
Original Paper

Home Visitation: A Strategy to Improve Students' Academic Performance and Encourage Parental Involvement in a school System at Gelephu Higher Secondary School (Day School)

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Abstract

Home visits have a large influence on the academic achievement of students and the relationship between teachers and students. The purpose of the study was to investigate the effectiveness of home visits on students' academic success and behavior in the classroom. This study investigated the parent involvement of the students who were visited by teachers compared to students who were not visited by teachers. An explanatory mixed research method was used to determine the influence of the home visits on the academic achievement and classroom behavior of students compared to students whose homes were not visited. The first phase of the study was a survey instrument to measure the perspectives of teachers regarding the academic success and behavior of students. The second phase of the study included interviews with teachers to investigate their perceptions of the home visits. This study used a sample of 15 volunteer-students from grade nine and their parents/guardians, 4 teachers teaching those students in Gelephu HSS. The results of the study indicate that home visits and family engagement have positive impacts on students' academic achievements and attitudes in school. Findings also state that home visit is an effective strategy to influence a child's perception on developing the quality student-teacher relationship and strengthen the relation between parent and teachers for encouraging child's academic performance.

Keywords: Home visits, Engagement, Academic Achievements, Attitude, Quality relationship.

1. Introduction

This study's purpose is to determine if a teacher home visit program implemented by Gelephu Higher Secondary School results in enhancing students' holistic performance (behaviour and academic), and parent involvement in school. Study findings could indicate positive behavioural, academic, and parent involvement outcomes.

Teachers and parents have been taking the partnership roles in the school system. However, there are events when the adopted roles lose its integrity, and a new phenomenon is thus developed. The cycle of blame is surfaced to this broken partnership. 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. Furthermore, parents are more likely to become involved. 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 enhance the level of volunteerism. In this way, a few well-placed home visits can enrich the entire school community. Yet another aspect of home visit is that meeting in a classroom can be intimidating while talking over the phone can be distancing and impersonal. By having a teacher travel to the student's house, parents may be more likely to voice their concerns, speak candidly, and let the teacher

into their lives. Many times, when a teacher contacts a parent, it is regarding an issue with low grades or poor classroom behaviour. 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. One of the biggest benefits of home visits is a better understanding of the child's environment and how that environment might impact the child's learning in the classroom. In addition, students realize that they have a network of support. It is indeed fascinating to learn that children have a sense of relief when their parents and teachers meet. And so to continue, 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.

Teacher home visit programs are used by many school systems as a way to build relationships with parents to increase in-school parent involvement and, in turn, increase student achievement. Current research findings support the continued use of teacher home visit programs as a tool to encourage students' academic success and parent involvement in the classroom, with many studies also noting teacher home visit programs' improvement of students' classroom behaviour (Lin & Bates, 2010; Meyer & Mann, 2006; Meyer, Mann, & Becker, 2011; Simington, 2003; Stetson, Stetson, Sinclair, & Nix, 2012). Many research studies have reported benefits for both students and parents when teacher home visit programs have been implemented, but fewer studies have specifically examined the impact that teacher home visit programs have on students' classroom behaviour, academic achievement, and parent involvement. In addition, much of the current research on teacher home visit programs has been qualitative, utilizing small sample sizes or focusing primarily on teachers' perceptions gathered through interviews and surveys. Research has shown that home visits have been proven to have affirmative impacts on the academic success and behaviour of students in the classroom. Home-visit programs are key tactics that have been used to improve parenting skills. This current research aims at establishing the effects of teacher home visits on student performance at school. The researchers compared the academic achievement of the students who were visited by teachers compared to students who were not visited by teachers. They also investigated the parent involvement of students who were visited by teachers compared to students who were not visited.

Teachers and parents have a big role to help students engage in a school learning environment. The researchers believed that it is very important to motivate students to learn and engage more in school activities. As observed, there are students who are not performing well in school and at the same time, show lack of interest, take an outside job to help support the family resulting in poor school attendance and low academic performance. These are some of the variables that made a child to be "academically at-risk". In every school, there are students that need intervention by the teachers in order to succeed within the school year.

Researchers have reported that parent-child interactions, specifically stimulating and responsive parenting practices, are important influences on a child's academic development (Christian, Morrison, & Bryant, 1998). Parent involvement has been found to be related to increased academic performance, the specific mechanisms through which parent involvement exerts its influence on a child's academic performance are not yet fully understood (Hill & Craft, 2003). Understanding these mechanisms would inform further research and policy initiatives and may lead to the development of more effective intervention programs designed to increase children's academic performance. In the current research, it was garnered that the majority of the parents motivate children in their academic quest. It was also discovered that parental involvement exists at home. Motivational kits by parents towards their children included disallowing their children from the daily household chores, lowering of television volumes, maintaining dim silence as much as possible, etc.

In view of the above considerations, Gelephu Higher Secondary School, under Gelephu Thromde Education first implemented its teacher home visit program during 2016 academic year as a program called "Know Your Child & Child Adoption". The teachers were asked to conduct home visits with all students; however, they scheduled visits on their own and chose which students they wanted to visit. Teachers visit students' homes in pairs. This program helped school management and individual teachers to understand students better in terms of home situations, parental support, common activities, etc. The program provided an avenue for necessary interventions to needy students.

Later it was realized that the same foundation of the teacher home visit program can be administered as

the school desires to increase student academic achievement, increase parent involvement, and motivate students to demonstrate more positive behaviour in the classroom. Although it is tedious and wearisome in conducting teacher home visits, the school system felt that building parent engagement in this manner was key to the continued success of their students. In fact, building relationships between school and home is the driving force behind the program, furthering the system's school-home engagement and support system. So, this study is conducted to determine the extent of influence of teachers' home visitation on the students' holistic performance (behaviour and academic), and parent involvement in school at Gelephu Higher Secondary School. Study findings could indicate positive behavioural, academic, and parent involvement outcomes.

