indicating that these groups do not show significant differences

in their assessment of the impact of home visitations on pupil attitude and motivation.

The results suggest that the salary disparity between 9,999 and below and 10,000-19,999 groups leads to a notable difference in perceived effectiveness on student motivation and attitude, but salary differences among the higher brackets do not significantly affect teachers' assessments.

Table 18. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Parent's Involvement in terms of Monthly Salary*

	Parent's Involvement	
	p-value	*Verbal Interpretation*
9,999 and below vs. 10,000-19,999	0.0000	Significant
9,999 and below vs. 20,000-29,999	0.0001	Significant
9,999 and below vs. 40,000 and above	0.9810	Not Significant
10,000-19,999 vs. 20,000-29,999	0.7479	Not Significant
10,000-19,999 vs. 40,000 and above	0.2253	Not Significant
20,000-29,999 vs. 40,000 and above	0.1946	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/3 =0.0166) reject Ho, otherwise failed to reject

The Dunn Post Hoc Test for Parent's Involvement reveals significant differences between the 9,999 and below and 10,000-19,999 salary groups, with a p-value of 0.0000, as well as between the 9,999 and below and 20,000-29,999 salary groups, with a p-value of 0.0001. These results are both well below the Bonferroni correction threshold of 0.0166, indicating that the teachers earning 9,999 and below perceive home visitations as having a significantly greater impact on parental involvement compared to those earning 10,000-19,999 and 20,000-29,999.

However, there were no significant differences found between the 9,999 and below group and the 40,000 and above group (p-value = 0.9810), nor between the other salary groups. Specifically, the comparisons between 10,000-19,999 and 20,000-29,999 (p-value = 0.7479), 10,000-19,999 and 40,000 and above (p-value = 0.2253), and 20,000-29,999 and 40,000 and above (p-value = 0.1946) all produced p-values higher than the threshold, suggesting no significant differences in parental involvement between these groups.

In conclusion, the teachers earning 9,999 and below reports significantly higher parental involvement compared to those in the 10,000-19,999 and 20,000-29,999 salary groups, but there is no significant difference between the highest salary brackets (20,000-29,999 vs. 40,000 and above), nor between the lower and highest salary groups (9,999 and below vs. 40,000 and above).

This is in line with the study by Smith et al. (2023), which identifies that lower teacher salaries are linked to decreased parental involvement, highlighting how financial constraints on teachers can negatively impact their ability to engage with parents. The research also indicates that increasing teacher salaries beyond a certain point does not significantly enhance parental engagement. This suggests that while it is essential to address low teacher salaries to improve parent involvement, merely raising salaries beyond a moderate level may not lead to significant additional benefits.

Table 19. *Kruskal – Wallis H – Test: Comparison on the Respondent's Assessment on the Effectiveness of Home Visitation when Grouped According to Years in Teaching Grade 1 Learners*

Indicators	*Years in Teaching Grade 1 Learners*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Learner's Performance in School	1-5 years	80.5	24.608	0.000	Reject Ho	Significant
	6-10 years	84.6				
	11-15 years	110.3				
	16-20 years	139.0				
	21-25 years	39.2				
	26 years and above	136.9				
Learner's Attitude and Motivation	1-5 years	69.2	35.093	0.000	Reject Ho	Significant
	6-10 years	93.1				
	11-15 years	112.5				
	16-20 years	154.7				
	21-25 years	61.7				
	26 years and above	87.5				
Parent's Involvement	1-5 years	77.4	15.854	0.007	Reject Ho	Significant
	6-10 years	89.9				
	11-15 years	110.7				
	16-20 years	123.5				
	21-25 years	61.0				
	26 years and above	123.5				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

The Kruskal-Wallis H-Test results in Table 19 provide valuable insights into the significant differences in respondents' perceptions of the effectiveness of home visits when grouped according to years of experience in teaching Grade 1 learners. The test reveals significant

differences among experience groups, suggesting that the number of years spent teaching Grade 1 pupils influences how respondents assess the usefulness of home visits. The results imply that teachers' perceptions of the effectiveness of home visits vary significantly based on their years of experience in teaching Grade 1 learners.

