

Implementation of home visitation for at-risk primary pupils

Ralyne Rema Jane D. Tallongon*

St. Louis College of Bulanao, Tabuk City, Kalinga, Philippines

ABSTRACT

This study looked into how home visits were put into place for at-risk primary school students at Babbanoy Elementary School in Babbanoy, Tanudan, Kalinga. Based on DepEd Memorandum No. 291, s. The 2008 research aimed to elucidate the academic and behavioral traits of at-risk students, examine the home visitation process regarding planning and preparation, conduct/execution, and subsequent monitoring and follow-up, identify challenges faced by educators and parents/guardians, and propose an improved home visitation program. Using a convergent parallel mixed-method design, the quantitative results showed that home visits were extremely well done with an overall weighted mean of 4.74, with a strong focus on planning and preparation, respectful participation, and regular monitoring and follow-up. Qualitative findings, on the other hand, showed that there were still problems, such as poor communication, time constraints, being careful when dealing with student complaints, and issues with sustainability related to teacher workload. There were some problems, but both teachers and parents agreed that the program was useful for building the connection between home and school, encouraging teamwork, and helping students progress academically and behaviorally. The analysis confirms that home visitation is a significant, policy-endorsed intervention that expands the teacher's responsibilities beyond the classroom and strengthens school-family collaborations. To make it even more effective, it is suggested that communication systems be improved, that people be more understanding when they talk to each other, and that there be enough resources to support the program. Based on these findings, an Enhanced Home Visitation Program was created to make organized practices more official, set clearer rules, and make sure the program lasts. This will help make education fairer and help at-risk primary school students grow in all areas.

Keywords: Home visitation program, at-risk primary pupils, school-family partnership, mixed-methods research, educational intervention.

Date Submitted: April 9, 2026

Date Accepted: April 15, 2026

Date Published: April 21, 2026

*Corresponding author/ Email: ralyneremajane.dao-ayan@deped.gov.ph
DOI: <http://doi.org/10.69651/PIJHSS05021001>

Recommended citation:

Tallongon, R. R. J. D. (2026). Implementation of home visitation for at-risk primary pupils. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (2), 1620-1631.
<http://doi.org/10.69651/PIJHSS05021001>

INTRODUCTION

Plutarch says, "Children are not vessels to be filled, but lamps to be lit." He also says, "When the heart is involved, learning happens." These two strong quotes remind us that education isn't just about giving information; it's also about inspiring, connecting, and caring for the whole child. This kind of thinking is very important for meeting the requirements of academically at-risk students in elementary schools, especially in remote areas like the Babbanoy and Tanudan.

The first few years of school are very important for setting up students' academic foundations, behavior, and attitudes toward school. At this point, students should learn basic reading, writing, math, and social skills that will have a big impact on their long-term academic success. However, other students are considered at-risk because they consistently do poorly in school, have trouble with their behavior, and don't go to school often. Research shows that these traits are often signs of students who are likely to fail in school and lose interest in it (Gubbels et al., 2019; Kadir, 2024).

Many primary school students who are at-risk come from homes where money is tight, parents don't have the time to watch them, and there aren't enough learning materials. These circumstances may adversely affect students' study habits, motivation, and conduct in the classroom. Studies demonstrate that students who don't have involved parents and weak ties between school and home are more likely to do poorly in school and miss class (Henderson & Mapp, 2002; Epstein, 2019).

Schools have always dealt with students' problems by using classroom-based methods like extra help and meetings between parents and teachers. However, data indicates that these tactics may be inadequate when fundamental obstacles arise from the family environment (Bronfenbrenner, 1979). Bronfenbrenner's Ecological Systems Theory underscores that children's development is shaped by several interacting systems, such as the family and school, hence emphasizing the necessity of enhancing the connection between different contexts.

Home visiting has become an important intervention since schools and homes need to work together more closely. Home visitation is educators visiting students' residences to engage directly with parents or guardians, assess the students' living conditions, and cooperatively devise solutions to enhance academic and behavioral development. Studies show that teacher-led home visits can boost attendance, cut down on bad conduct, and build trust between families and schools. However, the effect on academic performance may depend on how well the visits are carried out (Sheldon & Jung, 2018; Scher & Lauver, 2021).