1.1 Problem Statement

Gelephu Higher Secondary school is a day school. Students come from different places of different economic and social backgrounds. Often, these students tend to lose track of their schooling purpose and a reason for this could be due to the lack of parental guidance at home or their varied sway of influences to numerous factors, resulting consequently in the decline of their behaviour and academic performance. Several studies described the positive effects teacher home visit programs have on students' classroom behaviour, academic achievement, and parent involvement. But such empirical study has not been conducted and recorded in the peripheral schools to examine the effects of teacher home visits on all three factors. In addition, the findings from previous research are limited in their scope. The present study uses a mixed-method approach to provide a more comprehensive approach so there is need for empirical study to understand teacher home visit programs and their effects on students, classrooms, and parents especially in urban cum day-school where numerous problems related to academics and behaviour are least understood. So, parents' involvement therefore to address and curb such problems is seemingly necessary. It is also significant that the teachers develop empathy and thus adopt the so-called 'home visitation' as a strategy to enhance students' holistic performance (behaviour and academics), and parent involvement in school. This study finding will provide a more comprehensive picture of the effects that teacher home visit programs have on students' classroom behaviour, academic achievement, parent involvement, and student attitude and motivation.

1.2 Situational Analysis

Gelephu Higher Secondary school is a day school. Students come from different places of different economic and social backgrounds. Often, these students tend to lose track of their schooling purpose and a reason for this could be due to the lack of parental guidance at home or their varied sway of influences to numerous factors, resulting consequently in the decline of their behaviour and academic performance. Parents' involvement therefore to address and curb such problems is seemingly necessary. It is also significant that the teachers develop empathy and thus adopt the so-called 'home visitation' as a strategy to enhance students' holistic performance (behaviour and academics), and parent involvement in school. As Sawchuk (2011) explains, "Teacher home visits are based on a common-sense idea: Parents are more likely to be engaged in their son's or daughter's progress through school if they feel that they have a real partner". This study finding indicate positive behavioural, academic, and parent involvement outcomes.

Studies have shown a positive relationship between teacher home visit programs and students' academic achievement. Teachers, students, and parents perceived teacher home visit programs as a key factor for student academic success in the classroom (Meyer & Mann, 2006; Simington, 2003). One benefit of a teacher's home visit is that it develops a stronger understanding of the salient factors contributing to a student's behaviour in the classroom, as well as overall school performance. Knowing the background of the student permits the teacher to either modify or enhance his or her approach to dealing with the student which concurrently allows for a development of a more meaningful relationship and demeanour between teacher and student. With such an increased relationship, student's classroom behaviour is positively impacted.

In this study, the researchers have also attempted to discover the impact of home visitation on parental involvement. Teacher home visit programs have also been found to improve ties between schools and culturally diverse families. Teacher home visits give families an opportunity to share their culture and background with teachers. When teachers understand the culture and expertise of parents and extend

the opportunities for parents to get involved, levels of parent involvement have been shown to increase (Baeder, 2010). It is envisaged through this study that the parental involvement in the school system and in home education would increase. This study will allow the parents to have a voice in their child's education.

1.3 Objectives of the Study

The study aimed to determine and analyze Home Visitation: A Strategy to improve students' academic performance and encourage parental involvement in a school system at Gelephu higher secondary school (Day School). Therefore, the following research objectives were set:

1. To study the level of parental involvement in school system
2. To find out teachers' perceptions on the impact of teacher home visits on student attitude and motivation.
3. To determine the impact on students' holistic performance through home visitations.

2. Literature Review

Education is the process of the acquisition and mastery of specific skills as well as other vocational training at home, school, or any other institution (Grant & Ray, 2018). An ideal learning process should enable learners to relate class theories with practice (Tyler, Burris, & Coleman, 2018).

Currently, education plays a crucial role in the financial and social improvement of any country. In this same regard, a royal decree on the need to reform education has been passed down from the throne of the Fifth King of Bhutan, recently. Lately, Epstein (2018) has pronounced that the development of any country's foundation is the result of significant schooling and improved student academic accomplishments. Academic accomplishment is specifically identified with student development and the advancement of knowledge in an educational environment in which teaching and learning happens (Farkas, 2017; Lucas, 2017).

The idea of providing social support to schools and cooperation with parents to improve the quality of education goes back to the 1960s (Coleman et al., 1966; Epstein et al., 2002). In our country, the principle of cooperation between schools and families is limited to a sole program- Parent-Teachers Meeting, the aim of which is to promote literacy and increase the quality of education in the country, and give importance to school-family cooperation. There are various ways in which schools can cooperate with families. One of these ways is, understandably, a teacher's home visit. A home visit is an informal visit to students' homes by school staff, mostly by teachers. It can be said that this practice exists in our Bhutanese schools but the practicality of results is merely different. It can rather be inferred that the parental involvement into the school system doesn't take a good place in the Bhutanese schools.

Marcon (1999) has discovered that home is a primary environment of students, and home exerts tremendous influences on student achievement and is a principal agent for children's education. The way in which a student lives his/her sustenance, and his/her way of life are affected by the home (Trumbull et al., 2017). The kinds of family frameworks impact the scholarly accomplishment of a student in school. Research has been carried out about the effects of family structure and parenthood on the academic performance of secondary school students. Nias (2002) has also garnered a finding from his research describing a difference between the scholarly competence of students from families with a single parent and those with a two-parent family structure. Parental contributions and individual experience at home heavily contribute to building a student's character. In research conducted by Sheldon and Epstein (2005), it was learnt that parental involvement in their child's education right from the beginning influences the child's motivational level in attending school. Students from intact families tend to perform better than their counterparts with single parents (Bolu-Steve & Sanni, 2013). Many children fail to reach their ideal level in academics because of the impact of negative variables emerging from home. These negatives include an absence of parental support, an absence of a conducive environment, a lack of finances and housing, poor diets, ill health and a deficiency of interest on the student's part (Souto-Manning & Swick, 2006).

