



HOME VISIT INTERVENTION: A TRACK OF TEACHERS' EXPERIENCES

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ABSTRACT

This qualitative phenomenological study sought to discover the lived experiences of fourteen (14) secondary school teachers in conducting home visits. Moreover, the study also described their coping with the challenges in doing home visits and the insights they gained. In-depth interviews to seven (7) informants and another seven (7) comprised of the focus group discussion. These informants were selected through purposive non-random sampling, snowball sampling in particular. Results show that teachers experience being concerned communicators, academic marketers, welcomed visitors, multitasking wanderers. Issues on security and sacrificing were faced by the teachers together with having renewed visions as a teacher. To cope with the challenges, the participants coped with the struggles through prioritizing safety, observing time management, counseling to both the parents and students, strengthening connections with the family and communities. The exchanges during the IDI and FGD, deeper understanding of the learners and teachers' values emerged as themes. It is then recommended that an established protocol will be observed to ensure the teachers' safety and maximize time at the same time. Moreover, an appropriation in budget would greatly benefit the teachers in conducting home visits.

Keywords: *Home Visits, Child Protection, Drop-out Reduction, Qualitative, Phenomenology, Philippines*

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Chapter 1

INTRODUCTION

Rationale

In a country of high regard to education, it was in fact viewed as the most powerful apparatus in restoring peace in the island during the American era, (Roma-Sianturi, 2013), the Philippines faces a complex issue in keeping the students in the schools. From the chocolate giving Thomasites to the Nutri bun of the USAID during the Marcos regime (Rappler, 2014), interventions were made with its purpose of keeping children within school age inside the classrooms.

In the United States, the need to improve the high school graduation rates was acknowledged. Tracking of these students at risk through their demographic profile was done. Interventions, home visitation being one was cited as one of the promising means towards achieving the need. (Burrus, 2012).

For today's young children, the home visit intervention is crucial to their cultural and linguistic development. Every family possesses diverse experiences, attitudes, and beliefs on early learning and intergenerational interactions in addition to having a variety of cultural and linguistic origins. Home visits were a crucial part of getting to know and interact with families from varied cultural and language backgrounds. Home visits can be a way for teachers to get knowledge of family life and to deepen their understanding of the lives and cultures of their learners (Johnson & Johnson, 2016; Ferrara, 2015).

A prominent educator, Harold Hodgkinson (1957) argued that due to their lack of training in rigorous research techniques, teachers were unable to remain objective and will be less likely to report problems related to their research. In addition, Hodgkinson maintained that because they were so heavily invested in the process, their analysis and reflection only focuses on the good to come out of the research they engage in. Although there was a “lack of a uniform and accepted definition” of what parental involvement actually means, there appears to be some consensus in the literature on the conflation of activities that together represent effective parental involvement in their children’s schooling (Dor, 2012).

Additionally, in an article that highlights the lessons learned of teachers who were asked to conduct home visits as a way to cultivate sustainable channels of school-home communication with families from an immigrant and/or language-minority background, Heeding Epstein’s (2002) requests further research on the specific practices involved in connecting with families in diverse contexts. The information gained from these experiences was used to develop a sociocultural strategy for conducting house visits and enhancing parent connections. (Epstein, 2002).

Murguia-Dela Rosa (2013) outlines a number of potential objectives for home visits, such as removing cultural obstacles, updating parents on progress in education, enlisting their help in raising their children's academic achievement, and providing them with the resources to do so. She also says that in an ideal world, these home visits would take place prior to the start of the academic year to assist the teacher in learning more about the requirements

and passions of certain kids. This first meeting was crucial because it allows the parent and child to meet their educator in a relaxed setting. Additionally, by meeting the learner and their family members in a casual situation, this visit can help teachers better appreciate the varied strengths and problems that each student is facing. The teacher takes notes and records pertinent details regarding the student during the visit, including any concerns that may arise in the future, such as health conditions, pertinent family circumstances, or previous academic difficulties. After the first semester, if it's feasible, the teacher should arrange a follow-up meeting with the parents. This makes it possible for everyone who is interested to track the student's development throughout the course of the year and to allay any concerns that a parent or learners may have.

Working with families whose native tongue was not English can present a unique difficulty for many mainstream educators since they must successfully instruct pupils whose reading habits are varied and frequently muddled, which may be at odds with mainstream society. To better understand the kids and families, the classroom teacher frequently asks the English Language Learner (ELL) instructor for guidance on how to teach. The ELL teacher's method of better understanding the families and their cultural backgrounds involved house visits. To assist them in connecting with families, other teachers and staff members can be given access to this information. Because of this, training programs for English Language Teachers (ELTs) should include instruction on how to conduct house visits (Wessels, 2013).

According to Holloway et al. (2016), parents that are culturally and linguistically diverse typically have low rates of participation in school activities.

When it came to making decisions about their children's education, Latino parents who do not speak English as their native tongue urgently needed to be more involved as parents (Baker, 2014). According to studies, parent involvement tends to support students' academic success and attendance (Mc Iver et al., 2018).

A recent study found that children whose families participated in a home-visiting program showed advantages once they attended in school, compared to their peers who weren't given regular home visits (Samuels, 2013). This partnership between parents, the school, and the wider community can improve academic performance (Delgado-Gaitan, 2017). ELL teachers used home visits as a technique to connect with the families and make them feel welcome when they first arrived at the school. Having school leadership people spark a philosophical shift was crucial to the process of discovering and reforming traditional parent communication tactics (Auerbach, 2012). All three studies—Rogers, Freelon, and Terriquez (2012), Ruffin-Adams and Wilson (2012), and Olivos (2012) - highlight the importance of building-level leaders in the creation of successful two-way communication methods.

When interacting with families from different backgrounds, the importance of building effective communication methods becomes even more crucial (Auerbach, 2012). Parents feel that every time they hear from the school, it was because their child was misbehaving or failing. This lack of true communication between families and schools becomes more urgent as the pressure for every student to achieve in school grows as a result of No Child was Left Behind Act of 2001 in the United States (Okeke, 2014).

Director Lolita Andrada of DepEd's Bureau of Secondary Education's Drop Out Reduction Program (DORP) in the Philippines offers numerous programs to prevent students who are considered Students at Risk of Dropping Out (SARDO) from quitting school and being labeled as failures in their studies. The outcomes of the teachers' home visits led to programs like the Open High School Program and the effective alternative Secondary Education Program. In government survey conducted locally, Davao Region ranked third from the highest in the entire nation with the dropout rate of 12.2 percent. (Perez, 2016).

The statistics suggest that the need for a teacher-parent, school-home connection was at hand. However, I have not yet encountered research as of today that tracks the lived experiences of the secondary school teachers in the Division of Davao Del Norte when conducting home visits. It was in this light that I am encouraged to conduct this research entitled Home Visit Intervention: A Track of Teachers Experiences.

Purpose of the Study

The purpose of this study was to unlock the lived experiences and challenges of secondary school teachers of Davao del Norte Division in conducting home visitations. Specifically, it delved deeper into teacher's struggles in the conduct of the mentioned intervention. It also provides a look on how teachers cope with the struggles they face in the conducting the intervention.

While the result of the study lacks generalizability to other contexts, this provided a significant reference to policymakers in developing policies and improving practices in the classroom.

Research Questions

The main aim of this study is to unveil and document the different problems of secondary school teachers in conducting home visits. Each of which will be subdivided into more specific questions to guide the data collection process and analysis. Therefore, important questions that will be tackled are as follows:

1. What were the experiences of secondary school teachers in the conduct of the home visitation intervention?
2. How do secondary school teachers cope with the struggles they face in conducting home visitation interventions?
3. What were the insights of secondary school teachers that can be shared to their fellow educators?

Theoretical Lens

The theoretical point of view establishes the method of investigation and serves as a vantage point from which to see the world. This in turn affects how the research questions are organized, how they are conducted, how they are analyzed, and how the results are interpreted (Bell, 2007; Denzin & Lincoln, 1994; Kuhn, 1970). Focusing on the reality or realities that the research was attempting to capture is necessary when selecting an inquiry paradigm or approach.

Constructivism

According to Lindlof (1995), constructivism aims to "explain how people modify and change their communicating methods through such cognitive processes as perspective taking. According to the constructivist perspective, knowledge is always being created and rebuilt as a result of fresh experiences

(Guba & Lincoln, 1989; Schwandt, 1994). With the researcher understanding these as their truths and obtaining in-depth descriptions of their own lives, this study tried to grasp the reality of teachers' experiences from their own viewpoints (Neuman, 2007). Additionally, constructivism acknowledges that these interactions only serve as a snapshot in time. "Relativist ontology, a subjectivist epistemology, and a hermeneutic methodology" are the core principles of the constructivist paradigm (Guba & Lincoln, 1989).

The constructivist ontological, epistemological, and methodological tenets that shaped the formulation of the research questions, the use of methodology, and the interpretation of the data throughout this study are explored in the part that follows.

A relativistic understanding of the universe is the constructivist paradigm's central ontological tenet. This indicates that a teacher's world is their subjective account of their experiences, not an objective reality that can be investigated in isolation or from afar (Guba & Lincoln, 1989; Patton, 1990). Because each person's experiences are defined and reinterpreted in light of fresh experiences, every instructor has a unique reality. As a result, there are many unique constructions of reality that are based on the individual (Guba & Lincoln, 1989; Hittleman & Simon, 2006; Patton, 1990; Schwandt, 1994).