In the Philippines, national education policy supports home visits in public schools. DepEd Memorandum No. 291, s. 2008 clearly states that home visits, counseling, and parent conferences are all valid teaching-related activities that instructors can do during their official working hours. The Department of Education (2008) says that this policy makes it clear that teachers' duties go beyond only teaching in the classroom. They also need to work directly with parents and communities to help students grow. The addendum to this letter further stresses that school-level ways of doing school-related activities outside of school should be created by working together with school leaders, teachers, parents, and students (DepEd, 2009).

Home visitation is a valid intervention that protects students' rights, dignity, and welfare while strengthening school-home partnerships. This is in line with DepEd Order No. 18, s. 2015 (School-Based Child Protection Policy), DepEd Order No. 40, s. 2012 (Child Protection Policy), DepEd Order No. 55, s. 2016 (National Drug Education Program Guidelines), and DepEd Order No. 35, s. 2016 (Learning Action Cell Guidelines). All of these policies say that home visits are not only a way to help students who are having trouble, but also an organized, policy-based way to help all students grow and learn.

Even though there is policy support, schools don't always do home visits, and when they do, it's frequently because of the situation. Research indicates that educators face obstacles including time limitations, substantial workloads, safety issues, and trouble in coordinating meetings with parents (Alonsagay & Tolentino, 2024). Parents, however, can have trouble with work responsibilities, not feeling confident about helping with education, and not having enough learning materials at home (Cervantes, 2025). These problems could make home visiting programs less successful and less likely to last.

In light of these conditions, it is essential to analyze home visitation not merely as an intervention but also as an implementation process. To improve practice, it is important to know the academic and behavioral traits of at-risk primary school students, keep track of how home visits are done, and look into the problems and difficulties that teachers and parents face. Insights derived from these domains can provide a foundation for enhancing school-home collaboration and ensuring that home visitation programs are attuned to genuine needs.

This study examines the implementation of home visiting for at-risk primary students at Babbanoy Elementary School in Babbanoy, Tanudan, Kalinga. It aims to delineate learner characteristics regarding academic achievement and conduct, investigate the home visitation process, and analyze the concerns and challenges faced by teachers and parents through qualitative research. The project seeks to create an Enhanced Home Visitation Program that follows DepEd policy, fills up the gaps in implementation that were found, and helps at-risk learners get better and longer-lasting help.

Statement of the Problem

This study aimed to investigate the implementation of home visitation for at-risk primary pupils, concentrating on learner characteristics, implementation processes, stakeholder challenges, and the development of an improved visitation program.

1. What are the characteristics of at-risk primary pupils in terms of academic performance and classroom behavior?
2. How is home visitation implemented for at-risk primary pupils in terms of planning and preparation, conduct of home visits, and monitoring and follow-up?
3. What issues and challenges are encountered by teachers and parents or guardians in the implementation of home visitation?
4. What enhanced home visitation program can be proposed based on the findings of the study?

METHODOLOGY

This study employed a convergent parallel mixed methods research design that integrated both quantitative and qualitative approaches to provide a comprehensive understanding of home visitation as an intervention for at-risk primary pupils. The quantitative component was utilized to determine the characteristics of academically and behaviorally at-risk pupils and to assess the implementation of home visitation in terms of planning and preparation, conduct of home visits, and monitoring and follow-up. These dimensions were measured using a structured questionnaire with a 5-point Likert scale, where teachers rated the extent of implementation from "Very Highly Implemented" to "Not Implemented." In addition, the school-based Academic Monitoring Checklist and Behavior Monitoring Checklist were administered to establish baseline data on pupils' performance and classroom behavior. Statistical analyses, particularly the computation of mean scores, were applied to evaluate the

level of implementation and to describe the academic and behavioral risks of the pupils. The qualitative component complemented the quantitative findings by exploring the issues and challenges encountered by teachers and parents or guardians during the implementation of home visitation. Data were gathered through structured questionnaires that allowed participants to share their experiences and difficulties related to planning and preparation, conduct of home visits, and monitoring and follow-up. Responses were written and subjected to thematic analysis to identify recurring patterns and insights. By combining quantitative measures of pupil outcomes with qualitative accounts of implementation challenges, the mixed methods design provided both breadth and depth in understanding the effectiveness of home visitation, ensured documentation of improvements in academic performance and classroom behavior, and captured the contextual realities that influence program sustainability, ultimately supporting the development of an Enhanced Home Visitation Program that is evidence-based, policy aligned, and responsive to the needs of learners, teachers, and parents.