Home visits are very important in school-family collaboration. Home visits are considered important to ensure parent involvement. Home visits strengthen communication between school and family. It is also effective in creating a supportive environment at home learning (Epstein, 2001). Teacher's home visit to a student's house is a strategy for engaging educators and families as a team to support student achievement. The ideology of such visits developed from an understanding that family engagement is critical to student success. However, complex barriers often prevent meaningful partnerships between educators and families. "Research on the effectiveness of home visiting programs has produced mixed results as it has been reported that their influence is dependent on implementation quality. It seems that for home visiting to be successful the visitor and family must develop a positively effective relationship" (Knopf and Swick, 2008, p. 423). Home visits are important in building the bridge between the school and the family, as well as creating an opportunity for the parents to express their expectations from the school as well as their expectations from the family. A teacher can obtain information from the primary source on the family structure, lifestyle and past experiences of the child during the home visits. Home visits by teachers can be used as an effective method for better recognition and understanding of the students who grow up in families with serious differences such as socioeconomic, belief and origin in our country (Bütün-Kar et al., 2018, p. 592).

Numerous research findings have declared and support the existing reading literature that family engagement promotes student success; they affirm the efficacy of school outreach to families as a strategy to improve student attendance and achievement outcomes. Specifically, the findings support the implementation of teacher's home visit as an evidenced-based family engagement approach to improve student outcomes. Using a large dataset, with information about thousands of students drawn across several districts and controlling for important student variables including (Sheldon, 2018).

The benefits of parent involvement in a child's education at all levels are well-documented (Wright et al., 2018, p. 67). "Current research findings support the continued use of teacher home visit programs as a tool to encourage students' academic success and parent involvement in the classroom, with many studies also noting teacher home visit programs' improvement of students' classroom behaviour" (Wright et al., 2018, p. 68). Parent involvement has been defined and measured in multiple ways, including activities that parents engage in at home and at school and positive attitudes parents have towards their child's education, school, and teacher (Epstein, 1996; Grolnick & Slowiaczek, 1994; Kohl, Lengua, & McMahan, 2000). The distinction between the activities parents partakes in and the attitude parents have towards education was highlighted by several recent studies. Several studies found that increased frequency of activities was associated with higher levels of child misbehaviour in the classroom (Izzo, Weissberg, Kaspro, & Fendrich, 1999), whereas positive attitudes towards education and school were associated with the child's increased academic performance (Rimm-Kaufman, Pianta, Cox, & Bradley, 2003). Specifically, Izzo et al. (1999) reported that an increase in the parent's school activities, such as increased number of parent-teacher contacts, was associated with worsening achievement, as increased contacts may have occurred to help the teacher manage the child's existing behaviour problems. The significance of parent attitudes toward education and school is less well understood, although attitudes are believed to comprise a key dimension of the relationship between parents and school (Eccles & Harold, 1996). Parents convey attitudes about education to their children during out-of-school hours and these attitudes are reflected in the child's classroom behavior and in the teacher's relationship with the child and the parents (Kellaghan, Sloane, Alvarez, & Bloom, 1993).

One of the objectives of this study was to determine the impact of teacher's home visit on students' holistic performance through home visitations. The Student-Teacher Relationship—A positive student-teacher relationship has been defined as the teacher's perception that his or her relationship with the child is characterized by closeness and a lack of dependency and conflict (Birch & Ladd, 1997). Yet another research by Hughes, Gleason and Zhang (2005) found learnt that close, positive student-teacher relationships are positively related to a wide range of child social and academic outcomes in school. Specifically, a close student-teacher relationship is an important indicator of a child's academic performance (Birch & Ladd, 1997; Hamre & Pianta, 2001). Therefore, the student-teacher relationship was examined for its ability to explain the relation between parent involvement and a child's academic performance. More so, parent involvement is one factor that has

been consistently related to a child's increased academic performance (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). While this relation between parent involvement and a child's academic performance is well established, studies have yet to examine how parent involvement increases a child's academic performance. The goal of the present study was to test two variables that may mediate, or explain how, parent involvement is related to a child's academic performance. Parent involvement was defined as the teacher's perception of "the positive attitude parents have towards their child's education, teacher, and school" (Webster, 1998). Academic performance was measured by two methods: standardized achievement test scores and teacher report of academic performance through rating scales. Two possible mechanisms, a child's perception of cognitive competence as measured by the child's report, and the student-teacher relationship as measured by the teacher's report, were examined for their ability to mediate the relation between parent involvement and academic performance.

This study aims to study the level of parental involvement in the school system, to find out teachers' perceptions on the impact of teacher home visits on student attitude and motivation and to determine the impact on students' holistic performance through home visitation.

3. Methodology

The study used the quantitative research design approach to analyse the effects of home visitation on the extent of enhancing students' holistic performance through parents' involvement and teachers' motivation. It helps to determine the relationship that exists between independent variables (the parent involvement at home and in school) on the dependent variable (the students' academic performance).