Constructivism's epistemological perspective embraces an inter-subjective nature. Interactive links between qualitative constructivist studies "enable the

The investigator and the participants frequently find themselves sharing viewpoints since "findings" are actually formed as the investigation moves

forward (Denzin & Lincoln, 1994; Gall et al., 2007; Guba & Lincoln, 1989). This study looks into the experiences that the participants had after developing a shared understanding with the researcher.

Additionally, the constructivist paradigm acknowledges that the researcher and these interactions that create the information that will arise from the inquiry cannot set aside their own subjectivities (Guba & Lincoln, 1989). Therefore, it was advised by Schwandt (1994) and Guba and Lincoln (1989) that the researcher should describe how the participants' meanings were interpreted from the provided embodied text as well as how they made sense of their actual experiences. This was done by keeping a journal of thoughts, observations, and expressions as a reflexive practice in order to reduce the possibility of bias while evaluating the research results.

Bronfenbrenner's Ecological Systems Framework

This study was anchored on Bronfenbrenner's (1986) ecological systems framework. According to Bronfenbrenner, a kid's growth is influenced by the environment's numerous facets and that there is a two-way interaction between the child and the environment. In order to better understand how the environment affects a child's development, Bronfenbrenner divided it into four systems. The microsystem, which consists of the child's family, school, and community, is the system that is closest to the child. All of whom the youngster interacts with directly. The relationship between the many components of the microsystem is included in the mesosystem, for example, the relationship between a child's teacher and parents. The exosystem was a bigger system that the child did not directly engage with, but was nonetheless affected by

certain aspects of it (such as the jobs that their parents held and their work patterns). The link between the microsystem, mesosystem, and exosystem was described as the macrosystem, which comprises a culture's belief systems, cultural values, and laws.

According to Bronfenbrenner's theory, it is important to think about the child's surroundings as well as how its various components interact with one another to affect the child. In order to comprehend a child completely, one must make an effort to comprehend the dynamic relationship between the child, his or her parent, and their family dynamics. With the right knowledge, teachers will be able to offer the kinds of procedures needed to support children's learning.

One way for instructors to get to know their students' families is through home visits. Home visits give teachers a direct chance to learn more about their students' families and communities in general. Home visits were a component of the mesosystem in accordance with Bronfenbrenner's theory, encouraging communication between two components of the microsystem. These home visits also give teachers the chance to learn more about the exosystem and macrosystem of the kid, particularly in relation to the parents' occupations, the culture of the family, and the attitudes and beliefs of the parents. All of this knowledge can give teachers crucial background information they can utilize to set up a productive learning environment for their students. Teachers will thus be able to offer more relevant lessons and exercises to better satisfy the language, cultural, and intellectual demands of the students.

Significance of the Study

The findings of this study were deemed beneficial to the following:

The result of the study benefited teachers who were struggling in the conduct of home visitations. They can find useful ideas others use in coping with the challenges they face. Moreover, this will also encourage them in fully support the implementation of home visits.

The result of the study will make aware of the challenges teachers face. Furthermore, this will encourage them to give their full support in the implementation of home visits.

The result of the study can assist them in conducting trainings seminars for teachers relevant to home visitation intervention. Furthermore, this can aid them providing more aids in teachers who were experiencing greater struggles, like providing more resources.

Definition of Terms

The following important terms were defined conceptually and operationally to provide common understanding of the concepts being discussed.

Home Visits. Programs that provide time and funding for teachers to visit students and parents on their own turf were a way for teachers to learn more about their students, get the parents more involved in their kids' education, and bridge cultural gaps that might occur between student and teacher.

Secondary School Teachers. In this study, this refers to Public secondary teachers in Davao Del Norte who `implement home visitation

activities as a drop out reduction intervention. They were the participants in this research.

Scope and Limitations

I decided to involve fourteen (14) high school teachers in this phenomenological study. Seven (7) underwent the in-depth interview (IDI) and the other seven (7) which was divided in two groups participated in the focus group discussion (FGD). These teachers teach in the Division of Davao del Norte and conducts home visits to students at risk of dropping out. They first filled up a demographic profile questionnaire to ensure that I have the right key informants. The data gathered from the participants would not generalize the entire population of secondary school teachers in Davao del Norte who were into home visits.

Since I used the IDI and FGD as data collection method, I can utilize triangulation. Thus, this will strengthen the credibility of the study.

I delimited the study to qualitative phenomenological study as research design. In terms of data gathering, I was guided by an interview guide. The responses of the participants were recorded using an application from my smartphone device. Furthermore, I took down notes to capture some details which cannot be recorded by the application. Moreover, their responses were sorted according to themes.

Though the interview guide was in English, the participants were free to choose in using their mother tongue (Bisaya) or Filipino in answering the questions. This to get more natural and sincere responses from the respondents. I took on the role as an observant of the participants.

Literature Review

Documentation sources for the literature review were obtained through searches of scholarly databases, professional web sites, and relevant professional books were used for electronic literature searches. Keywords and descriptors used to conduct these searches included; home visits, parental involvement, students at risk, and school readiness.

Home visits as strengthening of connections

One of the ways for teachers in the field to begin learning about the different cultural backgrounds of their students is through home visiting (Henderson et al., 2007; Lin & Bates, 2010). Home visits are an excellent opportunity for teachers to learn about their students' diverse backgrounds firsthand while bridging the gap between school and home (Henderson et al., 2007; Lin & Bates, 2010).

Home visiting presents a unique opportunity to forge enduring relationships with families. Home visits provide a forum for encouraging parenting attitudes, engaging infants in play, modeling a positive adult-child bond, promoting self-sufficiency skills, and facilitating linkages to supportive services. Indeed, studies have documented the ability of home-based services to effect positive changes in parenting behaviors such as the ability to set appropriate limits (Mitchell-Herzfelde et al., 2005) and engage in responsive and cognitively engaging parenting strategies (Rodriguez et al., 2010).

Hughes and Kwok (2007) considered firstly, a family's socio-economic status and secondly, background variables such as gender and ethnicity as barriers to parental involvement.

Home Visits Impact to Learners' Well Being

Equally important to children's success at school are behaviors that promote learning such as their ability to follow rules, to listen, to organize their belongings, and to cooperate with peers (Alexander et al., 1993; Duncan, et al., 2007; McClelland et al., 2000). Thus home visits in local context usually focuses on students behavior at school.

Perhaps one of the most direct influences parents can exert on children's academic achievement is by supporting their attendance at school. However, competing demands of work, inadequate childcare, other siblings, limited financial resources, poor nutrition, illness, and non-responsive school policies (Durham & Plank, 2010) may overwhelm or undermine parent's efforts or skills and result in unacceptable levels of absenteeism.

Chronic absenteeism, which is characterized by missing 18 days or more or about 10% of the school year (Romero & Lee, 2007) is often a symptom of neglect and has direct implications for a young child's potential to connect with peers, learn daily routines, benefit from direct instruction, promptly hand in or receive feedback on homework, and participate in special activities. These factors in turn affect children's subsequent rates of absenteeism, adjustment to school, and academic achievement (Romero & Lee, 2007).

As approximately 15% of low income children nationally (e.g., those typically targeted by home visiting programs) are absent 18 or more days during a school year compared to less than 5% of children living with families having incomes at or above three times the level of poverty (Romero & Lee, 2007), home visiting stands to play a substantial role in facilitating children's academic

adjustment if the early positive changes it effects can be translated to this period of a child's life. We were unable to identify an evaluation of a home visiting program that evaluated or affected the program's role in reducing rates of chronic absenteeism.

Challenges and Hedges in Home Visits

For teachers, home visits are a great way of showing families that they care (Lin & Bates, 2010; Traveras, 1998) and by bringing any interventions needed directly to the home, teachers are making the educational experience a whole family activity (Sweet & Appelbaum, 2004). At school, teachers only see one side of their students. When teachers visit the homes of their students, they see first-hand how students' home lives effect their performance at school (Lin & Bates, 2010).

Lin & Bates as well as Traveras state that fears are one of the biggest things keeping teachers from making home visits. These fears include, but are not limited to: not knowing how a parent will react to a home visit, feeling like they are invading the family's privacy, fearing they will be forced to make a call to child protection services because of something observed in the home, safety concerns related to making visits in the evening in dangerous neighborhoods, and fear of becoming entangled in family problems. Other barriers to making home visits include time constraints as even districts that do support home visit models fail to provide teachers with release time; lack of compensation for time spent making home visits; and language barriers (<http://www.pthvp.org/>; Lin & Bates, 2010; Traveras, 1998).

Lareau's (1987) as cited in Dom & Verhoeven, (2006) research focused on social class as impacting on parent-teacher interactions. She carried out studies in the UK using in-depth interviews of parents, teachers and principals and conducted participant observation of year two students. The results from her research found working class parents rarely made contact with their teachers, and demonstrated signs of discomfort in parent-teacher meetings.

In addition, these parents raised non-academic questions, had access to fewer resources to comply with teachers' requests, and were more formal and serious during their interactions (Lareau, 1987). It was also noted that working class families seemed to allocate the responsibility of educating their child to the teacher, because the parents saw their responsibility as providing support to the child at home, thus emphasizing a separation of roles (Lareau, 1987).