The participants of the study consisted of three groups, namely at-risk primary pupils, teachers, and parents or guardians. The at-risk pupils were identified based on their academic performance, which included 13 pupils, and classroom behavior, which also included 13 pupils, using the school-based Academic Monitoring Checklist and Behavior Monitoring Checklist assessed by the teachers. These tools provided objective criteria for determining learners who required additional support. The Academic Performance Record Form and Classroom Behavior Record were used to collect quantitative data on pupils' academic achievement and classroom behavior, with data drawn from official school records, specifically the Academic Monitoring Checklist and Behavior Monitoring Checklist administered by the class adviser. These tools, aligned with the DepEd MATATAG competency-based monitoring framework, ensured accuracy and consistency of results. Teachers, totaling 6, were included as participants due to their direct role in planning, conducting, and monitoring the home visitation program, while 20 parents or guardians of the identified pupils were also involved because of their essential role in supporting the intervention and providing insights into the challenges and outcomes of home visitation.

The classroom academic performance of the thirteen identified at-risk pupils, as measured through the school-based academic checklist monitoring tool, revealed that all pupils obtained mean scores ranging from 2.16 to 2.48, which consistently fall under the category of High Academic Risk. The classroom behavior performance of the same thirteen pupils, as assessed through the school-based behavior checklist monitoring tool, showed that the majority of pupils, specifically 11 out of 13, obtained scores ranging from 2.12 to 2.36, which fall under the category of High Behavior Risk, indicating that most learners consistently demonstrate behavioral challenges that may hinder their academic progress and classroom adjustment. Meanwhile, two pupils recorded scores of 2.60, which places them in the Moderate Behavior Risk category, indicating relatively better behavior performance compared to their peers but still requiring close monitoring and support to prevent further decline.

The study utilized researcher-developed instruments in accordance with DepEd norms and standards to collect both quantitative and qualitative data. A standardized Home Visitation Implementation Checklist was created to assess the level of implementation across three dimensions, namely planning and preparation, conduct of home visits, and monitoring and follow-up. The instrument used a 5-point Likert scale, with 5 indicating Strongly Agree and 1 indicating Strongly Disagree, allowing teachers to evaluate procedures in a systematic manner. Mean scores were computed to determine the extent and quality of implementation, ensuring that the quantitative results reflected the consistency of home visitation practices. A semi-structured interview guide was also employed to obtain qualitative insights that complemented the quantitative data. Open-ended questions were designed to elicit participants' experiences, issues, and challenges encountered during the planning, implementation, and monitoring of

home visits, allowing flexibility while ensuring that all relevant topics were addressed. All instruments, including the MATATAG-aligned academic and behavioral checklists, were developed in accordance with DepEd Memorandum No. 291, s. 2008 and other DepEd Orders such as DO 18, s. 2015, DO 40, s. 2012, DO 55, s. 2016, and DO 35, s. 2016, ensuring adherence to national standards, protection of learners' rights and well-being, and promotion of school and home collaboration.

Ethical considerations were strictly observed throughout the study to safeguard the rights, welfare, and dignity of all participants, particularly the at-risk primary pupils. Prior to data collection, written permission was obtained from the school head to access records and implement the home visitation program in accordance with school policies. Informed consent was secured from teachers and parents or guardians, who were fully informed about the purpose of the study, the procedures involved, and the voluntary nature of their participation, including their right to withdraw at any time. Confidentiality and anonymity were maintained through the use of codes or pseudonyms, and all data were used solely for academic purposes. Special care was taken to ensure that no physical, emotional, or psychological harm was inflicted on the pupils, recognizing them as a vulnerable population, and all activities were conducted with utmost respect. The researcher upheld honesty and objectivity in data collection, analysis, and reporting to ensure accuracy, transparency, and proper acknowledgment of sources.