The conceptual framework of the study is based on effectiveness on children's holistic enhancement when parents' involvement in the studies and teacher's motivation on student through their home visit. Two main measures of parental involvement are used in this study beside one salient feature of teachers' motivation in school. The first was the parent involvement at home – examining parents' behavior in the home (parents monitoring the study habit of the students, parents' allotment of time for the homework, parents talking about schoolwork or grades, parents help in doing school project, parents talk about other things that the students are doing in school, parents provide with material supports) are assessed. The second one was parent involvement in school - examining parents' behavior in the school (parents attends meeting at school, parents ensure that student adheres to school rules, codes of conduct, parents assist to create harmony between student and my teachers, parents ask for academic reports and feedback from the adviser or teachers, parents support different activities of school like academic, cultural, and sports competition) are assessed. These parameters are examined to determine how the parental involvement has influence on the academic performance of the students.

3.1 Participants

This research delimits that number of respondents due to the limitation of time and the concurrently prevailing pandemic. So, the participants for this research consisted of fifteen volunteer students from one of the sections of class 9 of Gelephu Higher Secondary School. This group of students were categorized as the focus group. Therefore, they were treated with all required parameters of the study. Rest of the students in the class were considered normal. During classroom teaching and learning sessions both the groups were assigned the same activities to have the same learning outcomes.

3.2 Intervention and Data Collection Procedures

Data were gathered from the child and the child's parents during two visits and from the child's subject teachers in the school. The child's academic achievement, and perceived cognitive competence were assessed from various subject teachers teaching those participating students over the period of six months through their continuous formative and summative assessments (Weekly Tests Records, midterm Examination Records, Trial examinations Record, etc.). The child's parents/ guardians provided updated information about home activities. The program continued for several months during the academic sessions to provide teachers adequate time to become familiar with the child and the child's parents/ guardians. During this observation period the researchers completed a packet of questionnaires, including a measure on parent involvement and the child's classroom academic performance. Final questionnaire was administered in the end on those participating teachers (subject

teachers of participating students) to examine teachers' perceptions of the effects of teacher home visits on student attitude and motivation.

Ethics has always been one of the protocols that a researcher should consider in gathering data and information. Following the professional ethics in conducting this research, the letter of permission to conduct a survey and to allow the researcher to get the average of the respondents was given to the head of the school. During the survey, the letter was read and shown to the respondents and explained the purpose of the research. The researcher explained also the confidentiality of their answers and the data that they will be providing. The procedure was explained also to the participants. The students were also asked to write their names and signatures for validation of proof. The instruments used for collecting data in this study are adopted from Parents' Relationships and Involvement: Effects on Students' School Engagement and Performance by Yun Mo & Kusum Singh. This instrument uses a 5 Likert scale to gauge the involvement of the parents at home and in school and it uses the ratings of never, rarely, sometimes, often, and always. Using the SPSS software data collected were then analysed as per the requirements of research objectives.

4. Results

Data analysis was administered based on the type of data being collected. Quantitative data collected through survey questionnaires from students' parents/ guardians and students' academic performance records were analyzed through descriptive analysis using means and standard deviation. This is to examine the changes that happened due to the research intervention. Qualitative data, however, were collected through open-ended interview questionnaires from participating teachers for determining teachers' perceptions of the effects of teacher home visits on student attitude and motivation was analyzed through narrative analysis. Students' academic and characteristic records were analyzed using inferential statistics to investigate whether there were significant differences in students' behavioral and academic achievement data, as well as levels of parent involvement through the teacher home visit programs.

The results of the school system's teacher home visit program are discussed separately for students' academic achievement and classroom behavior, parent involvement and teachers' perception on home visitation program for students' holistic development. For each research question, t-test results are reported, and followed with a qualitative analysis of the open-ended teacher survey responses. Due to the open-ended nature of the survey questions, some responses included multiple themes and were coded accordingly.

4.1 Academic Performance Records

Participating students' academic performance records were accumulated from the school examination board. These records were analysed based on 'Before' and 'After' the implementation of interventions and compared using the mean mark and box and whisker plots in each of the subjects. It is observed that there is significant increase in mean marks of every subject. Further, the detailed analysis of scores of individual subjects before and after the intervention program is given below.

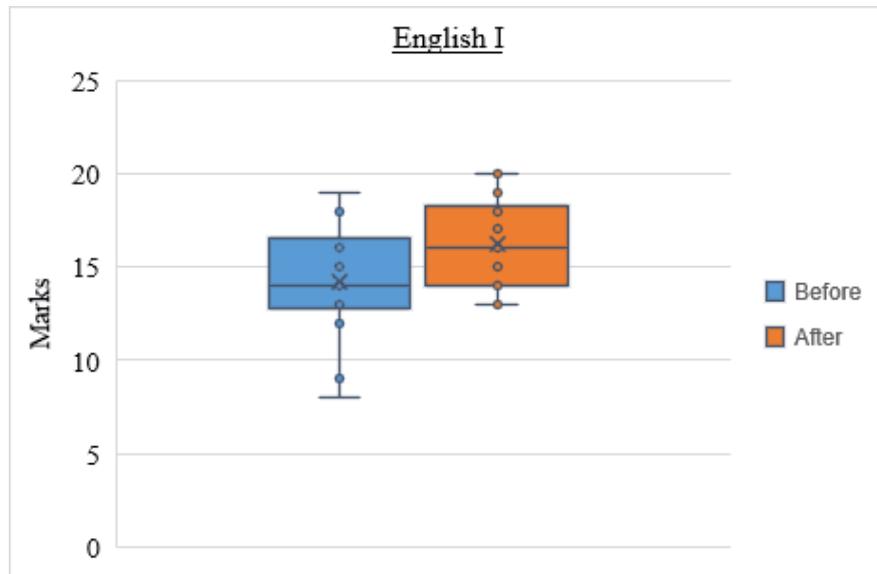


Figure 1. English I Performance before and After Home Visit

Figure 1 shows that English I performance of participating students has increased from 14.2 to 16.2 when the intervention was implemented. It also explains that the range between the lowest and highest score in the subject has become narrower, indicating that home visitation programs have really affected students' effort in the subject.