Lareau (1987) also found that middle class parents described their relationships with teachers, as "being equal, as they believed that they possessed similar or better skills than the teacher" (p. 80). In other studies, middle class parents were also found to have different attitudes towards school through being more visible and self-confident, compared with working class parents (Connell et al., 1982; Crozier, 1999; Raey 1998, cited in Dom & Verhoeven, 2006). In summary, social class was a significant factor in parental involvement and impacted on parent-teacher interactions.

Cultural elements such as language and misplaced trust were identified as barriers by Crozier and Davies (2007) in their study of South Asian families. Their study used both semi-structured interviews and unstructured interviews

with teachers and parents of children from year six, as well as secondary and post compulsory education. Results from the study indicated that the South Asian parents felt there was no need to visit the school or attend parent-teacher meetings as any problems in the school would be directed to them by the school or by their local community member (Crozier & Davies, 2007). The families saw their role as providing a supportive home environment and giving encouragement to their children; therefore, interactions with the teacher were not considered a priority. Furthermore, their study also found that the school itself established barriers for these parents, which impacted on parent-teacher.

The above review of literature highlights the advantages of home visits to teacher-community, teacher-parent, teacher-student relations. The activity deemed heighten the teachers' awareness on the students background their economic status and familial practices included. Further, home visits stand as an avenue to talk about the students' academic performance and attendance. Dangers on the community and what is possibly observed in the household are some if the cited setbacks seen by teacher when conducting home visits.

Organization of the Study

The second chapter of this study presents the methods that shall be utilized in the study.

The third shall present the results of the study. The result of the study was divided according the findings per research question. Codes shall be used to represent the utterances of each participant.

The fourth chapter shall present the discussion and conclusion. This chapter summarizes the results of the data gathered. Furthermore, this also includes the implications for practice and future studies.

Chapter 2

METHODOLOGY

This section presents the assumptions and rationale for a qualitative design, type of design used, participants, instruments, data gathering procedure, trustworthiness and authenticity and ethical considerations.

Research Design

The major methodological framework that I utilized in this study is a qualitative phenomenological study. This is to delve deeper the experiences of people and how they live to such experiences.

According to Mora (2010) qualitative research is “by definition exploratory, and it is used when we don’t know what to expect, to define the problem or develop an approach to the problem. It is also used to go deeper into issues of interest and explore nuances related to the problem at hand (para. 2).” In the same vein, it is an inquiry that assumes that individuals create social realism in the form of individuals, make social realism in the form of meanings and interpretations, and these are said to be transitory and situational (Gall, Borg & Gall, 1996; Balili et al., 2013).

One of the approaches of this qualitative research study is the phenomenological study, an inquiry that describes the significance of several experiences and phenomenon of every human individual from a certain event of phenomenon. Its primary goal was to transform individual experiences with a phenomenon to an article of the worldwide essence and formulate a concrete description of the meaning of the experience (Creswell, 2013).

Phenomenological study was believed as appropriate because it carefully examines and clarifies experiences of individuals as they spontaneously occur (Mack et al., 2005). In this study, it seeks to examine the experiences and struggles of teachers in conducting home visitation.

In addition, phenomenological study was to expound the definition, structure, and meaning of individual experiences or group of people around a specified situation. It also seeks to deduce human behavior through the informants in the research study. Moreover, phenomenological type of study was not opened with theory, but instead begins with a situation under consideration. In addition, it is a study of phenomena, their nature, and meanings on the way things appear through experience or consciousness to provide a plenty textured description of lived experiences (Christensen et al, 2014).

Moreover, phenomenology provides meaningful and useful design among business, educational, and social sciences research for it showed an authentic way of expressing what was the reality on about participants' individual experiences. It is significant also to include those informants brought out subjective and objective life encounters. Furthermore, its emphasis is on the importance of experiences and on the significant of several experiences that is why phenomenological approach considered sampling techniques as directive and purposive (Diaz, 2015).

On the other hand, phenomenology focused with the exploration of several experiences from the insights of the participants, bracketing taken-for granted hypothesis, and common way of perceiving. Epistemologically, a

phenomenological approach was patterned from a personal knowledge and subjectivity, and clarifies the significant of personal opinion and comprehension. As such, phenomenology was a powerful approach in understanding individual subjective encounters that serves as motivation and action in obtaining several insights (Finlay, 2013).

Furthermore, Jick (1979 in Balili et al., 2013) stated that in order for the researchers to create innovative ways in understanding a phenomenon, it is beneficial to use triangulation. This will not just increase the confidence of the study but can also reveal unique findings and provide clearer understanding of the problem. A study that will utilize triangulation will increase the validity, strength, and interpretative potential of a study. It also decreases investigator biases and provide multiple perspectives.

Thus, I shall utilize data-analysis triangulation in this study. This type of triangulation is achieved when two or more data gathering techniques were employed by the researcher. Since I will utilize in-depth interview and focus group discussion, I can achieve data-analysis triangulation.

Role of the Researcher

I am currently participating in the Division of Davao del Norte's Research Capability Building in 4D Approach. Additionally, I completed my post graduate degree majoring in Applied Linguistics. Furthermore, I am an educator from the Division of Davao del Norte teaching in the Senior High School Department. It is for these reasons that I am competent to conduct the study.

Moreover, I will take the role of participant-observers in the study. This means that I am the one who shall conduct the research. I will administer the in-depth interview and focus group discussion to the participants

Research Participants

I included fourteen (14) participants in this study through purposive sampling method. According to Latham (2016), if a research has a homogeneous sample, 15 is the minimum number of participants. Furthermore, he cited Guest, Bunce and Johnson (2006) that the phenomenon saturation of qualitative research is around 12 participants.

I employed snowball sampling, a more specific type of purposive sampling, in this research. Laerd and Dissertations (2012) noted that purposive sampling is used when the researcher focuses on particular characteristics of a population that are of interest, which will best enable to answer the research questions. They further asserted that it is best used in qualitative method research design.

According to Mack et al. (2005) snowball sampling or chain referral sampling is used when other key informants have a knowledge on who could be other potential informants of the study. Furthermore, it is used to discover and recruit populations which are considered as hidden.

The participants in the study were secondary school teachers from Mesaoy National High School and New Corella National High School both from District of New Corella, Division of Davao Del Norte, Region XI. These participants were involved into the home visitation intervention of their respective schools.

In order to ensure that they were the key informants, a necessary background check was employed by letting the participants answer a demographic questionnaire. Furthermore, I requested a copy of the school activity design for the students at risk. Then I checked whether the teacher an involved person in the intervention.

After the thorough background check, I invited the participants for the data gathering procedure. A certificate of consent was signed by the participants to confirmed that they voluntarily participated in the research.

Data Collection

A research proposal was submitted to the Research Management Team of the division. Such proposal was checked for viability and feasibility. After the approval of the proposal, then, a letter of permission to conduct the study was sent to the Office of Schools Division Superintendent of Davao del Norte, as well as the school principals of Mesaoy National High School and New Corella National High School. After seeking the approval, I secured a copy of activity design of the school for their drop out reduction initiatives. This ensured that I have the appropriate participants.

The study commenced after the participants approved their voluntary participation through a signed informed consent form. They were assured that their participation in the research was highly confidential.

In gathering data, I used a voice recording application in my smartphone to document the utterances of the participants. However, the voice recording was done after the consent and cooperation was sought from the participants.

Research Instrument

For validity and reliability, the data of this study was gathered from indepth interview (IDI) and focus group discussion (FGD). At the beginning of both research instrument, a demographic questionnaire was administered to ensure that the participants are key informants. The appropriateness was based according to the criteria specified in the previous section. Once the participants were identified, they were invited for the administration of the instrument. But first, they signed a consent to ensure that their participation was voluntary and highly confidential.

The interview guides in IDI and FGD were researcher made. This went through experts' validation for validity of the interview guide. Questions that were included in the guide are stated in English, however, participants were free to answer in the language of their choice for a more natural and comfortable exchange of information.

The IDI and FGD was recorded by an application installed in my smartphone. According to Krueger (1998, in Balili et al., 2013), the utilization of any recording device is useful in interviews.

Data Analysis

I utilized the Miles and Huberman Framework (1994, as cited by Balili et al., 2013) for qualitative data analysis in analyzing the data. This type of data analysis is considered appropriate in the study. Furthermore, this consists of three main components namely data reduction, data display and drawing and verifying conclusions.

Before I proceeded to the data analysis, I encoded the raw data from my smartphone to word processing software of my computer. After encoding or transcribing, I translated the non-English utterances or responses of the respondents. I need to ensure that I transcribed the correct words by listening to the recorded all over again. This is to ensure that everything transpired from the interview was recorded, and translating it to English is consistent in terms of thought. After the transcribing and translating, data analysis commenced with the data reduction as first step.

Data reduction is the organizing and summarizing of data, and omitting irrelevant information gathered from interviews, field notes and observations. At this stage, I referred to the research questions first to pick responses that answer the question. All throughout the analysis, I went back to the research questions of the study as a guide thus, file sortment method will be utilized.

Data display, on the other hand, is the way the researcher presents the conclusions from a mass of data. In this study, examples of answers from participants presented in every research question. The participants' responses will have an assigned code, for example code P1Q1R1 represents the Participant 1, Question 1 and Response 1.

Conclusion Drawing and Verification occurred together with data display. In order to achieve this, I was guided by the research questions and the existing data that were already summarized and sorted as themes.