Data gathering procedures involved the systematic collection of both quantitative and qualitative information related to the home visitation program. The Academic Monitoring Checklist and Behavior Monitoring Checklist were administered to the class adviser to obtain academic and behavioral records of at-risk primary pupils. The Home Visitation Implementation Checklist was used to assess the extent of program implementation using a 5-point Likert scale that evaluated planning and preparation, conduct of home visits, and monitoring and follow-up. To complement these quantitative data, qualitative information was collected through semi-structured interviews with teachers and parents or guardians, focusing on their experiences, concerns, and challenges encountered during the implementation of home visitation. Prior to the administration of instruments, permission was obtained from the school principal, and responses were collected in a systematic manner to ensure accuracy, reliability, and adherence to ethical standards.

Data analysis involved both quantitative and qualitative techniques to provide a comprehensive interpretation of the findings. Mean scores were computed from the Academic Monitoring Checklist and Behavior Monitoring Checklist to determine the academic and behavioral risk levels of at-risk primary pupils. Similarly, mean and weighted mean values were calculated from the Home Visitation Implementation Checklist to evaluate the extent of implementation in terms of planning and preparation, conduct of home visits, and monitoring and follow-up. The Academic and Behavior Rating Scale used the following numerical equivalents: 4 for Consistently Observed, 3 for Sometimes Observed, 2 for Rarely Observed, and 1 for Not Observed. Academic risk levels were interpreted using the following mean ranges: 3.26-4.00 as Low Academic Risk, described as the pupil demonstrating mastery of foundational skills and meeting MATATAG learning expectations with minimal support; 2.51-3.25 as Moderate Academic Risk, described as the pupil showing some learning gaps and requiring periodic remediation and monitoring; 1.76-2.50 as High Academic Risk, described as the pupil exhibiting significant academic difficulties and requiring regular intervention and close supervision; and 1.00-1.75 as Very High Academic Risk, described as the pupil showing serious learning gaps in foundational literacy and numeracy and requiring intensive intervention including school home support. Behavior risk levels were interpreted using the following mean ranges: 3.26-4.00 as Low Behavior Risk, described as displaying appropriate

classroom behavior; 2.51-3.25 as Moderate Behavior Risk, described as some behavior concerns observed; 1.76-2.50 as High Behavior Risk, described as frequent inappropriate behaviors; and 1.00-1.75 as Very High Behavior Risk, described as serious behavior concerns requiring immediate intervention.

The Home Visitation Implementation Checklist, rated on a 5-point Likert scale, was analyzed using mean scores to describe the extent of implementation. The Likert scale descriptions were 5 for Very Highly Implemented, 4 for Highly Implemented, 3 for Moderately Implemented, 2 for Slightly Implemented, and 1 for Not Implemented. Mean score interpretation followed the guide where 4.21-5.00 indicated Very Highly Implemented with the symbol VHI, 3.41-4.20 indicated Highly Implemented with the symbol HI, 2.61-3.40 indicated Moderately Implemented with the symbol MI, 1.81-2.60 indicated Slightly Implemented with the symbol SI, and 1.00-1.80 indicated Not Implemented with the symbol NI. Qualitative data gathered from semi-structured interviews with teachers and parents or guardians were transcribed and subjected to thematic analysis, wherein responses were coded and categorized to identify recurring themes related to experiences, issues, and challenges encountered during the home visitation program.

The study utilized both quantitative and qualitative methodologies in analyzing the gathered data. Mean scores were calculated for academic achievement and classroom behavior to characterize the risk levels of at-risk primary pupils, while mean and weighted mean values were used to analyze the Home Visitation Implementation Checklist to determine the extent of implementation across planning and preparation, conduct of home visits, and monitoring and follow-up. Qualitative data gathered through interviews were subjected to thematic analysis to identify recurring issues and challenges. The formula used for computing the mean was $\bar{X} = \sum X/N$, where $\bar{X}$ represents the mean, $\sum X$ represents the sum of all scores, and N represents the number of observations. The weighted mean was computed using $WM = \sum (W \cdot X) / \sum W$, where WM represents the weighted mean, W represents the weight assigned to each item, and X represents the score or rating.

