



# HOME VISITATION PROGRAMS: ASSESSING THE IMPACT ON ACADEMIC PERFORMANCE AMONG TAGBANUA KALAMIANEN LEARNERS

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## ABSTRACT

This study aimed to assess the impact of home visitation program on academic performance of Tagbanua Kalamianen Grade 6 learners among public elementary schools implementing Indigenous Peoples Education (IPEd) in the Division of Palawan during the School Year 2024-2025. The study used stratified sampling technique in selecting 100 teachers and 50 Grade 6 Tagbanua Kalamianen learners who are recipients of home visitation program. The researcher used descriptive-quantitative research design utilizing a questionnaire in collecting the quantitative data needed in the study. The study revealed that on the factor indicators of the impact of home visitation program on the academic performance of Tagbanua Kalamianen learners, most of them received two to three times home visits in a month, English as the most improved learning area while Mathematics is the learning area which most need assistance, while One-on-One Tutorial is the most helpful learning method utilized during the home visitation program compared to Parent-Engagement Activities and Motivational Concept Sharing. The indicators on the barriers in learning of Tagbanua Kalamianen learners that the home visitation program addressed in terms of parental support, language barriers, learning difficulties, and accessibility to learning materials are verbally interpreted as "Evident". The results show that parental support, language barriers, learning difficulties, and accessibility to learning materials are the barriers in learning of Tagbanua Kalamianen learners that the home visitation program addressed. The indicators on the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners in terms of academic achievement, learning engagement, parental involvement, and culture heritage are all interpreted as "Effective" as assessed by the teachers and student-respondents. There are significant differences in the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners when grouped according to when grouped according to number of home visits in a month, most improve learning areas, and most helpful learning method utilized but there is no significant difference when grouped according to learning areas that needs more assistance as factor indicators of the impact of home visitation program on the academic performance of Tagbanua Kalamianen learners. There is a significant relationship between the barriers addressed (number of home visits received, most improved learning area, learning area that most need assistance, and most helpful learning method utilized) and the impact of home visitation programs on the academic performance (academic achievement, learning engagement, parental involvement, and culture heritage) of Tagbanua Kalamianen learners with a moderate positive correlation.

**KEYWORDS:** Home Visitation, Tagbanua Kalamianen Learners, Indigenous People Education, Cultural Heritage, Language, Parental Support, Learning Materials

## I. INTRODUCTION

Education is a fundamental right for every child, providing them with values, abilities, and knowledge to lead successful lives. It promotes social justice, poverty elimination, and economic growth. Education empowers children to think critically and creatively, enhancing their problem-solving abilities and contributing positively to society. Ensuring access to quality education regardless of class background, culture, or location is crucial for inclusive, just, and thriving communities.

The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Department of Education (DepEd) aim to provide education for all, ensuring that every child has the fundamental right to education. This includes flexible learning options, alternative delivery modes, and

resources that are responsive to the needs, context, and diversity of learners. The Indigenous Peoples Education (IPEd) Program is a response to the right of Indigenous Peoples (IP) to basic education, respecting their identities and promoting the value of their knowledge, skills, and cultural heritage. Quality education empowers learners to think critically and creatively, contributing positively to society and empowering them with a sense of control and self-worth. Ensuring every child access to quality education is the basis of inclusive, just, and thriving communities.

Villaplaza (2021) highlights the universal right to education as a crucial entitlement for promoting global welfare, but it is not universally accessible to all demographic groups, particularly minorities and indigenous peoples, who are often deprived of



quality education. Furthermore, Indigenous peoples (IPs) constitute a marginalized group due to their distinctive lifestyles, traditions, beliefs, and physical attributes. The stereotype of being ignorant and uncivilized marginalizes them within society; hence, education is crucial for the Ips in fulfilling their desires for self-determination (Andrada et al., 2020).

The Tagbanua Kalamianen community in the Philippines faces educational challenges such as limited access to schools, lack of resources, and cultural barriers. Implementing a home visitation program specifically for these learners can positively impact their academic performance. Home visits provide support and guidance to learners and their families, positively affecting classroom behavior and academic performance. This study aims to evaluate the impact of teacher home visits on the academic performance of Tagbanua Kalamianen learners, providing insights into the potential benefits and limitations of this approach in improving educational outcomes for marginalized communities.