The rejection of the null hypothesis (Ho) for all three indicators (Learner's Performance in School, Learner's Attitude and Motivation, and Parent's Involvement) indicates that there are significant differences between teachers with 1-5 years of experience and those with more experience. This means that the teachers with less years of experience tend to have different judgments of the usefulness of home visits than their more experienced colleagues.

The data indicate that the effectiveness of home visits, as perceived by the respondents, changes considerably with the number of years a teacher has been teaching Grade 1 students. This emphasizes the need of taking teacher experience into account when creating and implementing home visitation programs, as specialized approaches may be required to suit the unique needs and viewpoints of educators at various times of their careers.

This is consistent with the study of Smith and Johnson (2023), which examine how teacher experience influences perceptions of the effectiveness of school-based interventions, such as home visits. Their research indicates that the number of years a teacher has been in the profession significantly affects their evaluation of these interventions. Teachers with different levels of experience hold varied views on the effectiveness of such programs, emphasizing the need to tailor interventions to meet the diverse perspectives and needs of educators at different career stages. This reinforces the importance of incorporating teacher experience into the design and implementation of instructional interventions.

Table 20. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Performance in School in terms of Years in Teaching Grade 1 Learners*

	Learner's Performance in School	
	p-value	*Verbal Interpretation*
1-5 years vs. 6-10 years	0.6544	Not Significant
1-5 years vs. 11-15 years	0.0113	Not Significant
1-5 years vs. 16-20 years	0.0003	Significant
1-5 years vs. 21-25 years	0.1846	Not Significant
1-5 years vs. 26 years and above	0.0214	Not Significant
6-10 years vs. 11-15 years	0.0254	Not Significant
6-10 years vs. 16-20 years	0.0006	Significant
6-10 years vs. 21-25 years	0.1433	Not Significant
6-10 years vs. 26 years and above	0.0320	Not Significant
11-15 years vs. 16-20 years	0.1010	Not Significant
11-15 years vs. 21-25 years	0.0259	Not Significant
11-15 years vs. 26 years and above	0.2954	Not Significant
16-20 years vs. 21-25 years	0.0031	Significant
16-20 years vs. 26 years and above	0.9407	Not Significant
21-25 years vs. 26 years and above	0.0111	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

Based on the Dunn Post Hoc test results, the analysis aimed to identify significant differences in learner's performance in school after teacher home visits in connection to years of experience teaching Grade 1 pupils.

Significant differences were observed between teachers with 1-5 years of experience and those with 16-20 years of experience. This suggests that the effectiveness of home visits in boosting kid achievement in school varies dramatically between these two experience groups. Similarly, significant differences were discovered between teachers with 6-10 years of experience and those with 16-20 years of experience, emphasizing the diversity in the influence of home visits on students' academic performance across experience levels.

Therefore, the key conclusion is that there are significant differences in the effectiveness of home visits in enhancing student performance in school between teachers with 1-5 years, 6-10 years, and 16-20 years of experience. This emphasizes the necessity of taking teacher experience into account when evaluating the influence of home visits on students' academic performance.

The results are supported by the study of Johnson (2022), which investigates how teacher experience affects instructional effectiveness and student performance. The study identifies that more experienced teachers tend to employ strategies that more effectively enhance student performance, suggesting that the impact of home visits on student achievement may vary based on the teachers' experience levels.

Table 21 displays the results of the Dunn Post Ad Hoc Test, which was conducted to discover where the major differences lie in terms of the learner's attitude and motivation in relation to the number of years spent teaching learners in grade 1.

The teachers with 1-5 years of experience showed significant differences compared to those with 11-15 years of experience, as well as those with 16-20 years of experience. This suggests that the effectiveness of home visits in influencing pupil's attitude and motivation in school varies significantly between the teachers with less experience compared to those with 11-15 years or 16-20 years of

experience. There were no additional significant differences between the remaining pairings of experience groups.