RESULTS AND DISCUSSION

The Results and Discussion present the findings of the study on the implementation of the home visitation program for at-risk primary pupils, integrating both quantitative and qualitative data to provide a comprehensive analysis grounded in the study objectives. The data were gathered from respondents involved in the home visitation process using a structured instrument that measured the level of implementation across planning and preparation, conduct of home visits, and monitoring and follow-up. The analysis employed mean and weighted mean computations with corresponding interpretations to determine the level of implementation. The discussion is anchored on the actual data obtained and interprets the findings in direct relation to the objectives of assessing the effectiveness and challenges of the home visitation program.

The level of implementation of home visitation in terms of planning and preparation yielded an average mean of 4.68, interpreted as Very Highly Implemented (VHI), indicating that preparatory processes are consistently and effectively executed. The highest mean scores were observed in coordination between teachers, parents or guardians, and the school, as well as in communicating the purpose and schedule of the home visit in advance, both obtaining a mean of 5.00 (VHI). These results demonstrate strong adherence to collaborative planning and clear communication practices, which are essential components of effective intervention programs. The identification of the child as needing academic or behavioral support prior to the visit obtained a mean of 4.75 (VHI), while the preparation and sharing of relevant learner information yielded a mean of 4.50 (VHI). Consideration of safety and child protection measures was also rated highly at 4.60 (VHI). These findings indicate that the planning phase

is systematic, structured, and aligned with policy expectations, particularly those outlined in DepEd Memorandum No. 291, s. 2008, which frames home visitation as a formal and professional responsibility. The consistently high ratings suggest that teachers and parents recognize the importance of preparation and collaboration, reinforcing the notion that effective interventions are grounded in shared responsibility between school and home contexts. This aligns with existing literature emphasizing that early planning and communication are critical determinants of successful school-family partnerships.

In terms of the conduct of home visits, the overall average mean was 4.90, interpreted as Very Highly Implemented (VHI), reflecting that the implementation during actual visits is performed with high levels of professionalism, respect, and sensitivity. The purpose of the home visit was clearly explained, with a mean of 5.00 (VHI), while discussions on the child's strengths and areas for improvement, provision of guidance and practical suggestions, and the upholding of the child's rights, dignity, and welfare all obtained means of 5.00 (VHI). Encouragement of open sharing of concerns yielded a mean of 4.90 (VHI), and the conduct of visits in a respectful and non-judgmental manner recorded a mean of 4.50 (VHI). These results indicate that home visits are conducted as collaborative and dialogic engagements rather than one-sided interventions. The slightly lower mean of 4.50 for respectful and non-judgmental conduct, while still categorized as Very Highly Implemented, reflects the inherent sensitivity involved in discussing learner weaknesses. Qualitative responses support this interpretation, as parents expressed feelings of discomfort when discussing their child's weaknesses, particularly when perceptions between home and school differ, while teachers acknowledged the difficulty of balancing empathy and honesty when addressing sensitive issues. This demonstrates that although respect is maintained, emotional dynamics influence the interaction, requiring teachers to employ nuanced communication strategies. These findings are consistent with Mapp and Henderson (2002), who emphasized that trust-building in school-family partnerships is strengthened through empathetic communication, particularly when addressing sensitive concerns.