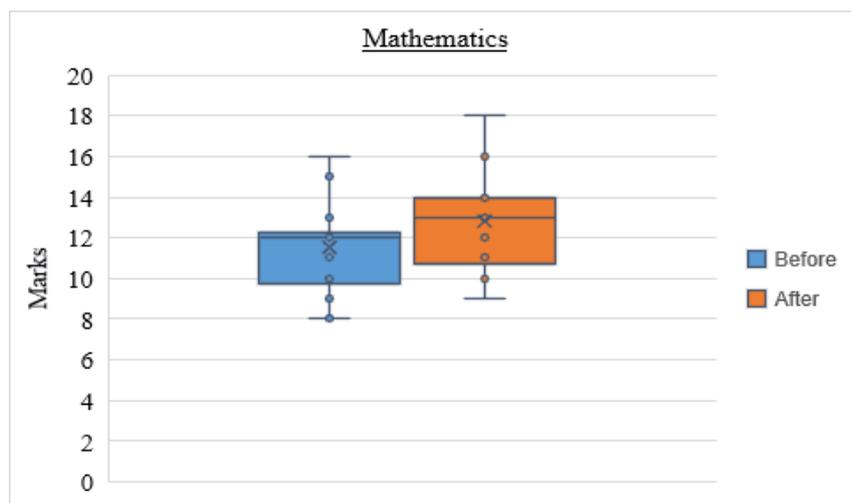


Figure 2. Mathematics performance before and after Home Visit

Figure 2 shows that Mathematics performance of participating students has increased by 1.3 from 11.5 to 12.8 after the intervention was implemented. It also explains that the highest score was 16 and lowest was 8 before the Home Visit program, but the highest score increased 18 with lowest to 9 after the intervention.

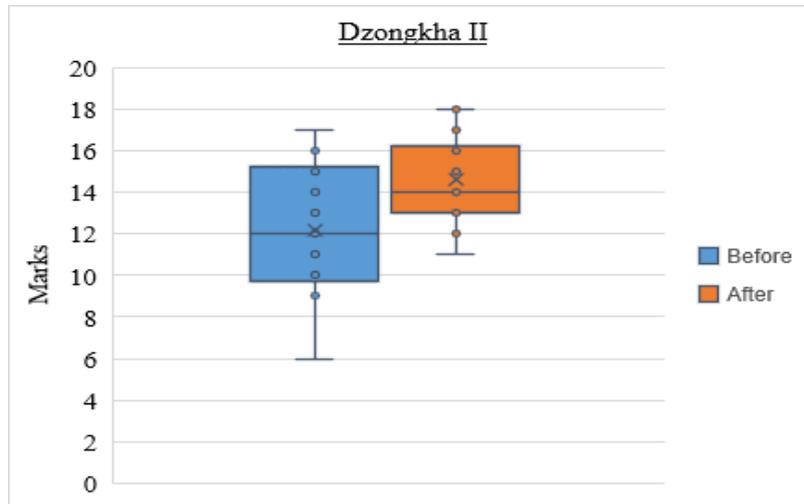


Figure 3. Dzongkha II Performance before and after Home Visit

Figure 3 shows that Dzongkha II performance has increased significantly after the intervention took place. Before, the lowest score was 6 and highest was 17 so there was a large range in marks scored. But after the program, it was noticed that the lowest mark was 11 and highest was 18, so the gap between differences in scores has narrowed down. This indicates that there is a positive impact of the program. Moreover, it is clear that the mean score after the intervention has increased significantly. (14.6)

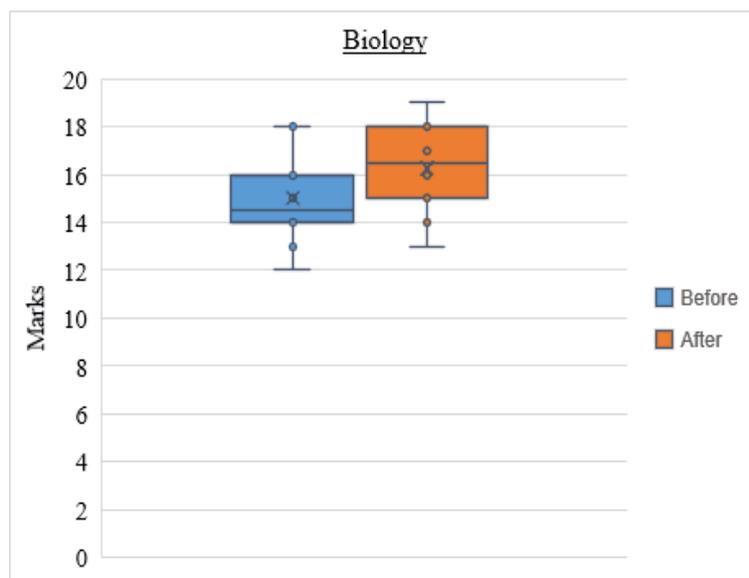


Figure 4. Biology Performance before and after Home Visit

Figure 4 shows that Biology performance of participating students has increased from 15.0 to 16.3 after the intervention was implemented. It also shows that most of the scores were almost equal. This indicates that home visit programs have brought in positive impacts in learning Biology equally amongst participating students.