Trustworthiness and Authenticity

In order to achieve validity and reliability, I employed the *credibility*, *transferability*, *dependability* and *confirmability*, techniques of Lincoln and Guba

(1985 as cited in Robert Wood Johnson Foundation, 2008), in conducting this qualitative study. The following paragraphs elucidate the processes of achieving each technique.

To ensure that this research is credible, I used two methods in gathering the necessary data: in-depth interview (IDI) and focus group discussion (FGD). Through this, I attained triangulation. Triangulation is the involvement of multiple data sources in research to produce understanding (RWJF, 2008). Furthermore, it is highlighted that a single method lacks the interpretative power for a certain event, thus utilizing triangulation is needed to facilitate deeper understanding. This was also used in researches so that the discussions and conclusions of the study is rich, robust, comprehensive and well-developed. Merriam (as cited by Shenton, 2004: 1) states that external validity or transferability “is concerned with the extent to which the findings of one study can be applied to other situations.” In achieving it, I ensured that adequate contextual information is provided to readers to relate the findings to their own positions. The information covered the procedures in gathering, transcribing and presenting the language data as well as describing each of the participants. Detailed account of each was evident in the entire study. With these reasons, future researchers could use my research to as a literature and guide to their studies.

To address the issue of dependability, all participants received a complete copy of the transcripts of the in-depth interview and focus group discussion. I assured to the participants that they can review the transcripts and check if the meanings of the translation were not the contextual meaning that they mean. Through this, the three core principles accepted in research ethics

was attained, namely the respect for persons, beneficence and justice (Mack et al., 2005). Nevertheless, each participant was assured that confidentiality was established all throughout the analysis and presentation of the findings of the data; hence pseudonyms will be employed prior to the study.

For confirmability, the entire transcriptions will be kept as part of my personal files which could be easily accessed in case of audit. I prepared the entire transcript and the raw data that was recorded. With this, the auditor will have an easy time auditing the data.

Ethical Considerations

In order to address ethical issues concerning confidentiality, consent, access and human participants' protection I adhered to the ethical guideline in qualitative research by Mack et al. (2005). According to them, research must assure the respect for persons, beneficence and justice.

In achieving respect for persons in this research, there was confidentiality of the research respondents. They were given consent forms for voluntary submission on the research. Furthermore, their names on their consent form were blackened completely using a marker for confidentiality purposes. It was assumed that the participants do not have any misgiving with regard to the data that will be gathered. During the interviews to support the findings of the study, pseudonyms were used for the participant/s. Whenever we conduct research on people, the well-being of research participants must be the top priority. The statement of the problem is always of secondary importance. This means that if a choice must be made between doing harm to

a participant and doing harm to the research, it is the research that is sacrificed (Mack et al., 2005).

To achieve beneficence, the participants were not threatened if they were not going to participate in the study. If they were busy, I checked both our schedules to have a sufficient time for the interview. If they do not participate, I asked if they can recommend someone to serve as key informant of the research. Furthermore, the main benefit that the participants gained the interpretation of the results and the recommendations and the actions that will take place if the research is finally done.

Lastly, to achieve justice, the transcripts and the translation was double checked by the participants. This was to ensure that what is written in the transcript was the right utterances that the participants uttered. Furthermore, justice was achieved if the interpretation of the results is consistent to the answers of the participants.

Chapter 3

RESULTS

This chapter presents the experiences, coping mechanisms and insights of teachers in conducting home visits. Their responses were taken from in-depth interview and focus group discussion that I conducted from the seven key informants and seven participants.

This chapter is divided into three parts: Part 1 is the participant's data from which qualitative data were collated. Part 2 is the analysis of procedures and the steps in categorization of emergent themes from the result of the in-depth interview and FGD questions under each research problem and part 3 is the summary of responses.

Profile of the Participants

In-depth Interview

There were seven informants in my in-depth interview. During the in-depth interviews, I took on the role of interviewer, recorder and observer. I was the one who threw the questions to my informers. Further, through the use of camera and voice recorders, I took audio and video recordings as the interviews transpired. Finally, I took into notice actuations of the participants that are not captured by the devices. Each informant was assigned with a pseudonym for reference purposes. Such pseudonym was carefully chosen that it would reflect of the informants' characteristic yet would not divulge his identity.

Table 1. 1 *Profile of Informants in In-depth Interview*

IDI	Pseudonym	Age	Gender	Rank	Years of Service
<i>IDI 01</i>	<i>Nancy Newbie</i>	<i>26</i>	<i>Female</i>	<i>Teacher 1</i>	<i>3</i>
<i>IDI 02</i>	<i>Susan Seasoned</i>	<i>34</i>	<i>Female</i>	<i>Teacher II</i>	<i>10</i>
<i>IDI 03</i>	<i>Delfa Driven</i>	<i>42</i>	<i>Female</i>	<i>Teacher 1</i>	<i>8</i>
<i>IDI 04</i>	<i>Ethel Emphatic</i>	<i>28</i>	<i>Female</i>	<i>Teacher 1</i>	<i>4</i>
<i>IDI 05</i>	<i>Murcia Motivated</i>	<i>44</i>	<i>Female</i>	<i>Teacher 1</i>	<i>9</i>
<i>IDI 06</i>	<i>Caren Concerned</i>	<i>43</i>	<i>Female</i>	<i>Teacher 1</i>	<i>5</i>
<i>IDI 07</i>	<i>Romeo Rigorous</i>	<i>29</i>	<i>Male</i>	<i>Teacher 1</i>	<i>4</i>

Coded as Nancy Newbie, IDI 01 informant could be considered as an entrant teacher having been with the department for only three years. On the contrary, IDIO 02, though just 34 years old, prides of her ten years of service thus she was coded her as Susan Seasoned. IDI03, is in her early forties, yet is still in her eighth year of service. Our exchange revealed that she has to send herself to school thus I coined her as Delfa Driven. IDI 05 and IDI 06 sees to it that their students are inside their classroom. That is the reason why I coded them as Murcia Motivated and Caren Concerned respectively. Having known that they have conducted home visits they all fit the selection criteria.

Focus Group Discussion

I took the role of facilitator, chronicler and observer. I made sure that there was turn-taking during the discussion and that every participant was given time to share their thoughts on the questions at hand. There were seven participants in my focus group discussion. I also took a video and audio recording of the entire proceedings as an essential source of data. Further, I took note of my observations that were not captured by both devices.

Table 1.2 *Profile of Participants in Focus Group Discussion*

FGD	Pseudonym	Age	Gender	Rank	Years of Service
<i>FGD 1</i>	<i>Easter Eager</i>	<i>36</i>	<i>Female</i>	<i>Teacher I</i>	<i>7</i>
<i>FGD 2</i>	<i>Emma Expert</i>	<i>47</i>	<i>Female</i>	<i>Teacher II</i>	<i>13</i>
<i>FGD 3</i>	<i>Anna Active</i>	<i>32</i>	<i>Female</i>	<i>Teacher II</i>	<i>3</i>
<i>FGD 4</i>	<i>Hanna Hopeful</i>	<i>32</i>	<i>Female</i>	<i>Teacher I</i>	<i>7</i>
<i>FGD 5</i>	<i>Ira Ideal</i>	<i>29</i>	<i>Female</i>	<i>Teacher I</i>	<i>5</i>
<i>FGD 6</i>	<i>Pia Promising</i>	<i>24</i>	<i>Female</i>	<i>Teacher 1</i>	<i>1</i>
<i>FGD 7</i>	<i>Riza Realist</i>	<i>35</i>	<i>Female</i>	<i>Teacher III</i>	<i>8</i>

Categorization of Data

In categorizing the data, the first step was to group the responses of the participants and identified the common answers in order to come up with the essential themes. These data were arranged and organized based on the common or general concepts presented by the participants. Regroupings were done to reduce the essential themes. The second step as data display presented in Tables 3, 4 and 5. The important phrases that emerged from the

transcripts and comments were identified as thematic statements. They were organized to come up with the essential theme.

In categorizing the data, the first step was to group the responses of the participants and identified the common answers in order to come up with the essential themes. These data were arranged and organized based on common or general concepts presented by the participants. Regroupings were done as to 50% are considered general theme, 25-50% and less 25% are variant answers. The second step as data display presented in Tables 3, 4 and 5. The important phrases that emerged from the transcripts and comments were identified as thematic statements. They were organized to come up with the essential theme.

Experiences of secondary school teachers in the conduct of the home visitation intervention?

The following are the accounts of the experiences as narrated by the participants during the conduct of In-depth interview and focus group discussion.

Concerned Communicators. One of the common experiences shared by the participants was that in the conduct of the home visit, it served as a channel to inform the parents of their children's school performance be it on the positive light or otherwise. The participants however stressed that since the struggling students needed all the attention they could get; they are somehow focused with the intervention. To be more specific, those who are frequented by the intervention are the students who are habitually absent and those whose scholastic performance do not meet or barely meet the standard. Moreover, the intervention serves as way for the teachers to be able to see the students

living condition first hand. As we are dealing with students from diverse background, we get to know the background of these students. As one participant stated:

To increase the awareness of the students' status at school. They must be made aware whether the students perform positively or negatively at school. Further, they also need to be informed should their students be involved in situations at school. (FGD04).

