

Parents' Satisfaction with Home Visiting Programs and Students' Academic Performance: Basis for Intervention Design

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ABSTRACT

This action research aimed to examine parents' satisfaction with the Home Visiting Program and its relationship with the academic performance of Grade 7 students with frequent absences. The study used a quantitative-descriptive research approach with a correlational design. Data were gathered through a parent satisfaction survey and students' academic records. The participants were 30 Grade 7 students and their parents, with students having incurred more than 10 days of absence within a quarter. The study focused on the parents' experiences and perceptions of the home visiting program and the students' academic performance during the implementation period. The findings revealed that parents had a **very high level of satisfaction** with the Home Visiting Program, with an overall mean of **4.32**. Despite this positive response, the students' academic performance was **below average**, with a mean grade of **77.57**. The results also revealed a **significant relationship** between parents' satisfaction with the Home Visiting Program and the students' academic performance. These findings suggest that strengthening communication and collaboration among the school, parents, teachers, and students is important in addressing frequent absenteeism and its possible effects on learning. Based on the findings, a strengthened Home Visiting and Attendance Support Program is recommended. The program should include regular monitoring of attendance and academic performance, follow-up home visits, parent-teacher communication, guidance support, and appropriate academic interventions for frequently absent students. The active participation of parents and students should also be encouraged. School administrators are encouraged to provide the necessary support and resources for program implementation. Further studies may be conducted to assess the long-term effectiveness of the intervention in improving attendance and academic performance.

Keywords: Home Visiting Programs; Intervention Design; Parents' Satisfaction; Students' Academic Performance

Context and Rationale

Home visiting (HV) programs are designed to support families who need additional assistance, particularly those with children who experience academic and attendance difficulties. By bringing services directly to the family's home, teachers and school personnel can better understand students' circumstances and provide support suited to their needs. The home setting may also make parents and children feel more comfortable and encourage their participation in educational interventions (Zercher and Spiker 2004, 1; Gomby 2005, 9).

Although home visiting programs may encounter challenges, such as families' hesitation to participate and difficulties in maintaining regular visits, they can be effective when they are responsive to the needs and circumstances of the families served. Regular monitoring and evaluation are important in ensuring that the program is implemented consistently and improved when necessary (Zercher and Spiker 2004, 5–6).

Home visitation can also strengthen communication and collaboration between teachers and parents. Ramsay (2010) emphasized the importance of teachers reflecting on their practices and finding ways to better respond to students' needs. Similarly, home visits provide teachers with opportunities to understand students' abilities, behaviors, and learning conditions beyond the classroom. These observations may help teachers develop

appropriate teaching strategies and interventions (Griffin and Steen 2010, 218–226). In addition, home visits can encourage parental involvement and strengthen school-family relationships, which are important in supporting students' educational development (Broussard 2003, 211–222).

In Sinunuc National High School, absenteeism and tardiness have become concerns affecting the academic performance of some students. Some learners stopped attending classes after the second quarter, while others attended only during examinations. There were also students who attended regularly for only a short period after enrollment and then stopped coming to school. Frequent absences may limit students' opportunities to participate in lessons, complete learning activities, and achieve expected learning outcomes.

These circumstances prompted the researcher to explore home visitation as a practical intervention for addressing absenteeism and improving student learning. Through direct communication with parents, teachers can identify possible reasons for students' absences, provide appropriate academic support, and encourage parents to participate actively in addressing their children's attendance and learning needs. Thus, this study was undertaken to determine the effectiveness of the Home Visiting Program in addressing student absenteeism and improving students' learning outcomes.

Action Research Questions

This study aimed to determine the level of parents' satisfaction with visiting programs and the students' academic performance, and also to find an effective academic intervention design for the students.

Specifically, this study sought to answer the following problems:

1. What is the level of parents' satisfaction with home visiting programs for their children?
2. What is the academic performance of the students?
3. Is there a significant relationship between the parents' satisfaction level with home visiting programs and the students' academic performance?
4. What intervention can be designed to improve the students' attendance to the class?

RESEARCH METHODS

Research Design

In this study, the researcher **utilized a quantitative-descriptive research method involving a correlational design** to describe the parents' satisfaction with the Home Visiting Program and the students' academic performance. The study specifically employed a survey strategy and document review. Descriptive research is a method that describes and interprets "what is" in a particular setting. It focuses on determining the existing conditions or characteristics of a research subject (Sevilla 1993, as cited in Alicay 2014). De Belen (2015) also defined descriptive research as a method that describes the existing status or condition of a subject and seeks to explain "what is."