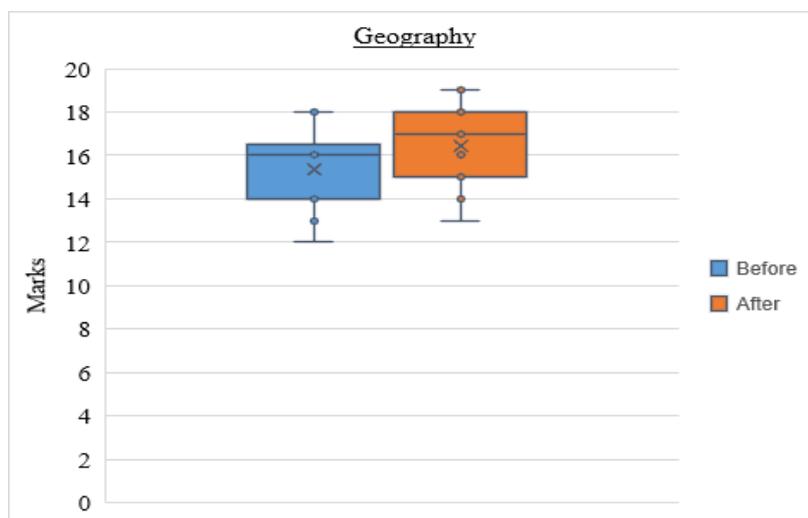


Figure 5. Geography Performance before and after Home Visit

Figure 5 shows that Geography performance of participating students has increased by 1.0 from 15.4 to 16.4 after the intervention was implemented. It also explains students were already good in Geography, still then the intervention has brought into effect and helped them to perform better and score high.

Overall, it was found that there is general improvement in the score of individual students except for a few cases where the score of the students have decreased. It is also found from the anecdotal records that the students performed better as they were able to approach the teacher. Also, students were found to be encouraged and motivated to ask questions and perform better due to familiarities developed from the Home Visitation program.

4.2 Parents' Survey Questionnaire

Table 1. Summary of Parent Survey Questions for Self-assessment Questions

Parent survey questions for self-assessment	%	Remarks
1 To what extent do you think you can help your child develop good relationships with kids in a similar age group?	57%	A lot
2 Rate yourself for the ability to make decisions about your child's education.	79%	Strongly
3 How much do you think you can help in motivating your child?	93%	Often
4 To what level do you agree that you are capable of dealing with your child's emotions appropriately?	64%	Extremely capable
5 How capable do you think you are to support your child's learning at home?	86%	Very capable
6 What level of confidence do you have in your ability to make the school meet your child's learning needs?	57%	Extremely confident

The questions helped parents to reassess their confidence and capabilities as a parent. The aforementioned questions examined the parental understanding of where they are lacking, and appropriate measures to be taken to modify their approaches in dealing with their child. Conclusively, it was clear that participating students' parents were aware of their parenthood capabilities in dealing with their child's learning needs in terms of emotions, motivation and relationships at home.

Table 2. Summary of Parent Survey Questions to Understand Academic Stress Caused to the Child

Parent survey questions to understand academic stress caused to the child	%	Remarks
1 To what level do you agree that your child is always worried about exams and tests?	93%	Completely agree
2 Do you think academic work takes most of your child's time and hence restricts them from enjoying other activities that they enjoy?	64%	Somewhat agree
3 Do you think that your child has too much academic work even after school?	57%	Somewhat Agree
4 How often do you think your child worries about their academic future (getting into college)?	64%	Always
5 Do you think your child can focus entirely on academic work when they are doing it at home?	93%	Yes
6 Is your child's sleep affected because of the amount of academic work they have?	50%	Yes
7 Do you help your child with their homework, to reduce academic stress?	93%	Yes
8 Do you promote your child to participate in extracurricular activities to relieve stress?	86%	Yes

This survey questions examined children's academic stress and helped parents in evaluating the mental health of their child. As the saying goes, "All work and no play make Jack a dull boy" is very factual considering the academic pressure that is being exerted on today's children. Poor mental health and physical health can impact the child's behaviour and their well-being. So, from the survey questionnaire it was learnt that parents are aware about the academic activities assigned to their children. It indicated that parents really motivate and inspire their children in excelling in both academic and co-curricular activities learned at school.

Table 3. Summary of Parent Survey Questions to Understand the Relationship with their Child

Parent survey questions to understand the relationship with their child	%	Remarks
1 How much time do you spend with your child in a week?	64%	A Lot
2 Do you discuss your child's emotional and academic needs with them regularly?	86%	Yes, all the time
3 How aware are you about your child's academic and extracurricular achievements?	57%	To a great extent
4 Do you always answer your child's questions?	86%	Yes, All the time
5 How many times do you attend your child's games or events in which they are participating?	64%	Sometimes
6 How often do you go for outings with your children?	71%	Very often
7 How often do you have meals together with your children?	86%	Always
8 Do you respect your child's privacy?	93%	Agree

This survey questions examined child and parents' relationship at home. The time spent by parents with children is very important in understanding children's emotional and intellectual development. More the time spent with children, the closer and stronger the trust one can build with the kids. It was succinct from this survey questionnaire that these students' parents understand the value of time spent with their child. It indicated that almost all 'Always' have their meals together as they are bonded by their culture. Thus, the concept of "family" is traditionally exercised. They also agreed that the parents and children often go on outings for shopping, evening stroll and outdoor activities. In contrast, this

does not mean that parents do not respect their children's privacy. Parents maintained spatial relationships and thus provided child's privacy.