Participant Pia points out that this is the means in which we make the parents aware of their children's scholastic standing. As she puts it:

Home visits aims to inform parents of their childrens' school situation. (FGD06)

This supports the claim of Peralta-Nash (2003) that cross-cultural learning experience is the most important and home visits are one of the necessary components of a cross-cultural learning experience that helps teachers to better understand their students and their families.

Academic Marketers. One of the themes that emerged during the in-depth interview and focus group discussion that the home visits serve as the machinery of the department's thrust of keeping the learners within school age at school. This is observed that the goal of having the visit was to somehow bring back the children to school. Those are the learners who are at risk of dropping out. During these visits, the teachers negotiate with the parents and the learners as well the pros of attending school. Conversely, the teachers may also present the options for the learners who cannot help but miss school. They

are those who are working to support the family, married or sick. According to an informant:

We can also provide options or other modes of academic delivery to the parents on how to improve the learner's performance. (FGD03)

As Nancy Newbie (IDIO1) puts it:

I could also connect this to the term baling (to catch fish) or contextually to bring back students at risk of dropping out to school. (IDI01)

Similarly, Sternberg (2006) claimed that regardless of the intent, visiting the homes of students can send a very significant message of care and concern for future opportunities of students. Home visits enable teachers to have experiences with their students and their students' families to help them better understand their students' lives and needs.

Welcome Visitors. The participants encountered varying responses from the parent and students alike. There are those parents who are gratuitous of the visit that they would prepare simple snacks and meals for the visiting teachers. Notwithstanding, there are those parents who react negatively to the act. The participants shared that there are also parents who scold the students in front of the teachers. As a result of such, the student also reacted negatively towards the teacher upon re-entering the classes. One very striking experience was shared by one of the participants.

Hadlok na sa iyahang part especially ang parent disciplinarian kay kung kablo jud ka nga paghawa sa maestra unsay mahitabo no? Kay dili man ang bata pwede bunalan o kasuk-an atubangan sa teacher.

Based on a former co teachers experience o, nan aa sila giadtuan na problemado jud na bata. Positive ug gwapo unta ang ilahang tumang sa pagbisita sa bata sa ilahang balay. To inform the parents na in ana nang behavior sa ilahang anak sa sa school. Kay dili pud nanga adto ang parents kung sila ipatawag.

Teachers must not be complacent with the student's behavior. Some students hold grudges against the teachers who visit them. This is due to the students being beaten by the parents because of their behavior. Based on an experience, when the teacher was harassed and threatened by the students. Although the intention of the teacher is very positive, this was taken ill by the student. (FGD05)

Nevertheless, Korfmacher et al. (2008) argue that it is essential to investigate parent involvement as it enhances our understanding of the complexity of home visitations services and program improvement. There is a call for the teachers to have an understanding on the dynamic of the student's familial relations. His stance towards the student's behavior must be suited to these dynamics. Needless to say, the teachers must also learn how to pacify escalated emotions of the parents especially during the visits.

Multi- Tasking Wanderers. Another emerging theme during the in depth interview and focus group discussion was that the limitation in time and accessibility. The participants are teachers who have six loads a day. Which means that they have six contact hours with students in the classrooms dedicated for lessons and activities. The conduct of home visits demands from them a good two hour each week from the free time that they should have spent for essential services. Essential services mean preparation of lessons and

materials, checking and grading papers and performance of other ancillary functions. As a participant aptly puts it:

“My greatest challenge is the issue of time since I the time I should have used for my class preparations, I spend it on home visits” (IDI05)

Highlighted by the participants was that the intervention has all its good side and intentions yet it leads to their physical and financial exhaustion. Physically, the intervention demands for them to travel and even drive a motorcycle under the heat of the sun. Not to mention that the students are living in far flung mountainous, rough terrain areas. Financially, the intervention drains them since according to the participants, expenses for fare and/or fuel comes from their personal funds. There is no information whatsoever whether they can claim travel reimbursements on this regard being it just a local travel.

“I feel really exhausted driving motorcycle. It is also exhausting our personal budget since we are not given gasoline or travel allowance.” (FGD03)

This supports Lin and Bates (2010) list of barriers to making home visits including time constraints as even districts that do support home visit models fail to provide teachers with release time; lack of compensation for time spent making home visits.

Sacrifice and Security. Conducting a home visit is actually a labor of love. This being an additional work load and expenses on the side of the teacher. During teacher training, we as teachers are shaped with a mindset that teaching is not a job nor a profession it is vocation. This becomes evident in home visit where we reach out to the unloved, unheard and chosen not to be heard. A participant stated:

“Teacher goes the extra mile to visit the students especially those problematic students. In these home visits the teacher discusses with the parents the causes and possible solution to the issue at hand.” (FGD10)

An informant even added that challenge is always present in everything we do. We just have to be positive with all our undertakings although we may receive threats we will still go on. (IDI05)

Renewed Vision. Our students do not come to us from one single mold. It means that we are gifted learners from diverse backgrounds. The home visit intervention allows us to maintain a cordial relationship with the learners’ family. This way, we can have an open communication lines with the learners and his parents. As a participant claims:

“It is a productive experience to get to know the home condition of the learner as well as the child’s relationship with his/her parents” (FGD03).

In the same vein, Lin et.al. (2008) suggests that home visits can provide teachers with an understanding of the families’ lives and the academic, emotional, and social, needs of the students. Furthermore, Peralta-Nash (2003) emphasized that the capacity for effective teaching in today’s classrooms—which are culturally and linguistically diverse—requires multiple opportunities for exposure to students’ lives and perspectives as well as those of their families.

Table 1.3
Themes and Core Ideas on the Experiences of Secondary School Teachers in the Conduct of Home Visitation Intervention

Essential Themes	Supporting Statements
Concerned Communicators	<ul style="list-style-type: none"> • <i>“Home visits aims to inform parents of their childrens’ school situation.” (FGD06)</i> • <i>“To increase the awareness of the students status at school. They must be made aware whether the students perform positively or negatively at school. ” (FGD04)</i> • <i>“HV serves as an avenue to follow-up students especially if they are struggling academically, or are involved with troubles at school.” (IDI03)</i> • <i>.It is an intervention in which you as a teacher will go the students residence to personally talk with the parents and see their situation or inform the students of their status at school. (FGD09)</i>
Academic Marketers	<ul style="list-style-type: none"> • <i>“I could also connect this to the term baling (to catch fish) or contextually to bring back students at risk of dropping out to school.”(IDI01)</i> • <i>“It has been observed that the following the day after the HV the students are already in attendance.” (FGD07)</i> • <i>“We can also provide options or other modes of academic delivery to the parents on how to improve the learner’s performance.” (FGD03)</i> • <i>“The perfect feeling was when the next meeting you see the students attending your class. (IDI04)</i>
Welcomed Visitors	<ul style="list-style-type: none"> • <i>“Another is the parents who are problematic with their kids yet are generous enough to give some token of gratitude to the teachers.” (FGD04)</i> • <i>“Parents are appreciative of the teacher’s effort to visit the students.” (IDI02)</i> • <i>“The parents are sometimes surprised with the visit.” (FGD03)</i> • <i>“I experienced when the parent scolded the child in front of the teachers . This is because the parents did not expect that the child cuts classes thinking that he is ushered to school early morning and he goes home in the afternoon together with the other students” (FGD05) • “Teachers must not be complacent with the students behavior. Some students hold grudges against the teachers who visit them”.</i>

Multi- Tasking Wanderers	<ul style="list-style-type: none"> • <i>“I feel really exhausted driving motorcycle. It is also exhausting our personal budget since we are not given gasoline or travel allowance.” (FGD03)</i> • <i>“Getting lost especially if you are not familiar with the area.” (FGD09)</i> • <i>“My greatest challenge is the issue of time since I the time I should have used for my class preparations, I spend it on home visits” (IDI05)</i>
Sacrifice and Security	<ul style="list-style-type: none"> • <i>“Teacher goes the extra mile to visit the students especially those problematic students. In these home visits the teacher discusses with the parents the causes and possible solution to the issue at hand.” (FGD10)</i> • <i>“A sacrifice on the part of the teacher to solve the problem that the students are facing physically, emotionally, mentally and everything especially in the academic aspect”. (FGD07)</i> • <i>“Based on an experience, when the teacher was harassed and threatened by the students. Although the intention of the teacher is very positive, this was taken ill by the student.” (FGD09)</i> • <i>“Challenge is always present in everything we do. We just have to be positive with all our undertakings although we may receive threats we will still go on. (IDI05)”</i>
Renewed Vision	<ul style="list-style-type: none"> • <i>“It is a productive experience to get to know the home condition of the learner as well as the child’s relationship with his/her parents” (FGD03)</i> • <i>“Through the family’s history and actual observation of his family’s living condition we get to understand the child.” (IDI01)</i> • <i>“Through HV, the teacher will be given a clearer idea of the reason behind the students’ stance in his academics.” (FGD10)</i> • <i>“I am in favor of the intervention because you see this is the way the teachers see the another perspective that will explain the behavior of the student.” (IDI04)</i>

Coping of secondary school teachers with the struggles they face in conducting home visitation interventions

The exchange of thoughts with the participants surfaced several essential themes answering the above query.