According to Aliaga and Gunderson (2002), correlation between two variables refers to the relationship between events or objects. In this study, a correlational design was used to determine the relationship between parents' satisfaction with the Home Visiting Program and students' academic performance.

Participants and Sampling Design and

The respondents of the study **were thirty (30) Grade 7 students and their parents** from Sinunuc National High School. The students had incurred more than ten (10) days of absence within a quarter during School Year 2018–2019. A **total enumeration sampling technique** was employed, wherein all students who met the identified criteria and their parents were included as respondents.

Instrument

Two major sources of data were utilized in the study: **the survey questionnaire and students' attendance and academic records**. The attendance records were obtained from School Form 2, while the students' general average grades were obtained from the appropriate school records. The survey instrument consisted of three parts. **Part I** contained information taken from the students' attendance records in School Form 2 and their general average grades for School Year 2018–2019.

Part II measured parents' satisfaction with the Home Visiting Program and was adapted from Finello's (2016) *Home Visiting Parent Satisfaction Survey*. The questionnaire used a five-point Likert scale with the following descriptions: **5 – Strongly Agree, 4 – Agree, 3 – Neutral, 2 – Disagree, and 1 – Strongly Disagree**.

The adapted questionnaire was presented to the school principal for comments and suggestions. Since the instrument was adapted from an existing survey, it was treated as a standardized instrument; however, the researcher incorporated the recommendations provided by the school principal. The students' attendance records and School Form 2 were obtained from the advisers of the concerned students. These records were official school documents regularly used by DepEd teachers.

Before data collection, the researcher prepared the research proposal and submitted it to the school principal for review. The comments and suggestions of the principal were incorporated into the final research proposal. Data gathering was conducted after the proposal was approved. The researcher explained the purpose of the study to the participants and administered the survey questionnaires to the parents. After the questionnaires were retrieved, the researcher conducted the tallying, tabulation, analysis, and interpretation of the data using appropriate statistical tools.

In compliance with research ethics protocols, the researcher **obtained informed consent from the participants** before data collection. The consent process informed the participants about the purpose of the study, their voluntary participation, their right to disclose or withhold information, and their right to withdraw from the study at any time without penalty. The participants were also informed of their right to know the results of the study, the possible benefits of their participation, and the measures taken to protect the confidentiality of the information they provided and the anonymity of their identities.

Plan for Data Analysis

The following statistical tools were employed to analyze and interpret the data and to support the findings and conclusions of the study:

Weighted Mean. The weighted mean was used to determine the level of parents' satisfaction with the Home Visiting Program based on their responses to the survey questionnaire.

Arithmetic Mean. This was used to determine the academic performance of the students.

Linear Regression Analysis. Linear regression analysis was employed to determine whether a significant relationship existed between parents' satisfaction with the Home Visiting Program and the students' academic performance.

RESULTS AND DISCUSSION

The level of parents' satisfaction with home visiting programs for their children.

Table 1. Level of Parents' Satisfaction with Home Visiting Programs for their Children

Statement	Mean	Verbal description
1. My home visitor is on time and always prepared to visit with me,	4.43	Very high level
2. My home visitor is reliable and keeps appointments.	3.97	High level
3. My home visitor shares knowledge effectively.	4.47	Very high level
4. My home visitor is responsive to my family needs and culture.	4.53	Very high level
5. I feel that my home visitor accepts me.	4.37	Very high level
6. The home visitor encourages me to ask questions.	4.20	High level
7. I feel a lot of trust in my home visitor.	4.27	High level
8. My home visitor carefully listens to and answers my questions.	4.40	Very high level
9. My home visitor tries to understand how I see things before suggesting a new way to do things.	4.40	Very high level
10. My home visitor understands me and respects my choices.	4.43	Very high level
11. My home visitor helps me learn about community resources.	4.33	Very high level
12. I am satisfied with how the home visitor helps me understand my baby's development and parenting.	4.07	High level
13. I am satisfied with how my home visitor helps me make plans for achieving my goals.	4.23	High level
14. I am satisfied with how my home visitor helps me make plans for achieving my goal.	4.23	High level
15. My home visitor motivates me to keep me, my baby and my family safe.	4.47	Very high level
Overall mean	4.32	Very high level

Legend:– 1.7 =Very low level 1.8 – 2.5 = Low level 2.6 – 3.3 = Average level 3.4 – 4.2 = High level 4.3 – 5.0 = Very high level

Table 2 presents the parents' level of satisfaction with the Home Visiting Program. The overall mean of 4.32 indicates a very high level of satisfaction. This finding suggests that parents generally appreciated the program and recognized the efforts of teachers in providing support to their children and families.