Table 21. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Attitude and Motivation in terms of Years in Teaching Grade 1 Learners*

	Learner's Performance in School	
	p-value	*Verbal Interpretation*
1-5 years vs. 6-10 years	0.0095	Not Significant
1-5 years vs. 11-15 years	0.0002	Significant
1-5 years vs. 16-20 years	0.0000	Significant
1-5 years vs. 21-25 years	0.8097	Not Significant
1-5 years vs. 26 years and above	0.4554	Not Significant
6-10 years vs. 11-15 years	0.0906	Not Significant
6-10 years vs. 16-20 years	0.0001	Significant
6-10 years vs. 21-25 years	0.3128	Not Significant
6-10 years vs. 26 years and above	0.8199	Not Significant
11-15 years vs. 16-20 years	0.0159	Not Significant
11-15 years vs. 21-25 years	0.1116	Not Significant
11-15 years vs. 26 years and above	0.3266	Not Significant
16-20 years vs. 21-25 years	0.0059	Not Significant
16-20 years vs. 26 years and above	0.0155	Not Significant
21-25 years vs. 26 years and above	0.5026	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

As a result, the key conclusion is that there are significant differences in the effectiveness of home visits in changing pupils' attitudes and motivation in school among teachers with 1-5 years of experience versus those with 11-15 years or 16-20 years of experience. This emphasizes the necessity of taking teacher experience into account when analyzing the influence of home visits on students' attitudes and motivation at school.

Table 22 shows to determine significant differences in parent's involvement in terms of years of teachers in teaching Grade 1 learners after home visitation. Significant differences were seen between the teachers with 1-5 years of experience vs those with 11-15 years of experience, as well as between the teachers with 1-5 years of experience and those with 16-20 years of experience. This implies that the impact of home visits in promoting parent involvement varied significantly among the teachers with fewer years of experience, 11-15 years, and 16-20 years of experience. There were no additional significant differences between the remaining pairings of experience groups.

Table 22. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Parent's Involvement in terms of Years in Teaching Grade 1 Learners*

	Parent's Involvement	
	p-value	*Verbal Interpretation*
1-5 years vs. 6-10 years	0.1728	Not Significant
1-5 years vs. 11-15 years	0.0045	Not Significant
1-5 years vs. 16-20 years	0.0031	Significant
1-5 years vs. 21-25 years	0.5966	Not Significant
1-5 years vs. 26 years and above	0.0593	Not Significant
6-10 years vs. 11-15 years	0.0688	Not Significant
6-10 years vs. 16-20 years	0.0343	Not Significant
6-10 years vs. 21-25 years	0.3499	Not Significant
6-10 years vs. 26 years and above	0.1670	Not Significant
11-15 years vs. 16-20 years	0.4653	Not Significant
11-15 years vs. 21-25 years	0.1177	Not Significant
11-15 years vs. 26 years and above	0.6147	Not Significant
16-20 years vs. 21-25 years	0.0633	Not Significant
16-20 years vs. 26 years and above	0.9989	Not Significant
21-25 years vs. 26 years and above	0.1031	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

Therefore, the key conclusion is that there are significant differences in the effectiveness of home visits in influencing parental involvement among the teachers with 1-5 years of experience versus those with 11-15 years or 16-20 years of experience. This emphasizes the necessity of taking teacher experience into account when evaluating the impact of home visits on parental involvement.

The findings are supported by a study from RTI International, which highlights that home visits enhance teacher effectiveness and student outcomes. These benefits are significantly influenced by the teacher's years of experience.

The research indicates that experienced teachers excel in engaging parents and promoting involvement, particularly through structured home visitation programs.

Table 23. *Kruskal – Wallis H – Test: Comparison on the Respondent's Assessment on the Effectiveness of Home Visitation when Grouped According to Number of Times Conducted Home Visitation*

Indicators	*Number of Times Conducted Home Visitation*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Learner's Performance in School	1-3 times	94.3	1.708	0.426	Failed to Reject Ho	Not Significant
	4-5 times	81.0				
	6 times and above	78.5				
Learner's Attitude and Motivation	1-3 times	97.6	12.402	0.002	Reject Ho	Significant
	4-5 times	58.9				
	6 times and above	103.0				
Parent's Involvement	1-3 times	96.5	8.998	0.011	Reject Ho	Significant
	4-5 times	64.1				
	6 times and above	109.4				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Based on the Kruskal-Wallis H-Test results, the analysis aimed to identify significant differences in the respondents' assessments of the impact of home visitation when grouped according to the number of times conducted home visitation by teachers.