Table 4. Summary of Parent Survey Questions about Discipline in their Children

	Parent survey questions about discipline in their children	%	Remarks
1	In your opinion, do you think a mobile phone is necessary for your child at all times?	86%	Necessary, if they use in right way and are monitored
2	What rules have you implemented regarding mobile phones at home?	64%	No, they seek helps through online
3	To what extent are you aware of your child's social activity on social platforms?	57%	Very little
4	How often does the use of technology cause arguments at home?	64%	Very often
5	Do you plan a chores schedule (Family Time) for your child?	79%	Yes
6	Do you have rules to maintain a consistent grade at school?	86%	Yes
7	Do you punish the child for every rule broken or not followed?	79%	Yes

Parent survey questions about discipline in their children were implemented to examine the parent's opinions and attitudes towards disciplining children. It evaluated the types of disciplinary rules and approaches a parent uses at home to develop their children's academics and behaviour. This questionnaire provided information for both parents and teachers in understanding positive disciplinary actions that help to alter the child's behaviour and impart good habits. So, from the responses provided it indicated that some parents do have issues with usage of mobile phones at home. It is inevitable that our youth cannot be separated from mobile phones as almost all the activities be it academic or social are done through that device in the present generation. But, assigning usage rules or guidelines and frequent monitoring of the contents in the device has become important so that they do not become victims to cybercrimes and remain off tract from their learning.

Table 5. Summary of Parent Survey Questions for School Feedback

	Parent survey questions for school feedback	%	Remarks
1	The child feels safe and happy at school?	79%	Strongly agree
2	The school has improved my child's social skills considerably	57%	Strongly agree
3	The school keeps me updated about the progress of my child	57%	Agree
4	The school inculcates good discipline in my child	71%	Strongly agree
5	The school does not allow bullying and takes immediate action in case of such incident.	71%	Strongly agree
6	The school is very hygienic	71%	Strongly agree
7	The school administration and processes are very smooth and effective.	64%	Strongly agree
8	The school's educational curriculum is good and is updated regularly.	71%	Strongly agree
9	The school gives equal importance to extracurricular activities as much as academic activities.	86%	Strongly agree
10	The school uses innovative methods to make it easier for students to understand	71%	Agree

	complex subjects		
11	The school encourages parent involvement in school activities	57%	Strongly agree
12	The school has regular Parent-Teacher meetings to encourage parent engagement	64%	Strongly agree
13	In your opinion, who do you think is responsible for making decisions about the child's educational needs.	57%	The child themselves
14	How satisfied are you with the following services offered by the school? [Academic & Career counselling, Library, and Voluntary service to the community]	71%	Very satisfied
15	Overall, how would you rate the school on a scale of 1 to 5?	64%	Very Good
16	Considering your overall experience with school, would you recommend the school to a friend or a colleague?	100%	Recommend

These questions helped the school regarding the parent's points of view about topics that concern their children's wellbeing. It is used to evaluate services provided by the school system. Responses to the above questionnaire showed that parents are satisfied and are happy with all those services provided for the development of their children at school. Additionally, parents mentioned that they would recommend their friends, relatives and acquaintances for admission in this school in future.

4.3 Teachers' Perceptions about Teacher Home Visitations Program

An open-ended survey questionnaire was conducted to evaluate teachers' perceptions on teacher home visit programs in relation to its impacts on students' attitude and motivation. The questionnaire was analysed based on four themes from teacher responses. These impacts are positive behavioural impact, positive affective impact, slight or temporary positive impact, and no change or not helpful in impacting students' attitudes and motivation.

More than half (54%) of the respondents reported that teacher home visits had a positive impact on students' motivation by impacting their behaviour in the classroom. Just over 15% reported that they noticed a positive affective impact on students' attitudes and motivation through the relationships and connections they had formed with the students and families during the teacher home visit. About 23% of the teachers reported they noticed a slight or temporary positive impact on students' attitudes and motivation after completing a teacher home visit, but these changes were minimal and not permanent. Rest 8% of the teachers surveyed said they noticed no change in students' attitudes and motivation after the student received a teacher home visit. Table 6 shows the analysis of teachers' survey questionnaires on teacher home visitation programs on development of students' attitude and motivation.

Table 6. Teachers' Perception on Home Visitation Programs

Impact factors	%
Positive Behavioural Impact	54%
Positive Affective Impact	15%
Slight/Temporary Impact	23%
No Change/Not Helpful	8%

The analysis on open-ended survey questionnaires further notifies that there are positive behavioural impacts on students' attitudes and motivation after these students received a teacher home visit. One teacher mentioned that, "The majority of the students seem to have a more positive attitude and increased motivation in their daily classwork performance." Additional remarks by another teacher

helped to illustrate the impact of teacher home visits on students' attitudes and motivation, suggesting that students show "more focus on work and assignments." With regard to teacher home visits having a positive affective impact on students' attitudes and motivation, one teacher noted, "Motivation is increased because they are more aware of communication between parent and teacher," as well as, "they [students] feel that home-school connection and trust that [the school system] is a safe and nurturing environment for them." One teacher noted that after teacher home visits, "Students were dedicated and worked toward their goals more. The students knew that communication was necessary through home visits, conferences, email, phone, and more. The home visit created an excellent parent-teacher relationship."

5. Discussion

The research findings discovered that both quantitative and qualitative data reflected scenarios; students who were visited had significant affirmative differences in terms of academic achievement, classroom behaviour, motivation, teacher-student-parent relationship compared to students who were not visited. All scores acquired during the mid-term exam and weekly tests indicated that the home visits to students had a positive impact on their grades signifying their academic achievement. In addition to academic success of the students, both quantitative and qualitative data reflected that those teachers who had conducted home visits recommended that most teachers should visit the parents of students to improve students' attitudes so as to enhance students' holistic in and out behaviour.