Among the indicators, Indicator 4, "My home visitor is responsive to my family needs and culture," obtained the highest mean of 4.53, interpreted as a very high level. This suggests that parents valued teachers who listened to their concerns and considered their family circumstances when providing assistance. Indicators 3, "My home visitor shares knowledge effectively," and 15, "My home visitor motivates me to keep me, my baby and my family safe," both obtained a mean of 4.47, also interpreted as a very high level. These findings indicate that parents appreciated the teachers' ability to communicate information clearly and provide encouragement and support.

Meanwhile, Indicator 7, "I feel a lot of trust in my home visitor," obtained a mean of 4.27, while Indicators 13, "I am satisfied with how my home visitor helps me make plans for achieving my goals," and 2, "My home visitor is reliable and keeps appointments," obtained the lowest mean of 3.97. Although these indicators received comparatively lower ratings, they were still interpreted as high levels of satisfaction. This means that parents generally trusted and valued the home visitors, although consistency in appointments and assistance in planning goals could still be improved.

Overall, the findings show that parents were highly satisfied with the Home Visiting Program. Their satisfaction may be attributed to the teachers' willingness to give time and effort, communicate with parents, understand students' situations, and provide support for attendance and academic concerns. This finding is consistent with Jaminal (2025), who reported that teacher home visitation strengthened teacher-parent partnerships and helped parents develop confidence, motivation, understanding, and willingness to support their children's education.

Similarly, Malayan and Seras (2021) found that teachers who conducted home visits were able to monitor students' performance and establish stronger relationships with parents. These findings support the present result that home visitation can strengthen communication and cooperation between teachers and families.

The findings are further supported by McKie, Terziev, and Gill (2021), who examined structured teacher home visits in the District of Columbia Public Schools. Their study found that home visits slightly improved student attendance and reduced the likelihood of disciplinary incidents. Likewise, Lahti et al. (2019) found that participation in the Parents as Teachers home-visiting program was associated with improved reading and mathematics achievement, lower absenteeism, fewer school suspensions, and improved parenting skills. These supporting studies strengthen the present finding that home visitation can provide an important avenue for building trust, improving parent-teacher communication, and providing support to students experiencing attendance and learning difficulties. Thus, the very high satisfaction rating of 4.32 indicates that parents viewed the Home Visiting Program positively. However, the relatively lower ratings for reliability and assistance in goal-setting suggest areas that may be strengthened to make future home visits more consistent, responsive, and purposeful.

The Academic Performance of the Students

Table 2. Academic Performance of the Students

Variable	Equivalent	Description
Academic Performance	77.57	Below average

Table 2 shows that the Grade 7 students obtained an overall mean academic performance of 77.57, which was verbally interpreted as below average. This finding indicates that the students experienced difficulty meeting the expected academic standards during School Year 2018–2019. The result may be associated with their frequent absences, as all participants had incurred more than ten days of absence during the quarter. Frequent absence may have limited their opportunities to attend lessons, participate in classroom activities, complete learning tasks, and receive immediate assistance from their teachers. As a result, missed instructional time may have contributed to gaps in their understanding and difficulty keeping up with their classmates.

The finding is consistent with studies emphasizing the importance of strengthening connections among teachers, students, and parents in supporting academic success. Meyer and Mann (2006) reported that teacher home visits were perceived by teachers, students, and parents as an important factor in supporting students' classroom success. In their study involving 26 elementary teachers, 73 percent of the teachers reported that their students appeared better prepared for class after teacher home visits. Similarly, Stetson et al. (2012) found that 78 percent of teachers surveyed perceived teacher home visits as having an extremely positive effect on students' schoolwork. These findings suggest that when teachers establish direct communication with families and gain a better understanding of students' situations, they may be better able to provide appropriate academic support and encourage students to become more engaged in learning.