The Kruskal-Wallis H-Test results show that there are no significant differences in the student performance based on the number of times the teachers visited their homes. The p-value of 0.426 exceeds the level of significance (0.05), resulting in the failure to reject the null hypothesis (Ho). According to the respondents, the number of home visits has no substantial impact on a student's academic achievement.

There were substantial differences in pupils' attitudes and motivation depending on how many times the teachers visited their homes. According to the respondents, the rejection of the null hypothesis (Ho) indicates that the number of times home visits were made has a substantial impact on students' attitudes and motivation.

There were also significant differences in parent participation based on how frequently teachers the visited their homes. The rejection of the null hypothesis (Ho) suggests that the number of house visits has a significant impact on parent participation, according to the respondents.

As a result, the key conclusion is that, while the number of home visits has no significant effect on a student's academic achievement, it does have an important influence on both the student's attitude and motivation, as well as the engagement of parents. This emphasizes the necessity of considering the frequency of home visits when assessing its effectiveness in fostering beneficial outcomes for students' attitudes, motivation, and parent's participation. Similarly, a study by Wright et al. (2018) found that teacher home visits positively impacted student academic achievement, behavior, and parent involvement, with more frequent visits resulting in better outcomes.

Table 24. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Attitude and Motivation in terms of Number of Times Conducted Home Visitation*

	Learner's Attitude and Motivation	
	p-value	*Verbal Interpretation*
1-3 times vs. 4-5 times	0.0007	Significant
1-3 times vs. 6 times and above	0.8366	Not Significant
4-5 times vs. 6 times and above	0.1254	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

Table 24 presents the Dunn Post Ad Hoc Test to determine where the significant difference lie on the learner's attitude and motivation in terms of number of times conducted home visitation. A notable difference was found between the teachers who conducted house visits 1-3 times and those who did so 4-5 times. This suggests that the frequency of home visits has a considerable influence on students' attitudes and motivation. The teachers who made home visits 4-5 times received a different response from kids in terms of attitude and motivation than those who did it less frequently.

No notable differences were found between the teachers who did home visits 1-3 times and those who conducted them 6 times or more, nor between the teachers who conducted home visits 4-5 times and those who conducted them 6 times or more. As a result, the key conclusion is that there is a significant difference in pupil attitude and motivation based on the frequency of home visits, notably between the teachers who performed them 1-3 times against those who did so 4-5 times. This implies that conducting more regular home visits may improve students' attitudes and motivation. However, no significant differences were found when comparing the teachers who did home visits 1-3 times to those who did it 6 times or more, or between those who did it 4-5 times and those who did it 6 times or more.

The study conducted by Wright et al. (2018) supports the findings regarding the impact of the frequency of home visits on student outcomes. This research highlights that teacher home visits have a significant positive impact on student behaviour, academic performance and parent's involvement. While the study indicates that home visits have a positive effect, the extent of this impact can vary depending on the frequency of visits. The teachers who conducted more frequent home visits (4-5 times) observed notable improvements in students' attitudes and motivation compared to those who made fewer visits. This emphasizes the importance of

regular home visits to foster beneficial outcomes.

Table 25. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Parent's Involvement in terms of Number of Times Conducted Home Visitation*

	Parent's Involvement	
	p-value	*Verbal Interpretation*
1-3 times vs. 4-5 times	0.0032	Significant
1-3 times vs. 6 times and above	0.6281	Not Significant
4-5 times vs. 6 times and above	0.1077	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

Table 25 shows the Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Parent's Involvement in terms of Number of Times Conducted Home Visitation.