Prioritize Safety. Given that we have the best intentions at hand, everyone's safety should still and always be on the top most priority. As department heads would stress, they would rather have the teachers alive than dead. This is a matter of common sense actually but sometimes in our eagerness to bring back learners we tend to forego of our basic instinct to safety. Before embarking on such endeavor, the teacher must have the idea of the emotional climate in the learners home. Do background check before doing so. Make sure that the travel is duly authorized and that other faculty members are aware of your whereabouts. It is even better to practice buddy system in the conduct of the home visit. As the informant explicitly expressed during the interview:

*Kaning home visit dapat by team jud siya dili kay
ikaw adviser ikaw ra pud ang muadto.*

Go in teams do not do the intervention all by yourself (IDI02)

Mayer and Mann (2006) strongly suggests that if teachers do not feel comfortable visiting children's homes for safety reasons, they can be paired or grouped.

Time Management. Having elucidated that time is one of the challenges faced by the teachers in doing home visits, naturally, time management would emerge as a theme under this query. The participants suggested that home visits must be an integral part of his weekly load. To expand, the teachers may be divided according to zones and areas for visit to be able to minimize travel time. More so, in the current trend, the advisers tend to be more into home visits compared to the subject teachers which should not be the case. As an informant claimed,

Mas maayo unta ug dili lang adviser ang sige home visit apil subject teachers para ma divide and trabaho.

It would better if not only the adviser will conduct the home visits but also the subject teachers to divide the work load. (IDI01)

Counselling. The home visit intervention must come with other interventions such as counselling the students. As it emerged in the interview and discussion, talking with the students regarding their scholastic standing and other concerns. The teacher must maintain that sympathetic yet authoritative stance towards the students. More so, the teacher must also make the learner realize that the reaction they receive from their parents, teachers and peers are simply a product of their own actions. This point of view however also calls for some level of awareness among the parents. A review of what must be the appropriate discipline type for the students must be reinforced. As a participant pointed out,

We must make sure that the parents understand that they must not hit their children. Instead of physically hitting the students, parents must also know how to talk to their children. (FGD04)

Home visits also increase parental involvement (Zajicek-Farber 2010). For example, results published from the third year of one home visit project revealed that an enhanced relationship formed between home, school, teachers and parents, which in turn led to improvement in children's academic growth and achievement.

Theme 4: Family and Community Connections

The adage “it takes a village to educate a child” is essentially true in today’s constantly changing and evolving learners and his environment. As it emerged in the exchanges, it takes ingenuity on the part of the teacher to come up with various means of connecting with a child’s family and community. One of the means highlighted in the discussion was that the teacher must have a record of contact numbers of the parents. This make communication lines more open between the parents and the learners. It was discussed that parents must not turn to violence when dealing with difficult kids. Positive feedback was opted rather than the violent one. More so, the teacher must maintain positive relations with the community like the barangay. As an informant claimed that:

*Magpahibalo ko sa barangay captain nga naa mi I
home visit para atleast aware sila ug pwede pa silang
muuban nako.*

*I coordinate with the local government like the barangay captain
so somebody can come with me
when I conduct the HV. (FGD04)*

The above exchanges further strengthened the claim of Daro et al. (2003) that home visits that are placed within a framework of cultural competence are more likely to engage parents’ engagement in the program, especially with minority families.

Table 2 Themes and Core Ideas on the Coping of Secondary School Teachers in the Conduct of Home Visitation Intervention

Essential Themes	Supporting Statements
Prioritize Safety	<ul style="list-style-type: none"> • <i>You have to secure your safety first and foremost. Ask from neighbors if the emotional climate of the kids residence is okay. (IDI01)</i> • <i>Before going on a home visit, somehow, the teacher should have an inkling on the living situations of the kids. (FGD04)</i> • <i>Go in teams do not do the intervention all by yourself (IDI02)</i> • <i>Have proper documentation when conducting the home visits like authority to travel and inform the rest of the faculty of your whereabouts (IDI01)</i>
Time Management	<ul style="list-style-type: none"> • <i>With regards to the time challenge, we set the home visits during vacant time of the teachers. (IDI02)</i>
	<ul style="list-style-type: none"> • <i>Have a tandem or team home visits which is also zoned by area (IDI03)</i> • <i>There must be a specific time allotted for home visits in the teachers' budget of work. (IDI04)</i> • <i>It would better if not only the adviser will conduct the home visits but also the subject teachers to divide the work load.(IDI01)</i>
Counselling	<ul style="list-style-type: none"> • <i>Another option is to indulge in heart to heart to talk with the students. (FGD06)</i> • <i>We have to make the kids understand that they were beaten as a result of their negative actions and that the parents are merely reacting (FGD10)</i> • <i>it must also be emphasized to the parents that should not punish the children rather they must be talked to make them understand the consequences of their actions. (IDI04)</i> • <i>We must make sure that the parents understand that they must not hit their children. Instead of physically hitting the students, parents must also know how to talk to their children. (FGD04)</i>
Family and Community Connections	<ul style="list-style-type: none"> • <i>I manage to come up with a directory of the parents with their cellphone numbers (FGD10)</i> • <i>Once the student bore grudges against the teachers, we go back to to the parents to process them and make</i>

	<p><i>them understand that the students needs to be given positive feedback rather than the physical one. (FGD09)</i></p> <ul style="list-style-type: none"> • <i>I coordinate with the local government like the barangay captain so somebody can come with me when I conduct the HV. (FGD04)</i>
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Insights of secondary school teachers that can be shared to their fellow educators

The conduct of home visits brought to the teacher participants relevant insight that are worthy sharing.

Deeper understanding of the students. It transpired during the discussion that we as teachers have our differences. This is equally true to our learners. We must keep in mind that a child's behavior does not have one and sole sources. His behavior is a collage of his varying tapestry. Hence, these differences must not be attacked by anger or violence from the end of the parents and the teachers and other adults. We must keep in our minds that these struggling learners are also struggling other aspects of their lives. If we as teachers wanted to provide the learners with an ideal community somehow schools are closer to that point compared to the streets. A participant puts it:

A child acts delinquently, it could be possible that they lack attention and affection. So if the student feels that the teachers shows concern their morale is somehow uplifted. (FGD03)

This supported by the claim of Joshi et al. (2005) that when teachers do not have deep understandings of their own or their students' family cultural backgrounds, they tend to have difficulties building bridges between school and

home. Teachers, who have limited knowledge or experience with children and parents who are different from him/her linguistically, culturally, and racially, may feel overwhelmed while dealing with them.

Teacher's Values. Any job or profession becomes noble depending on the dedication and effort the practitioner puts on it. This was the common theme that emerged as insight of the research participants. It is in itself a struggle to perform the primary goals of a teacher which is to teach much more to teach with compassion. If we so claim to be the second parents of the learners we must be able to catch after what their biological parents deficits in giving the children.

I realized that when a person want the utmost out of his job he will resolve to ways to achieve optimum results, if not, he will have a myriad of reasons and excuses. (FGD07)

Table 3
Themes and Core Ideas on the Insights of Secondary School Teachers in the Conduct of Home Visitation Intervention

Essential Themes	Supporting Statements
Deeper understanding of the students	<ul style="list-style-type: none"> • <i>That students acquire their behavior from multiple sources and possibility that what the students learned from these sources are not congruent to one another. (FGD05)</i> • <i>We be should not display anger towards our students because usually these students at risk are those who are struggling with other aspects in their lives. (FGD06)</i> • <i>I would still do it. It may sound too idealistic but if we just let our student be they become more delinquent when they are outside the schools.(IDI04)</i> • <i>It is better to have them inside the academe so that somehow they may acquire far more positive influences than what they have outside. (IDI03)</i> • <i>A child acts delinquently, it could be possible that they lack attention and affection. So if the student feels that the teachers shows concern their morale is somehow uplifted. (FGD03)</i>
Teachers' Values	<ul style="list-style-type: none"> • <i>It is struggle in itself to become a teacher but it is more struggling to become a teacher who cares. (IDI01)</i> • <i>It is indeed true that teachers are the second parents since if the parents give up on the students behavior, we must catch after that responsibility. (FGD09)</i> • <i>That is indeed the gauge of real care, to love the unlovable. (IDI02)</i> • <i>I realized that when a person want the utmost out of his job he will resolve to ways to achieve optimum</i>
	<p><i>results, if not, he will have a myriad of reasons and excuses.(FGD07)</i></p>

Chapter 4

DISCUSSION

This chapter presented the discussions of the collated data out of the in-depth interview and focus group discussion. The themes drawn from the responses from the research questions of the key participants during the interview are discussed, with the aim to describe the experiences of secondary school teachers conducting home visit intervention; as well as their coping mechanisms and the insights that they have gained in their journey.

Generally, same as the other research study output, this phenomenological study also hopes to provide information for better understanding on the different problems of the teachers conducting home visits by obtaining a complete documentation on their experiences in teaching from the day of their service until now and by gaining more insights into their sources of strength, versatility, techniques, and mechanisms. Through these, we can better assist individuals or co- teachers in educational present situations. Moreover, phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon (Creswell, 2013). I also counted not only their lived experiences and challenges but had also taken into consideration their insights as well as their problems shared through an in-depth interview and focused group discussion.

The objective of phenomenology is the direct investigation and description of phenomena as consciously experienced, without theories about

their casual explanations or their objective reality. This involves methods such as bracketing, intuiting, analyzing, and describing. The focus of phenomenological inquiry is what people experiences like teachers teaching subject outside from their field of specialization in regard to some phenomenon or other and how they interpret those experiences. Phenomenology is a way to study an idea or concept that holds a common meaning for a small group of individuals. The approach centers on lived experiences of a particular phenomenon, such as grief, and guides researchers to distill individual experiences to an essential concept. Phenomenological research generally hones in on a single concept or idea in a narrow setting such as professional growth or caring relationship (Creswell, 2013).