Further support comes from Sheldon and Jung (2015), whose evaluation of the Home Works! program in St. Louis found differences in standardized test performance among students who received home visits. Students who received one home visit scored approximately 5 percent higher, while those who received two home visits scored approximately 7 percent higher than students who did not receive a home visit. Taken together, these studies indicate that home visitation can strengthen teacher-family relationships and provide opportunities to

address academic and attendance concerns. In the context of the present study, the 77.57 mean score highlights the need for continued intervention among frequently absent students. Home visitation may therefore serve as a practical strategy for communicating with parents, identifying factors contributing to absenteeism, and providing appropriate academic support to help students improve their attendance and learning performance..

Testing the significant relationship between the parents' satisfaction level with home visiting programs and the students' academic performance.

Table 3. Significant Relationship Between the Parents' Satisfaction Level with Home Visiting Programs and the Students' Academic Performance

X - Variable	Y – Variable	R – value	p-value	Interpretation
parents' satisfaction level	students' academic performance	0.458	0.011*	Significant/Correlated

* Significant level at @ = 0.05

Table 3 shows the Linear Regression Analysis (Pearson – r) on the significant relationship between the parents' satisfaction level on home visiting programs and the students' academic performance. As shown in Table 3, the coefficient r (r- value = 0.458) suggests that the positive correlation exists between the parents' satisfaction level on home visiting programs and the students' academic performance. According to Rumsey (2016) the correlation coefficient *r* measures the strength and direction of a linear relationship between two variables and if the value of *r* is between 0.001 to +1, it is considered to be (positive) linear relationship.

The R-value = 0.458 with the 0.011 less than the alpha level (p -value < 0.05) suggests that there is a significant relationship between the parents' satisfaction level on home visiting programs and the students' academic performance.hence the posited null hypothesis is rejected. It is confirmed that the significant exists. The higher the satisfaction level of the parents on home visiting programs, the higher the academic performance of their students.

Analysis suggests that 29% of the students had acquired absences during the period of one (1) quarter. Upon home visiting programs which were conducted by the teachers particularly the homeroom advisers, it was found out that most of the parents were satisfied with the program. In fact, they have level of satisfaction in terms of home visiting program because they found comfort and satisfied because teachers or the advisers are taking care of their students. Parents are also satisfied with the program because they are no longer worried about the attendance of their children in school for they know that classroom advisers are responsible in molding their children. Parents will also monitor the and follow up the performance of their children.

In 2014-15, 340 teachers (who have undergone training) made 3,645 home visits. To gauge the visit's effectiveness, independent researchers examined that year's school records for about 3,000 students attending four school districts in and around the St. Louis region—a diverse pool of students in urban, sub - urban, and rural areas. The researchers compared students in the home works program—who are performing below grade level—to similar, matched samples of students who are not in the program. Students who received one home visit scored 5 percent higher on state standardized tests and were 13 percent less likely to miss two weeks or more of school compared to students receiving no visits. Students who received two home visits scored 7 percent higher on state tests, and were 25 percent less likely to be chronically absent, Will (2017).

Intervention that can be designed to improve the students' attendance to the class

Referring to Table 2 above, majority (83.33%) of the students had below average performance during the school year 2018-2019 because of their acquired absences during one (1) quarter. 30 students had acquired more than 10 absences per quarter. Moreover, referring to Table 1 above, parents' satisfaction level on the home visiting program, which was conducted annually by the teachers, had high level. Parents are willing to cooperate in

monitoring and guiding their students in their studies so that they will no longer be absent from the class. It is also noted in table 3 on the significant relationship between the parents' satisfaction level on home visiting programs and the students' academic performance. The higher the satisfaction level of the parents on home visiting programs, the higher the academic performance of their students. Hence, the intervention design in order to enhance the nutritional status of the students is hereby crafted:

Home Visiting Programs

Conducting a Quarterly Home Visiting Program,

Providing extracurricular activities for student's motivation

Rationale

Visiting the homes of children in our program helps to forge a strong partnership between parents and teachers, because parents often feel more relaxed and comfortable at home, as opposed to in a school.

Being culturally responsive when conducting home visits communicates respect while demonstrating genuine interest in families' rich heritages. Investigating how others have conducted home visits is important if you want to create a process that is doable, realistic, and beneficial to students and their families.