The research is based on Bronfenbrenner's Ecological Systems Theory, which emphasizes the role of social and environmental factors in individual development. It focuses on children's interactions with their environment, including family, teachers, and peers, and how these systems can influence their development. The theory also highlights the impact of various levels of influence on academic performance, including microsystem (family and home environment), mesosystem (interactions between home and school), and macrosystem (cultural and societal issues). Home visitation programs can help address these barriers, enhancing the microsystem and strengthening the connections between home and school.

The research also based on Bandura's Social Learning Theory, which according to Rumjaun and Narod (2020) highlight social learning theory as a link between behaviorism and cognitive theory, emphasizing the modification of observable behavior through reinforcement and repetition and which emphasizes observational learning, self-efficacy, and reciprocal determinism in influencing human behavior. It suggests that cognitive mechanisms can explain various learning processes and that individuals are proactive agents. The theory suggests that positive academic behaviors can be influenced by parents' behaviors and attitudes, and that home visitation can help learners improve their self-efficacy and motivation to perform well academically.

The study aimed to evaluate the impact of a home visitation program on the academic performance of Grade 6 Tagbanua Kalamianen learners in public elementary schools in Palawan during the 2024-2025 school year. The research used a stratified sampling technique and a descriptive-quantitative research design, with a questionnaire as the primary research instrument. The findings were used to develop an action plan to improve the academic performance of Tagbanua Kalamianen learners through a home visitation program. The study focused on factor indicators, barriers to learning, and the program's impact on academic performance.

### 1.1 Statement of the Problem

1. What is the factor indicators of the impact of home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of number of home visits received, most improved learning area, learning area that most need assistance, and most helpful learning method utilized?
2. What is the composite mean on the barriers in learning of Tagbanua Kalamianen learners that the home visitation program addressed in terms of parental support, language barriers, learning difficulties, and accessibility to learning materials?
3. What is the composite mean on the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners in terms of academic achievement, learning engagement, parental involvement, and culture heritage?
4. Is there a significant difference in the impact of home visitation programs on the academic performance of tagbanua kalamianen learners when grouped according to factor indicators of the impact of home visitation program on the academic performance of Tagbanua Kalamianen learners?
5. Is there a significant relationship between the barriers addressed and the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners?

### 2. REVIEW OF RELATED LITERATURE

Malayan and Seras (2021), which indicated that home visits often enhance student performance, foster teacher-parent collaboration, and reduce the dropout rate among kids. The frequency of visits, as demonstrated by this study's findings, suggests a proactive strategy to assist students in their academic and social performance, which are critical outcomes highlighted in Project ReACh. The data supports the notion that comprehensive home visiting may enhance the academic engagement and success of indigenous students by fortifying the connection between families and schools. It further emphasize that home visits, when combined with individualized pedagogic approaches, promote better teacher-student-parent relationships, and thus, academic success. Hence, giving due importance to one-on-one tutorials in home visitation programs provides sufficient attention and support to Indigenous learners to overcome learning hurdles and excel academically. who found that adaptive learning strategies, such as one-on-one tutoring, are more effective in boosting student performance. Individual tutorials enable instructors to tailor education to each student's specific needs, close unique learning gaps, reinforce topics, and modify the pace of instruction to match the learner's level of comprehension.

The research of Buot (2024), who had claimed that home visiting is utilized to improve literacy, close gaps in reading, and cause academic performance. The enhanced English of the student shows that the home visiting program effectively raises key language skills, necessary for overall academic performance. Emphasis on reading and involvement facilitation by family in the strategy must have played an important role in



assisting students in improving their English language skill. Academic success in most study subjects depends on literacy.

The home visitation program addresses this deficit through the provision of individualized, culturally relevant instruction. Nataño (2020), who observed the challenges encountered by Indigenous students in completing their education, often stemming from insufficient official and specialized training. Mathematics fundamentally depends on advanced logical reasoning and rigorous practice. It indicates that students lack profundity, despite possessing fundamental computation skills, due to inadequate support outside of the classroom. The indigenous communities face obstacles in accessing suitable learning resources as a result of geographical isolation and economic limitations. Home visits provide tailored, context-specific instructional methods that effectively engage children in mathematics through practical applications, visual aids, and experiential learning activities. Enhanced parental engagement via home visits strengthens mathematical understanding at home, thereby facilitating students' academic advancement.