Phenomenological qualitative approach is perfect in explaining and discussing sensitive issues such as problems of teachers teaching subjects outside from their field of expertise from different public schools. The concepts of this approach attempt to extract the purest, untainted data and in some interpretations of the approach, bracketing is used by the researcher to document personal experiences with the subject to help remove him or herself from the process. It is within the structure of event situation that the participants were asked to contribute and share their experiences in handling subjects which is outside from their field of expertise, as well as their insights and views to what had happened to them.

Experiences of Teachers in Conducting Home Visits

The discussion with the teachers who have conducted home visits yielded to a rich description of their experiences.

Concerned Communicators. As presented in the previous chapter, the teachers experience being a concerned communicators to the parents. It is part of a holistic educational system is managing the status of the learners. Home visits provides an opportunity for students to cope up with their academic performances through parental awareness from home visits. This could also serve as a monitoring plan for teachers to closely pay attention to those students who are falling behind the class. Home visits also helps students to be socially active in school and community because it engages them to share their experience inside the home (Bryan & Henry, 2012). Stetson, Stetson and Nix (2012) reported that the home visit had an extremely positive to moderately positive effect on their relationship with the parents. Mncube (2010) notes that the “concept entails awareness of, and achievement in, schoolwork, an understanding of the interaction between parenting skills and learner success in schooling, and a commitment to consistent communication with educators about learner progress”. This is observed in the feedback as “*aims to inform parents of their children’s school situation (FGD06)*”, targeting the aim of home visitation is mainly updating the parents of their child’s performance in school.

One of the problems of school administration in Texas is the high school dropout rates. This increasing number leads to the lack of attention of parental monitoring of student’s attendance and admittance to school. Lack of parental and educational guidance is the leading reason of this case (Doll, Eslami & Walters, 2013). Counteractively, schools began home-visitation program for students with academic and attendance issues. This is to alleviate the condition

of the rising number of dropouts in just like in Nigeria (Inuwa & Yusof, 2012). Additionally, Kabraman and Derman (2012) attributed these improvements directly to the goal setting, communication, and cooperation established during the home visit. Moreover, a study conducted with 164 children, found that home visits had a positive and direct effect on home safety, and on the readiness levels of students (Schull & Anderson, 2008). In addition, this is supported by the result *“It has been observed that the following the day after the HV the students are already in attendance”*.

Welcome Visitors. As during the home visit, the teachers sees the other aspects that affect the student. Thus during these visits, the teachers are considered as **welcome visitors**. In a recent study conducted in John Hopkins University entitled, The Family Engagement Partnership Student Outcome Evaluation, linking improvements in the performance of D.C. public elementary school students to family engagement. The study sought to examine the association between relationship-building parent-teacher home visits and outcomes including student attendance, school re-enrollment, and grade-level proficiency on literacy skills assessments. Researchers found that students whose teachers visited them at home with the purpose of building relationships with their families were less likely to miss school. Researchers also found that these same students were more likely to read at or above grade level compared to similar students who did not receive a home visit. These findings are a step

forward in understanding the potential for improving student academic outcomes through meaningful teacher and family collaboration.

There are instances however that parent with children who had home visit with their child may perceive the home visit differently. Some parents were hostile towards the home visits because they feel that their child have been delinquent while in most cases, parents were thankful to the teachers who purposely visit their home. This is prevalent in the result of Olsen, et.al, (2012) that majority of the parents who participated in the home visitation and consulting program of school were satisfied in the outcomes of their child. Some were dissatisfied due to the time constraint and schedule but nonetheless, it was favorable to the result of the program. This supported the result as “*Parents are appreciative of the teacher’s effort to visit the students (IDI02)*” showed in the statement of the participants. In cases like “*some students hold grudges against the teachers who visit them*” students who become more delinquent may prove to be a difficult task to the teachers, especially when the parents neglect the advises given in the home visits (Onder & Yilmaz, 2012).

Academic Marketers. It is seen by the teacher participants that to be able for education and all its programs to be fully operational, there must be a partnership between the school and the homes. As Pushor and Murphy (2004) claims that the term “partnership” as many schooling environments use it to define relationships between schools, families, and communities. Moreover, it

is questioned argued that parents may not be given a voice in their children's education as "many parents are positioned in marginalized ways in regard to their children's schooling" (p. 221). The term "partnership" implies a relationship based on equality but as Pushor and Murphy argue, since many parents may not have a voice, this relationship between the home and school may not be mutual due to the historical marginalization and oppression of certain cultural groups. The authors specifically examine issues affecting Indigenous parents and their perspectives. By sharing the teaching experiences of one of the authors, Pushor and Murphy demonstrate their view on what educators can do to encourage positive parental participation as they hope to make change in teachers' thinking and practice.

During the home visits, the roles that the teachers and parents play in the lives of the students. As Corter and Pelletier (2005) discuss family involvement in schooling by asking questions about what parents and teachers do. These questions attempt to push thinking towards successful parental involvement. They seek to discover and understand how families are involved and engaged in their children's schooling, and what occurs as a result. Thus through the home visits the side of the parents are heard.

There are substantial evidences to suggest that parents' involvement in the education of their children can make a significant difference in the educational attainment of those children (Makgopa & Mokhele, 2013). Although

there is a “lack of a uniform and accepted definition” of what parental involvement actually means, there appears to be some consensus in the literature on the conflation of activities that together represent effective parental involvement in their children’s schooling (Dor, 2012:921). Although there is a “lack of a uniform and accepted definition” (Dor, 2012:921) of what parental involvement actually means, there appears to be some consensus in the literature on the conflation of activities that together represent effective parental involvement in their children’s schooling.

Makgopa and Mokhele (2013:220) perceive parental involvement as “a combination of supporting student academic achievement and participating in school-initiated functions”. Mncube (2010:234) notes that the “concept entails awareness of, and achievement in, schoolwork, an understanding of the interaction between parenting skills and learner success in schooling, and a commitment to consistent communication with educators about learner progress”. Stetson et.al (2012) pointed out that home visits are effective way of establishing good family and school relations as they offer valuable opportunities for both parents and teachers to get closer in dealing with the child’s academic and other learning needs and/or difficulties. According to their respondents, “through a home visit, the student was able to relate to the teacher problems which she would not have been comfortable with divulging to anyone else. Through home visits, teachers can establish a deeper understanding and healthy relationship not only with the parents of the child, but also with every

member of a particular family.” Lastly, the benefits of home visiting could be as rewarding to the teacher’s experience as the formal training he or she has received (Avellar & Supplee, 2013).

Multitasking Wanderers. The discussion with the participant reached to the idea that teachers have to multitask to be able to conduct the home visits. More than the teachers schedule, these meetings would also conflict to that of the work schedule of the parents. Stetson et al. (2012) discussed that the minor challenge for several teachers was scheduling issues. They added that “parents would agree to a date and time and then want to reschedule, several times in some cases. Some parents tried to cancel or meet at the school and the teachers had to work hard to persuade parents of the importance of visiting and meeting in the home. A few teachers worried that their visit might intimidate parents, or they felt they might be intruding too much. Two teachers stated that they were concerned that parents might feel embarrassed or ashamed about the conditions of the home or neighborhood”. Stetson et al. (2012) additionally found out in their study that the biggest challenge for the majority of teachers was a fear of the unknown; an unfriendly neighborhood, being out of their element, or possibly putting themselves in an unsafe situation. They reported that all teachers in the study completed one home visit, and most seemed to work through their initial anxiety. Dismantling fear and suspicion is a critical part of establishing sincere relationships based on mutual understanding and aspiration (Lopez, 2001; Lopez et al., 2001). Teachers should be mentally and

physically prepared to conduct the home visitation as it consumes a lot of energy and time in locating the correct address of their students. Moreover, Stetson et al. (2012) also stated in their report that the teachers felt uneasy and even intimidated by the thought of going into neighborhoods completely unfamiliar to them. the vast majority of teachers admitted they just did not feel comfortable, or in some situations or neighborhoods, even safe.

Teachers and parents do not have the luxury of time for home visits thus it is challenging to find time between two parties knowing that home visits are usually done outside the working hours. Teacher mostly spend this on the weekends or when they found an appropriate schedule for the home visit (Filene, et al, 2013). Wessels (2013) suggested to appointments in advance and follow up with reminders with culturally diverse families. Teachers should try to schedule visits when key family members (primary caregivers) will be home. It sends an important message of respect to arrive on time. Finally, teachers should expect the unexpected like cancellations, unfamiliar situations and surroundings, sharing of emotional and troubling information (Kyle & McIntyre, 2000). There have been suggestions culled from the conducting of home visits with culturally and linguistically diverse families: A teacher may offer an interpreter service if needed. Teachers should not make quick judgments about the home environment. It should be in mind that every household has its own cultural values and beliefs. Finally, teachers conducting home visits, must

remember that parents and family members are experts about their children, so observe, listen and learn (Wessels, 2013).