The monitoring and follow-up component obtained an overall average mean of 4.64, interpreted as Very Highly Implemented (VHI), indicating that post-visit processes are generally sustained and implemented effectively. Parents reported being informed about the results and observations of the home visit with a mean of 5.00 (VHI), while the implementation of agreed interventions in school obtained a mean of 4.50 (VHI). Monitoring of the child's progress yielded a mean of 4.40 (VHI), and review of academic performance obtained a mean of 4.45 (VHI), while follow-up communication recorded a mean of 4.50 (VHI). The item "I was informed about the results and observations from the home visit" appeared twice, both with a mean of 5.00 (VHI), reinforcing the consistency of communication regarding outcomes. Despite the overall Very Highly Implemented rating, the relatively lower mean of 4.40 for regular monitoring of the child's progress indicates a comparative limitation in sustaining consistent follow-up practices. Qualitative findings reveal that parents desire more frequent updates, while teachers report that heavy workload constraints limit their capacity for detailed monitoring. This suggests that while systems for follow-up are in place, their consistency and depth are affected by time and resource limitations. The findings align with Alampay and Jocson (2011), who highlighted the importance of continuous parental engagement and communication in influencing learners' academic outcomes, and with Cagasan (2014), who emphasized that sustained follow-up is essential in maximizing the impact of home visitation programs.

The summary of the level of implementation revealed a weighted mean of 4.74, interpreted as Very Highly Implemented (VHI), with planning and preparation at 4.68 (VHI),

conduct of home visits at 4.90 (VHI), and monitoring and follow-up at 4.64 (VHI). These results indicate that the home visitation program is implemented effectively across all phases, with the conduct of visits emerging as the strongest component. The consistently high ratings across all dimensions confirm that home visitation is institutionalized as a structured and policy-aligned intervention. The slightly lower mean for monitoring and follow-up compared to planning and conduct suggests that sustainability mechanisms require further strengthening. Overall, the data demonstrate that home visitation functions as a comprehensive support system that integrates planning, execution, and follow-through, thereby enhancing collaboration between school and home and supporting the academic and behavioral development of at-risk pupils.

The integration of quantitative and qualitative findings provides deeper insight into specific challenges within the program. The item “All parties were informed that home visitation is part of the school’s intervention plan for learners requiring support” obtained the lowest mean in planning and preparation at 4.25 (VHI). Qualitative responses indicate that parents sometimes receive late notifications, resulting in feelings of unpreparedness, while teachers attribute delays to scheduling conflicts and coordination challenges. This reflects a communication gap and highlights the need for improved timeliness and consistency in informing stakeholders. Similarly, the item “The home visit was conducted in a respectful and non-judgmental manner,” with a mean of 4.50 (VHI), revealed emotional challenges in discussing learner weaknesses. Parents reported discomfort and embarrassment, particularly when discrepancies exist between home and school observations, while teachers acknowledged the difficulty of addressing sensitive issues without causing distress. This underscores the need for enhanced communication strategies that balance honesty with empathy. In monitoring and follow-up, the item “My child’s progress was regularly monitored after the home visit” obtained the lowest mean of 4.40 (VHI), with qualitative data indicating that parents desire more frequent updates, while teachers face workload constraints that limit detailed follow-up. This reflects challenges in sustaining consistent support and highlights the need for systematic monitoring mechanisms.

Overall qualitative responses further reinforce these findings, with parents expressing that communication often comes too late and updates are infrequent, while teachers emphasize the importance of home visitation in bridging school-home gaps but highlight the need for additional time and resources to sustain follow-up. These findings are consistent with Epstein (1995), who emphasized that effective school-family partnerships rely on timely communication and collaboration. The convergence of quantitative and qualitative data confirms that while the program is highly effective, specific areas such as communication timeliness, sensitivity in discussions, and sustainability of monitoring require targeted improvements.

In synthesis, the findings demonstrate that the home visitation program is implemented at a Very Highly Implemented (VHI) level across planning, conduct, and follow-up, with a weighted mean of 4.74, confirming its effectiveness as a structured intervention aligned with policy standards. The program successfully fosters collaboration, ensures respectful and child-centered engagement, and supports continuous monitoring of learner progress. However, the data also reveal critical areas for enhancement, particularly in ensuring timely communication, strengthening empathetic dialogue during sensitive discussions, and institutionalizing sustainable monitoring mechanisms despite workload constraints. These findings contribute to the broader understanding of school-home partnerships by demonstrating that while structured interventions such as home visitation are highly effective, their long-term impact depends on addressing operational and relational challenges. The results provide a strong empirical basis for the development of an enhanced home visitation program and logically lead to the

subsequent section, which presents programmatic improvements aimed at strengthening implementation, sustainability, and overall effectiveness.