The educational obstacles faced by Indigenous Peoples Education (IPEd) pupils are multifaceted, notably include factors related to family support, language, learning disabilities, and access to educational resources. Parental support is crucial for enhancing academic performance, as studies by Zenda (2020) and Enteria & Tagyam (2020) underscore the necessity of parental involvement in their children's education. This may entail assisting with assignments, conversing about conduct with educators, and participating in school events. In Indigenous contexts, many parents face socio-economic challenges, limited educational attainment, and cultural disparities, which hinder their ability to provide necessary support. Garcia and De Guzman (2020) note that being aware of such cultural contexts and introducing parental training can help fortify educational support structures for Indigenous students.

Language barriers are a considerable barrier. Indigenous students frequently face challenges when the language of instruction diverges from their native tongue. Saysi and Batuctoc (2023) contend that enhancing language literacy is a key objective of the K-12 curriculum in the Philippines, albeit presenting specific obstacles for Indigenous students. Research by Berame et al. (2023) endorses the adoption of mother-tongue-based multilingual education (MTB-MLE), which significantly improves foundational learning competencies. However, issues in teacher preparedness, the possibility of language attrition, and the lack of appropriate instructional resources hinder the effective implementation of MTB-MLE in Indigenous communities. The linguistic gap commonly impacts students' performance in sciences and mathematics where medium-of-instruction competence is critical.

IPEd students also face difficulties in learning, both behavioral and academic. Sebullen et al. (2023) and Robles (2021) argue that home visitation programs efficiently counteract these difficulties by early intervention and enhanced school-home relationships. These interventions allow for early detection and prevention of behavioral issues, thus enhancing academic performance. The participation of schools, parents, and

communities in mitigating dropout rates and educational disengagement, as articulated by Sajat et al. (2023), is crucial for enhancing student retention and success.

The availability of educational resources constitutes a significant obstacle. Otxero (2022) and Wan Mahzan et al. (2020) highlight the lack of culturally relevant resources and the insufficient training of educators to adapt curricula for the specific requirements of Indigenous pupils. In the absence of appropriate educational resources that reflect Indigenous knowledge, languages, and cultural settings, education becomes estranged from students' daily experiences. Eduardo and Gabriel (2021) emphasize the necessity for more inclusive curricula that include Indigenous languages and values, advocating for enhanced teacher preparation in culturally responsive pedagogies and approaches.

Studies by Ebona and Quirap (2023) and Calda (2021) highlight the positive relationship between home visiting and academic achievement, more so in areas such as Mathematics and Reading Comprehension. Such studies as Ilhan et al. (2019) and Dawa et al. (2022) corroborate this, adding that home visits lead to stronger teacher-student relationships, which influence students' attitudes and academic performance in a positive way. Parental Involvement is also enhanced by the program, as Kelley et al. (2022) and Scher and Lauver (2021) emphasize, enhancing parents-teacher communication, and eventually, students' educational achievement. Furthermore, the incorporation of Cultural Heritage into curriculum, as also promoted by Bastida et al. (2023) and Adriatico et al. (2023), makes Indigenous students feel a part of something and that their cultural heritage is valued, which further increases their engagement and academic performance.

Ilhan et al.'s (2019) claim that home visits significantly affect how well students do in school and the relationship between teachers and students. The study examined home visits' efficacy on children's academic performance and classroom behavior. This study examined the parental participation of pupils who had teacher visits compared to those who did not. The study's findings demonstrate that home visits and family involvement positively influence students' academic performance and attitudes about school. The study's findings are widely applicable in education and can aid educators in enhancing their pupils' academic performance.

## II. RESEARCH METHODOLOGY

### Research Design

The study utilized a descriptive research strategy, detailing the characteristics of the population or topic, using methods like questionnaires, interviews, and observations. The quantitative method involved administering a validated survey questionnaire, aiming to understand concepts, opinions, experiences, gain in-depth insights, and generate new research ideas, as per Creswell's definition of descriptive research. (Bhandari, 2023)

The study aimed to determine the impact of a home visitation program on the academic performance of Tagbanua Kalamianen learners. Factor indicators included the number of



visits, improved learning areas, areas requiring assistance, and the most helpful learning methods. The program also addressed barriers to learning, such as parental support, language barriers, and study habits. The findings were used to develop an action plan to enhance the academic performance of Grade 6 Tagbanua Kalamianen learners through the home visitation program.