Wright et al. (2018) stated, "Home visits positively influence students' academic and behavioural functioning in school. Students who have home visits through the school system's program had significantly higher academic achievement, as well as motivation, when compared to other students who were not visited" (p. 88). Furthermore, the parents whose son or daughter visited their home were more involved in their children's schooling than parents who were not visited. The concept of home visits is an idea that the Head Start Program in the United States has used wherein every head start teacher is required to make two visits to each student's home every school year and to hold parent-teacher conferences at school (Spindler, 2014).

Unhesitatingly, it is liberal to state that home visits by teachers are uncommon in our country owing to limited research being done on this concept. Therefore, home visits might vary from school to school and may take many forms. The level of preference may vary; some teachers may prefer to visit the parents in pairs because they might feel more comfortable. Sometimes teachers also need a translator and that is why they prefer pairing up. Some teachers even prefer to meet one on one with a parent whereas others interact with both the parent and the student. For this study, the researchers visited the parents in pairs.

One realistic problem that can occur in the practice of home visitation programs is that some of the novice teachers would be afraid of home visitation because they would not want to go to dangerous neighborhoods. However, if such a program is conducted on a repetitive basis, they would feel more comfortable. Home visits can work as reconciliation sessions among the student, the parent, and the teacher. This program is likely to improve the existing and future relationship between the teachers and the students.

Globally, it is obvious that teacher home visits would have conceivable objectives including bridging specific cultural barriers, giving an account of academic progress, using parental help to build educational success, and ensuring that the parents have the right tools to do so. Usually, these home visits take place before the school year starts to enable the teacher to get some answers concerning the requirements and interests of individual students. These visits are crucial because they allow the parent and the student to interact with the teacher in a way that is not intimidating. These visits can likewise enable a teacher to have better comprehension of the different strengths and difficulties faced by a student when meeting a student and his/her family in a casual setting. However, the current study aimed at studying the following objectives;

- to study the level of parental involvement in school system
- to find out teachers' perceptions on the impact of teacher home visits on student attitude and motivation.

- to determine the impact on students' holistic performance through home visitations.

During the home visits, a teacher usually documents and records information regarding the students and potential issues that may bring about problems in the future such as family issues, school problems, and health issues. However, the present study aimed at studying the impacts of home visits on students' holistic achievement and parental involvement in their children's growth and school system. To strengthen the researchers' stand, it was gathered that teacher home visits make parents more willing to raise their concerns, and the teachers can also encourage them to continue to keep themselves involved in the child's academic life for a prosperous future.

For teachers, home visits provide an opportunity to share information regarding students' academic success and to show the parents some of the resources available to help and support their child's schooling at home. For instance, in the survey questionnaire that was presented to parents during the visit; it asked the parents if they were satisfied with the academic and career counselling, library services, and SUPW (Socially Useful and Productive Work) gradings. Additionally, test results can be shared with parents to help them improve their children's classroom performance in subject areas. According to Meyer and Mann (2006) "Knowing how to help their children will empower parents and give them confidence that they can support their child's learning" (p. 54). Home visits are important for teachers to realize the abilities and conditions of their students at home. The researchers in this study found that skills observed in home visits, which may be different from the skills observable in the classroom environment, can catalysed the possibility of new teaching techniques and modes of engagement with students.

6. Conclusion

This study sought to determine if there is significant difference in academic performance between students who received high and low parental involvement, if there is significant difference between academic performance and students' educational level, and if there is an interaction effect on parental involvement and educational levels on academic performance. Based on the result of the statistical test of the data of the respondents through the aid of Excel and SPSS software, there is a significant difference between students who received parent involvement at the home and in the school.

Statistically, it showed that there is a significant effect on the students' academic performance. This research has found that quality parental involvement is not concentrated on academics' support like involving in doing homework and projects, rather, it is far more complex than that, and there are other aspects that go into how parents interact with their children over time which does not mean that parental involvement has no value or shows low significance or value. Academically, some parents may be left behind to the new curriculum design of the Department of Education, some parents might not be able to teach their children because they were not able to finish high school or college, but we cannot underestimate the emotional, spiritual, boosting of morale, and financial support at home of parents for they are sometimes more powerful than academic knowledge. And not because the needs of the family sometimes go before attending a meeting or watching children's activities does not mean that it contributes to low academic performance of the students, rather, it serves maybe as motivation or challenge to the students to study harder so that they can get a higher grades or better performance schools in preparation for their dreams of helping their family in the future. The power of parents' involvement is always powerful, it affects eternity; we can never tell where their influence stops.

7. Recommendations

The findings from the study have led to the conclusion that there is a significant positive relationship between parental involvement and students' academic performance. This suggests that parents' involvement through homework, creating conducive home environments for studying, motivating and setting realistic and high expectations for children enhances academic performance. From the findings and conclusion, it is recommended that parents should play a leading role in supporting their children's education since they are the prime educators and the first agents of socialization that expose children to the social and academic world. Parents should set high and realistic expectations for their children's educational attainment. These high and realistic expectations will motivate their children to perform well academically. Parents should also ensure home supervision by establishing and enforcing the rules

and regulations regarding school and home activities as well as providing opportunities and an environment conducive for learning. Again, the Parent-Teacher Association (PTA) should encourage and educate illiterate parents and help parents with disabilities nominate a person from the immediate family to support their wards.

In contrary to aforementioned points, since the study is limited by small size of both the participants and the content area. It was observed that intervention period saw many distractions in which research participants participated in other more important school activities; they were preoccupied. So there were difficulties in planning lessons to meet the research objectives. The conclusion drawn could be further authenticated if the participants are more diverse and content area is wider. It is recommended to the future researchers to conduct the same study with different level of participants and different teachers with minimal distractions to the participants during the research period.

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