There was a significant difference between the teachers who conducted house visits 1-3 times and those who did so 4-5 times. This suggests that the number of home visits has a considerable effect on parental participation. The teachers who conducted home visits 4-5 times received a higher level of parental participation than those who did it less frequently.

There were no significant differences found between the teachers who did home visits 1-3 times and those who conducted them 6 times or more, nor between the teachers who conducted home visits 4-5 times and those who conducted them 6 times or more.

As a result, the key conclusion is that there is a significant difference in parental engagement based on the number of home visits, notably between the teachers who performed them 1-3 times against those who did so 4-5 times. This shows that performing house visits more frequently may result in higher levels of parental participation. However, no significant differences were found when comparing the teachers who did home visits 1-3 times to those who did it 6 times or more, or between those who did it 4-5 times and those who did it 6 times or more.

Table 26. *Kruskal – Wallis H – Test: Comparison on the Respondent's Assessment on the Effectiveness of Home Visitation when Grouped According to Number of Learners Visited*

Indicators	*Number of Learners Visited*	*Mean Rank*	*K-statistic*	*p-value*	*Decision*	*Remarks*
Learner's Performance in School	1-3 times	91.2	0.435	0.805	Failed to Reject Ho	Not Significant
	4-5 times	96.7				
	6 times and above	83.1				
Learner's Attitude and Motivation	1-3 times	87.6	7.666	0.022	Reject Ho	Significant
	4-5 times	114.5				
	6 times and above	72.1				
Parent's Involvement	1-3 times	91.1	1.115	0.573	Failed to Reject Ho	Not Significant
	1-3 times	91.2				
	4-5 times	96.7				

Note: "If p value is less than or equal to the level of significance (0.05) reject Ho, otherwise failed to reject Ho."

Table 26 compares the respondent's assessment on the effectiveness of home visitation when grouped according to number of learners visited.

The Kruskal-Wallis H-Test results show no significant differences in pupil performance at school based on the number of pupils visited by teachers. The p-value of 0.805 exceeds the level of significance (0.05), resulting in the failure to reject the null hypothesis (Ho). According to responses, the number of learners visited by the teachers' haves no substantial impact on students' academic achievement.

There were significant changes in learner attitude and motivation depending on the number of pupils visited by the teachers. The rejection of the null hypothesis (Ho) implies that the number of learners visited by the teachers has a significant impact on the students' attitudes and motivation, according to the respondents.

The Kruskal-Wallis H-Test results show no significant differences in parental participation based on the number of pupils visited by the teachers. The p-value of 0.573 exceeds the level of significance (0.05), resulting in the failure to reject the null hypothesis (Ho). As a result, the respondents believe that the number of learners visited by the teachers has no substantial impact on parental participation.

As a result, the key conclusion is that, while the number of learners visited by the instructors has no significant effect on student achievement or parental participation, it does have a considerable impact on child attitude and motivation. This suggests that the number of learners seen by teachers may influence the effectiveness of home visits in boosting students' attitudes and motivations.

The Kruskal-Wallis H-Test results indicate that while the number of pupils visited by the teachers does not significantly affect student academic performance or parental participation, it does influence pupil attitude and motivation. This finding aligns with the "Parents as Teachers" model, which emphasizes the importance of quality interactions over the quantity of visits. According to the Parents as Teachers National Center (2022), the program's effectiveness lies in its structured approach, which includes personalized home visits, group connections, child screenings, and resource networks. These elements contribute to fostering positive relationships between the

teachers and families, which can improve children's attitudes and motivation, even if the number of visits does not directly impact their academic outcomes.

The study's conclusion underscores the value of these home visits in building rapport and encouraging a supportive environment for students, especially in terms of their motivation and emotional development. Similar to the Parents as Teachers program's findings, the results suggest that creating a strong partnership between home and school, through meaningful interactions, is essential for enhancing pupil engagement and attitudes toward learning.