Home visits help to establish strong, positive communication between the teachers and the children's parents and guardians. They can also motivate parents to get involved or become more involved at their kids' schools and activities when a school administrator takes time out of their day to visit their homes, showing their concern for the children's well-being.

Many times when a teacher contacts a parent, it is regarding an issue with low grades or poor classroom behavior. Home visits give parents and teachers the opportunity to meet simply to talk and collaborate for the benefit of the child they both care about.

Home visiting programs promote positive parenting practices that help parents better prepare their children for school. Parents enrolled in home visiting programs are more likely to have a safe play environment at home, provide age-appropriate books, and engage children in structured teaching activities. Home visiting programs have also demonstrated long-term, positive impacts on children's academic achievement.

Especially with low-performing students, parents and teachers can begin to blame each other for the failings of their children. Home visits help to put a human face to a name and turn finger pointing into teamwork and understanding. Children have reported feeling a sense of relief when their parents and teachers meet. Children take comfort in knowing that their teacher understands their home situation and in knowing that what they do in the classroom may have consequences at home. When parents are more familiar with their child's teacher, they are more likely to become involved with their child's learning and more involved in school activities and volunteering. In this way, a few well-placed home visits can enrich the entire school community.

Home Visiting Program aimed to:

1. establish and build rapport with families
2. interact with families "on their own turf"
3. orient parents to classroom routines and expectations
4. discuss child's current growth and development
5. update families on upcoming program activities

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, it was concluded that parents were highly satisfied with the Home Visiting Program. The parents generally appreciated the efforts of the teachers in reaching out to their families, understanding their concerns, and providing support to their children. The findings showed that home visitation provided an opportunity for teachers and parents to communicate more openly about students' attendance, learning needs, and academic concerns. This suggests that the program helped strengthen the relationship and cooperation between the school and the families.

It was also concluded that the academic performance of the Grade 7 students was below the expected level. The students included in the study were those who had experienced frequent absences, which may have limited their opportunities to attend lessons, participate in classroom activities, complete learning tasks, and receive immediate assistance from their teachers. Their academic performance indicates the need for continuous monitoring, timely intervention, and appropriate academic support, particularly for students who frequently miss classes.

Furthermore, the study established a significant positive relationship between parents' satisfaction with the Home Visiting Program and the students' academic performance. This indicates that higher parental satisfaction with the home visiting program was associated with better academic performance among the students. However, this finding should be understood as a relationship between the variables and not as evidence that parental satisfaction directly caused improved academic performance.

Overall, the findings indicate that home visitation served as a meaningful avenue for strengthening communication and cooperation between teachers and parents. Through direct interaction with families, teachers were able to gain a better understanding of students' attendance and learning concerns and provide appropriate support. Continued implementation of the Home Visiting Program, together with regular attendance monitoring, parental involvement, guidance support, and academic interventions, may help address the needs of students experiencing attendance and learning difficulties.

The findings recommend that the school should continue to strengthen the Home Visiting Program through the active cooperation of the School Principal, teachers, Guidance Counselor, parents, and students. The School Principal should provide administrative support, necessary resources, and appropriate funding for the implementation of home visits and encourage regular communication with parents through parent-teacher meetings. Teachers should consistently monitor students' attendance and academic performance, identify students with frequent absences, conduct home visits when necessary, and provide appropriate academic interventions and follow-up support.

The Guidance Counselor should coordinate with teachers in implementing the Home Visiting Program and provide counseling and appropriate interventions to students experiencing attendance and learning difficulties. Parents should cooperate with teachers and the school by monitoring their children's attendance and academic progress, communicating concerns promptly, and providing encouragement and support at home. Students should take responsibility for their attendance and learning by attending classes regularly, participating actively in school activities, completing missed learning tasks, and seeking assistance when needed.

For future researchers, follow-up studies may be conducted using a larger number of participants, longer implementation periods, and other research designs to further examine the effectiveness of home visitation. Future studies may also consider other factors related to attendance and academic performance, including parental involvement, family support, learning motivation, and school-related factors. Overall, the continued implementation of the Home Visiting Program, supported by strong school-family collaboration, regular monitoring, and timely interventions, may help address students' attendance concerns and provide appropriate support for improving their academic performance.

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