Sacrifice and Security. The call to conduct the home visits call for the teachers to prioritize their own safety in the conduct the of home visits. Department of Defense Education Activity Home Visit Resource (2017) suggests several points in home visits. It was suggested that teachers must plan their route to include addresses and maps, along with the first and last names of the parents and the child. Further, clustering visits to minimize travel time. Meaning those students whose residence are located near each other will be visited at the same day.

Teachers should also take security measures in doing home visits. Share the schedule and route for the day with the office and the principal was suggested by Department of Defense Education Activity Home Visit Resource (2017) Going alone is a bad idea. Taking a peer with the teacher will be beneficial.

Renewed Vision. Home visitation has provided new avenues for teachers to grow in their teaching career. It has opened new possibilities for teachers to get to know their students in terms of social and non-academic relation. This minimize the gap between the barrier between the students and their teachers as well as the community. Moreover, Nagar (2012) found out that teachers who performed home visitation reported higher satisfaction in their job. Evidently in the result, *“I am in favor of the intervention because you see this is the way the teachers see the another perspective that will explain the behavior of the student.” (IDI04)* clearly shows that teachers who performed home

visitation have a cleared view of their profession. Stetson et al. (2012) found out that majority of the teachers during home visit had an extremely positive to moderately positive effect on their relationship with their students, and only seven felt the experience had minimal or no positive effect. Students who were visited in their home showed positive signs after the home visits. Getting to understand the background of the student helps teachers become receptive and affectionate towards the students, proving that home visits can increase the morale of the teacher and the learner (Hobson & Morrison-Saunders, 2013). This is clear as it says that *“if the student feels that the teachers shows concern their morale is somehow uplifted. (FGD03)”*. Additionally, Stetson et al. (2012) discussed that “no teachers felt that the home visit experience resulted in a negative change in their relationship with students, even the teacher whose student was required to transfer schools”. They added that, teachers provided great insights about how their home visit changed their thinking, attitudes, and future commitments.

Implication for Practice

The current research provided insights coming from the participants and informants on the experiences, coping strategies and insights of teachers conducting home visits. The results of the study imply a call for a concrete school-based plan and protocol on the conduct of such intervention. As promulgated in the DepEd mission to protect and promote the right of every Filipino, practices that would keep the learners inside the classrooms must be strengthened and supported. Thus, a climate of acceptance to each and every

learner should be promoted. Through professing policies and their strong and rigid implementation on it, agencies concerned, administration, teachers, and subordinates have the strong force to craft and build a safe, conducive, and a factory of competent inclusive educational institution.

As teachers exposed their experiences and ordeals in the conduct of the intervention, such as being communicators to the parents more often than not of unpleasant news. They also bring to the communities the programs and project of the school to the point of juggling other tasks. Issues on security and safety of teachers, it calls for strict protocol adherence. Thus professing policies and their strong and rigid implementation on it, agencies concerned, administration, teachers, and subordinates have the strong force to craft and build a competent inclusive educational institution.

As to prioritizing safety as coping strategy, a concrete protocol and strict adherence to such must be observed. This could be included in teacher orientations and meetings. A definite buddy system could be established to facilitate the actual conducts of the visits.

Moreover, results of this qualitative investigation on the coping mechanisms and insights of secondary school teachers imply that teachers still are willing to undergo with the intervention. However, it calls to fiscal support from the administrations. However, the need to track and monitor the teachers conducting home visits must also be done. Further studies on feasibility of allotting budget to the intervention could also be done.

Another implication is that to be engaged conducting home visits is proper trainings, seminars, workshops and other programs are recommended; for these are needed by these teachers to enhance their knowledge and skills

Implication for Further Research

The study focused only on the experiences, coping mechanisms and insights of the seven participants of the In-depth interview and seven participants of the focus group discussion which could not be generalized to all teachers in school of other locale.

Further research may be done in other locale or districts with other set of informants to find out if they shared the same accounts of live experiences. In addition, a study on successful and committed teachers who are conducting home visits to inspire other teachers. Further research may be conducted also to monitor the participants if they are still conducting other home visits and relate it to class attendance and other scholastic indicators.

Also, future research maybe conducted to further investigate the active involvement of the respondents in the field; and further research maybe done to re-interview the respondents in the study to know whether their feelings, perceptions and experiences have changed over a period of time.

In as much as this study was particularly conducted to the public high school mentors in Davao del Norte division, future research could be done to investigate the same phenomenon among mentors in the private institutions; and the same incident in other case. With the collated data from the key informants, the Davao del Norte division can use this as their basis to improve its battle to academic excellence.

Concluding Remarks

At the commence of this study, I was hesitant and was doubtful my ability to finish this qualitative inquiry successfully as this study embarked on the period of my life where I am juggling multiple roles in my life. I was a teacher, a student, a daughter, a mother, a child, a parent. However, through the words of inspiration from my mentor, adviser, critiques pushed and prodded me to go on with the study.

As a secondary school teacher conducting home visits, I feel that this endeavor would be enveloped in a career and self-defining task. It will allow you to determine the career image as learning provider to students. Exposes and develops my flexibility as an individual.

At the end, I chose to have this qualitative kind of research. I realized that utilizing this kind of approach is going to be worthy and noble quest which provides meaningful insights and learning outside your comfort zone. It is even more rewarding to fulfill scholastic task that is hardly earned and rarely tried by many.

In addition, the outcomes of the study revealed that teachers conduct home visits out of being a teacher as a vocation. Proof of which is the willingness of the teachers to conduct the intervention away from the comforts of the classrooms to trudge dusty roads under the heat of the sun. This, I see as a blessing having participants who are willing to visit students at risk of dropping out.

The study encourages the Department of Education- Davao del Norte division to help teachers conducting home visits become brave in facing the

phenomenon, by designing programs for those teachers to address the needs and problems. Thus, the department is much encouraged to do checking on the teaching staff in every school if the home visits are conducted.

What was solidified in me as I conducted this study is that we teachers are learners still. That more than a reference number, a name entry in a record, there is more to every child who comes inside the classroom. Facets that needs to be discovered, experiences that needs to be acknowledged and emotions that ought to be heard. We as teachers must come to realize that every child is indeed unique in his own right. My passion to educate was rekindled by the group of teachers whom I talked with who initially started the conversation with clamors and woes and yet at the end of it all, still they look for that one little child who misses school, that kid who used to excel but suddenly lags behind. And these actions are done not because they are compensated for it but out of the genuine care for every child.

Recommendations

Home visitation by teachers is a program that has proven to be highly effective for students who require additional support for their academic progress. When teachers visit students at their homes, they can better understand their family dynamics and home environment. With this, the following are the recommendations drawn from the results:

First, schools and higher education officials should collaborate in conducting free seminars and training for teachers to become more effective and better home visitors. Since teachers play a vital role in the success of this program, it is imperative that teachers should be equipped with the necessary knowledge, skills, and attitudes in the conduct of the said interventions.

Second, teachers should be provided with the appropriate security assistance when conducting home visits. Concerned officials should provide teachers with at least one or two local residents who are very familiar with the place. With this, the vulnerability of teachers to any form of danger will be lessened.

Third, schools should strengthen the Parent-Teacher Association (PTA). By heightening this program, PTA will become an avenue to persuade parents of the importance of conducting home visit interventions. As this study revealed, few teachers worried that their visit might intimidate parents, or they felt they might be intruding too much. With this, providing complete awareness to both the teachers and parents will somehow lessen the fear and misconceptions about home visitations.

Fourth, teachers and schools should plan properly the schedules by providing routes to be visited first. This will give both teachers and parents convenience when visits are clustered and the first and last names of the parents and the child are stated. Students whose residence is near each other will be visited on the same day. With this, teachers can minimize travel time as well as parents will be informed in advance and can adjust their time.

Fifth, concerned teachers should be assisted by his or her peers. Meaning to say, there should be a buddy system in conducting home visit interventions. Since this program has provided new avenues for teachers to grow in their teaching career, it is vital to engage teachers in this kind of activity in order to open new possibilities for getting to know their students in terms of social and non-academic relations. This minimizes the gap between the barrier between the students and their teachers as well as the community.

Sixth, lawmakers should forge a policy where teachers involved in the home visit interventions will receive fiscal support. Since it is known that this program greatly contributes to the academic and social relations of the persons involved, it is highly suggested that teachers should be given appropriate and fair allowances which will serve as additional compensation for rendering their efforts and sacrifices for the success of home visitations which is mostly conducted beyond their working hours in addition to possible dangers.

Dissemination of Advocacy Plan

This research sheds light on the experiences of teachers on home visit interventions. The table shows the plan for dissemination and utilization of the research results.

Tools	A. Academic Community <ul style="list-style-type: none"> • Presentation in Learning Action Cell sessions • Presentations at research conferences • Publication in peer-reviewed journals • Utilization of the research results through seminar-workshops B. Policy Makers <ul style="list-style-type: none"> • Project presentations based on research recommendations C. Parents and Students <ul style="list-style-type: none"> • Conducting presentations during Parent-Teacher Association meetings • Providing leaflets to parents and students
Audience	A. Academic Community: Students, Teachers, and Principals B. Policy Makers: Division, Regional, and National Personnel C. Parents
Assessment Method	A. Number of LAC sessions initiated B. Number of presentations in research conferences C. Number of publications and their citations D. Number of attendees and feedback collected E. Minutes in conferences, meetings and sessions
Facilities/Equipment	Laptop, LCD projector, internet connections, printer, sound system

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