Table 27. *Dunn Post Ad Hoc Test to Determine where the Significant Difference Lie on the Learner's Attitude and Motivation in terms of Number of Learners Visited*

	Learner's Attitude and Motivation	
	p-value	*Verbal Interpretation*
1-3 times vs. 4-5 times	0.0032	Significant
1-3 times vs. 6 times and above	0.6281	Not Significant
4-5 times vs. 6 times and above	0.1077	Not Significant

Note: "If p value is less than or equal to the Bonferroni Correction (0.05/15 =0.0033) reject Ho, otherwise failed to reject

Table 27 shows the Dunn Post ad hoc test to determine where the significant difference lie on the learner's attitude and motivation in terms of number of learners visited. In terms of student attitude and motivation, the teachers who visited 1-3 learners differed significantly from those who visited 4-5 learners. This implies that the number of learners visited by the teachers has a considerable impact on students' attitudes and motivation. The teachers who visited 4-5 learners received a different level of attitude and motivation from the students than those who visited fewer learners.

There were no significant differences found between the teachers who visited 1-3 learners against those who visited 6 or more learners, or between the teachers who visited 4-5 learners and those who visited 6 or more learners. As a result, there is a considerable variation in child attitude and motivation depending on the number of learners visited by the teachers, notably between the teachers who visited 1-3 learners against those who visited 4-5 learners. This shows that visiting a larger number of learners may result in varying levels of attitude and motivation among the students. However, no significant changes were found when comparing the teachers who visited 1-3 learners to those who visited 6 or more learners, or between those who visited 4-5 learners and those who visited 6 or more.

The result aligns with the study by Smith et al. (2021), which explores the impact of varying numbers of teacher visits on student motivation and engagement. Their research indicates that while increasing the number of teacher visits generally enhances students' attitudes, additional visits do not result in further significant improvements in motivation and engagement.

Challenges Encountered by the Respondents During Home Visitation

Table 28. *Respondents' Assessment on the Challenges Encountered by the Respondents During Home Visitation*

Learner's Performance in School	*Mean*	*Verbal Interpretation*
During the course of conducting home visits, I have experienced instances of physical harm from either the family members of the pupils or other individuals.	1.13	Never
I have encountered threats of physical harm and harassment from the family members of the pupil during home visits.	1.17	Never
I often felt a lack of informal support from peers and colleagues when planning to conduct home visits, making the process more challenging.	1.80	Rarely
I felt hesitant or concerned about my own health and safety each time I conducted home visits.	2.14	Rarely
During home visits, I observed instances of harsh parenting behaviors directed towards the child.	1.56	Rarely
I have encountered long drives and heavy traffic during home visits, affecting the efficiency of the process.	1.68	Rarely
I have faced failed appointments due to parents' reluctance to schedule visits or their absence when I arrived for scheduled home visits.	1.85	Rarely
During home visits, I have encountered aggressive or unfriendly family pets, presenting additional challenges.	1.74	Rarely
It has been challenging to implement certain safety practices, such as visiting homes in pairs or coordinating with supervisors or other home visitors.	1.80	Rarely
I have heightened concerns about safety due to the considerable distance between homes or communities.	2.17	Rarely
There is no allocated budget for home visits, often resulting in the need to use personal funds when conducting visits.	2.93	Sometimes
There is a lack of training and knowledge on effective strategies for conducting home visits.	2.21	Rarely
Grand Mean:	1.85	Rarely

Legend: "Never (1.00 – 1.50)," "Rarely (1.51 – 2.50)," "Sometimes (2.51 – 3.50), "Most of the Time (3.51 – 4.50)" "All the Time (4.51 – 5.00)"

The results from the respondents' assessment on the challenges encountered in making home visitation a factor to improve academic performance, as shown in Table 29, reveal that while most challenges were rarely encountered, certain obstacles were more frequent. The three lowest-rated challenges, considered to occur the least, included the experience of physical harm or threats, which were rated as "Never" occurring, indicating that safety concerns in terms of direct harm were extremely rare. Similarly, the observation of harsh parenting behaviors towards the child during home visits was also rated as "Rarely" encountered. On the other hand, the three highest-rated challenges highlighted more logistical and financial difficulties. The lack of an allocated budget for home visits was the most significant issue, with a mean of 2.93, indicating that the teachers often had to use their personal funds for visits. Concerning safety, due to the considerable distance between homes or communities and general hesitancy regarding health and safety were also rated as "Rarely" encountered but still represented noticeable challenges. Overall, the grand mean of 1.85 reflects that, while challenges related to home visits are generally infrequent, the financial and logistical barriers were more prominent.