CONCLUSION

The findings of the study demonstrate that home visitation for at-risk primary students constitutes a highly effective intervention when implemented across all phases of the process, including planning and preparation, execution of the visit, monitoring, and follow up. The overall weighted mean of 4.74 reflects a consistently high level of implementation, indicating that both teachers and parents engage in the program with diligence, respect, and sustained commitment. These outcomes align with the objectives of DepEd Memorandum No. 291, s. 2008, which institutionalizes home visitation as an integral component of educational practice, and underscore its critical role in strengthening communication between the school and the home. The results further reveal that teachers are able to systematically gather relevant student data prior to visits, accurately identify learners who require support, and collaborate effectively with parents and school authorities. During home visits, teachers demonstrate adherence to ethical and professional standards by safeguarding the rights and dignity of learners, actively listening to parental concerns, clearly explaining the purpose of the visit, and offering constructive guidance. Continuous monitoring and follow up mechanisms are likewise maintained to ensure that support extends beyond the initial interaction and contributes to sustained student development.

Despite these positive outcomes, the study also identifies several challenges that constrain the full optimization of the home visitation program. Communication gaps remain evident, particularly in ensuring that parents receive timely information prior to scheduled visits, resulting in instances of unpreparedness. The conduct of sensitive discussions during visits occasionally generates discomfort, requiring teachers to balance honesty with empathy when addressing student related concerns. Furthermore, while parents express a need for more frequent updates regarding student progress, teachers report difficulty in maintaining detailed follow up due to workload constraints. These findings highlight the necessity for more structured coordination systems, enhanced communication strategies grounded in empathy, and stronger institutional support to sustain the effectiveness of the program over time.

Taken together, the study affirms that home visitation is a potent, policy aligned intervention that bridges the gap between school and home, promotes collaborative engagement among stakeholders, and supports both the academic and behavioral development of at-risk primary students. The evidence reinforces the view that meaningful education extends beyond the classroom and requires active participation from families and communities. At the same time, the identified limitations point to the need for strategic improvements to ensure long term sustainability and impact. Strengthening communication systems through organized and multi-channel approaches will help ensure that parents are adequately informed and prepared for visits. Providing teachers with targeted professional development in empathetic and child centered communication will enhance the quality of interactions during visits. Establishing structured monitoring and reporting mechanisms integrated into school records will facilitate consistent follow up, while allocating sufficient time, resources, and logistical support will enable teachers to fulfill these responsibilities without compromising their instructional duties. In addition, fostering active parental participation in the process, including preparation for visits, open sharing of concerns, and collaboration in implementing agreed interventions, will further reinforce the partnership between home and school.

Ultimately, the study contributes to the broader discourse on educational equity by demonstrating that structured and coordinated home visitation programs can serve as a viable mechanism for addressing the needs of at-risk learners in a holistic manner. By institutionalizing systematic practices, enhancing communication, and ensuring adequate support for all stakeholders, schools can transform home visitation into a sustainable and impactful intervention that promotes inclusive education and nurtures the overall development of primary students.

REFERENCES

- Alonsagay, J., & Tolentino, R. (2024). Teachers lived experiences of home visitation in Philippine public schools: A phenomenological study.
- Bardinas, M. (2024). Pretest-posttest study on academic performance improvement through home visitation in Philippine public schools.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Buot, J. (2024). Challenges of home visitation during the new normal in education.
- Campbell, S., et al. (2023). Emotional and behavioral problems in early grade pupils: Preventive supports and outcomes. *Frontiers in Education*.
- Cervantes, L. (2025). Home visitation among Key Stage 1 learners in the Philippines.
- Cornett, J., et al. (2020). Parental barriers to school engagement and home visitation. *Journal of Family Engagement Studies*.
- Department of Education. (2008). DepEd memorandum no. 291, s. 2008. Department of Education.
- Department of Education. (2009). Addendum to DepEd memorandum no. 291, s. 2008. Department of Education.
- Epstein, J. L. (2019). *School, family, and community partnerships: Your handbook for action* (4th ed.). Corwin Press.
- Evidence for ESSA. (2021). Summary of structured teacher home visits in grades 1–5.
- Gubbels, J., et al. (2019). Meta-analytic review on school absenteeism and dropout. *Educational Research Review*, 27, 110–123.
- Harland, J., et al. (2024). Rapid literature review on primary pupils' risk status. UK Department for Education.
- Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Southwest Educational Development Laboratory.
- Institute for Public Policy Research. (2024). National report on school exclusions and suspensions.