These results supported by the study of Mhiliwa (2015), based on various analyses, the placement of schools in a neighborhood has been associated with students' poor academic achievement. Poor academic performance among kids is clearly related to their distance from the school. The difficulties that the teachers have when performing home visits, such as the pupils' travel distance to school, have a significant impact on their academic achievement. Long distances that children had to travel to go to school made them tardy and hungry, which increased their risk of dropping out of school.

According to Palco (2016), the teaching profession necessitates commitment, sacrifice, and commitment. In fact, most teachers, whether working in a public or private school setting, frequently go above and beyond the "call of duty" because they want to foster an engaging learning environment and guarantee the success of their pupils. Most teachers purchase educational resources and materials with their own money. Teachers are supporting crucial educational supplies that are out of reach for many people but necessary for the kids in their care by delving deeply into their own pockets.

Conclusions

Based on the study's findings, the following conclusions were drawn:

Most of the respondents were female, aged between their early to mid-thirties, with a take-home pay within the lower to mid-income range. The majority of teachers had several years of service in DepEd and typically conducted home visits a few times, engaging with a small number of pupils per visit. The study highlights the significant impact of home visitations on student success, fostering academic performance, motivation, and parental involvement. Home visits enhanced critical thinking, school engagement, and attendance while strengthening parent-teacher collaboration. These findings underscore home visits as a key strategy for improving learning outcomes and school-community relationships. The study confirms that perceptions of home visitation effectiveness vary significantly across different profile groups, particularly age and salary levels. The statistical findings indicate that both age and salary influence how respondents assess the impact of home visits on student performance, motivation, and parental involvement. These results highlight the need for a more tailored approach to home visitation programs, considering demographic factors to enhance their effectiveness and address varying perspectives among educators. The study also reveals that while home visits are valuable, teachers face significant challenges, particularly the lack of financial support, often requiring them to use personal funds. However, concerns about safety, such as threats or physical harm, were rarely encountered. These findings highlight the need for institutional support, including budget allocation, to ensure the sustainability and effectiveness of home visitation programs.

Considering the study's conclusions, the following recommendations are offered:

The schools may prioritize and expand home visit programs as they exert a considerable positive influence on students' academic performance, attitude, motivation, and parental involvement. Schools should encourage regular visits and ensure they are conducted in a supportive and collaborative manner, fostering strong relationships between teachers and parents. It is also recommended to provide the teachers with proper training and resources to enhance their communication skills and make home visits more effective. Furthermore, creating a dedicated budget and resources for these programs will help sustain and maximize their effectiveness in supporting student success. It is recommended that home visit programs be tailored to teachers' demographics, such as age, experience, and income. Younger and older teachers may benefit from additional training to improve pupil performance and parental involvement. The teachers aged 26–30, who notably boost motivation, could serve as mentors to others. Encouraging 4–5 visits per teacher, as this frequency proved most effective, can further enhance student outcomes. To improve home visits, it is essential to allocate a dedicated budget to relieve teachers of out-of-pocket expenses, allowing them to focus on the quality of their interactions with students and families. Stakeholders, including the Local Government Units (LGUs), can play a crucial role in offering financial support and fostering collaboration between schools and communities. Establishing training and mentorship programs will equip teachers with the necessary skills for effective visits, while regular assessments of the program will ensure it meets the evolving needs of educators and communities. Future research should explore the long-term impact of home visits on emotional development, social skills, and behavior, in addition to academic performance. Studies could also assess the sustainability of parental involvement and the effects on school-community relationships. Investigating challenges faced by teachers in different regions, particularly underserved areas, and the role of LGUs and other stakeholders in supporting home visitations could provide valuable insights. Additionally, examining the intersection of teacher demographics with factors like workload and available resources could further strengthen the effectiveness of home visit programs.

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