- Jones, P., & Palikara, O. (2023). Parental engagement and primary pupils' academic achievement. *British Journal of Educational Psychology*, 93(2), 245–263.
- Kadir, M. (2024). Indicators of at-risk learners in Singapore. National Institute of Education Report.
- Kearney, C., et al. (2023). International review on school attendance problems. *Frontiers in Psychology*, 14, 112–129.
- Klein, A., et al. (2022). Socioeconomic risk factors and school engagement. *Journal of Child Development Studies*.
- Ma, X., et al. (2024). Parenting self-efficacy and home-school partnerships: A meta-analysis. *Educational Psychology Review*.
- Martínez-Yarza, A., Solabarrieta-Eizaguirre, M., & Sant Ibáñez-Gruber, J. (2024). Family involvement and social-emotional development. *Journal of School Psychology*, 92, 101–115.
- McMillan, J., & Reed, D. (1993). At-risk students and school outcomes. *Educational Research Quarterly*, 16(4), 21–32.
- Musengamana, J. (2023). Parental involvement and academic outcomes: A review. *International Journal of Education Studies*.
- Navalta, R., & Marquez, J. (2025). Home visitation and academic engagement among marginalized learners. *Philippine Journal of Education Research*.
- Nicolay, R., & Huber, S. (2023). Academic performance and classroom engagement in primary pupils. *Frontiers in Education*, 8, 112–125.
- Ochocki, J., Stalnecker, C., & Paschall, K. (2024). Home visitation in school social work practice. *Children & Schools*, 46(1), 15–28.
- Piamonte, R., & Ventura-Escote, M. (2023). Factors affecting elementary pupils' academic performance in the Philippines. *Philippine Educational Research Journal*.
- Sanders, M., & Epstein, J. L. (2019). School-family-community partnership research synthesis. *Review of Educational Research*, 89(3), 436–472.
- Saracostti, M., et al. (2024). Longitudinal study on school engagement profiles. *Frontiers in Education*, 9, 112–130.
- Scher, L., & Lauver, S. (2021). Evaluation of the Home Works! teacher home visit program. *Educational Evaluation and Policy Analysis*, 43(2), 245–263.
- Sheldon, S. B., & Jung, S. (2015). Parent-teacher home visits (PTHV) model evaluation. *Journal of School Community Partnerships*.
- Sheldon, S. B., & Jung, S. (2018). Teacher-led home visitation outcomes. *School Community Journal*, 28(1), 45–62.

- Sheldon, S. B., & Jung, S. (2021). Relationship-building home visits and outcomes. *Educational Leadership*, 78(3), 34–41.
- Tarraya, J. (2022). Policy analysis of teachers' workload implementation in Philippine public schools. *Philippine Journal of Policy Studies*.
- Teacher PH. (2026). Implementation guidelines for DepEd memorandum no. 291, s. 2008.
- Utah State Board of Education. (2020). At-risk student indicators and outcomes. Utah State Board of Education.
- Vance, L. (2024). School-family partnerships and home visitation policy review. *Journal of Educational Policy Studies*.
- Waxman, H., et al. (2018). Home visitation and student achievement outcomes. *Journal of Educational Research*, 111(2), 123–135.
- Wright, A., et al. (2018). Parental engagement barriers and ethical considerations in home visiting. *Family Studies Quarterly*.
- Yang, Y., et al. (2023). Systematic review of parental involvement and student engagement. *Educational Review*, 75(4), 512–530.
- Yetkin, A., et al. (2026). Teacher safety and workload challenges in home visitation. *International Journal of Teacher Education*.
- U.S. Department of Education. (2021). Evidence on home visitation and disciplinary outcomes. U.S. Department of Education.