**Population and Sampling**

The researcher utilized a purposive sampling method to select respondents for the study, comprising teachers conducting home visitations and Tagbanua Kalamianen Grade 6 learner- recipients of the program from 18 public elementary schools implementing IPEd in the Coron District, Division of Palawan.

**Respondents of the Study**

The study's participants were one hundred (100) teachers who performed home visitations and fifty (50) Grade 6 Tagbanua

Kalamianen students who benefited from the home visitation program throughout 18 public elementary schools adopting IPEd in the Coron District, Division of Palawan.

**Statistical Treatment**

The study analyzed the impact of a home visitation program on the academic performance of Tagbanua Kalamianen learners. Factor indicators included the number of visits, improved learning areas, areas requiring assistance, and the most helpful learning methods. The program addressed barriers such as parental support, language barriers, learning difficulties, and material accessibility. The program also improved academic achievement, learning engagement, and parental involvement. A paired t-test was used to determine if the program's impact was significantly different, and Pearson r was used to determine the relationship between the barriers addressed and the program's impact.

**III. RESULTS AND DISCUSSION**

**Factor Indicators of the Impact of Home Visitation Program on the Academic Performance of Tagbanua Kalamianen Learners in Terms of Number of Home Visits Received, Most Improved Learning Area, Learning Area that Most Need Assistance, and Most Helpful Learning Method Utilized.**

**Table 1 Factor Indicators of the Impact of Home Visitation Program on the Academic Performance of Tagbanua Kalamianen Learners in Terms of Number of Home Visits Received**

	Frequency	Percent
1	12	12.0
2	40	40.0
3	30	30.0
4	14	14.0
5 or more	4	4.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Table 1** presents the factor indicators of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of the number of home visits received.

The data show that the highest percentage is 40.0% or 40 respondents answered that there are twice or two times home visits received by the Tagbanua Kalamianen learners per month, followed by 30% or 30 of the respondents answered that thrice a month, the Tagbanua Kalamianen learners received home visits, there are 14% or 14 respondents answered that the Tagbanua Kalamianen learners received four-time home visits in a month, 12% or 12 respondents answered that the Tagbanua Kalamianen learners received only once home visit in a month. In comparison, 4% of four respondents answered that the Tagbanua Kalamianen learners received five or more home visits per month. The results indicate that most of the

Tagbanua Kalamianen learners received home visits two to three times a month as a factor indicator of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of the number of home visits they received.

This aligns with the research conducted by Malayan and Seras (2021), which indicated that home visits often enhance student performance, foster teacher-parent collaboration, and reduce the dropout rate among kids. The frequency of visits, as demonstrated by this study's findings, suggests a proactive strategy to assist students in their academic and social performance, which are critical outcomes highlighted in Project ReACh. The data supports the notion that comprehensive home visiting may enhance the academic engagement and success of indigenous students by fortifying the connection between families and schools.



**Table 2 Factor Indicators of the Impact of Home Visitation Program on the Academic Performance of Tagbanua Kalamianen Learners in Terms of Most Improved Learning Area**

	Frequency	Percent
Filipino	19	19.0
English	64	64.0
Mathematics	4	4.0
Science	6	6.0
Social Science	7	7.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Table 2** presents the factor indicators of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of the most improved learning area.

The table shows that the highest percentage is 64.0% or 64 respondents answered that English is the most improved learning area, 19.0% or 19 respondents answered that Filipino is the most improved learning area, 7.0% or seven respondents answered that Social Science is the most improved area, 6.0% or six respondents answered that Science is the most improved learning area. In comparison, 4.0% of four respondents answered that mathematics is the most improved learning area. The data show that the English subject is the most improved area as a factor indicator of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of improved learning area.

The study emphasizes the importance of home visitation programs for language acquisition, particularly among Indigenous students who may have limited exposure to English outside school. It suggests that policymakers and teachers should prioritize these programs, provide teachers with proper training, and ensure they are developed for literacy needs. Improving English proficiency can also enhance students' opportunities for higher studies and future career prospects.

This study adds to the research of Buot (2024), who had claimed that home visiting is utilized to improve literacy, close gaps in reading, and cause academic performance. The enhanced English of the student shows that the home visiting program effectively raises key language skills, necessary for overall academic performance. Emphasis on reading and involvement facilitation by family in the strategy must have played an important role in assisting students in improving their English language skill. Academic success in most study subjects depends on literacy.

**Table 3 Factor Indicators of the Impact of Home Visitation Program on the Academic Performance of Tagbanua Kalamianen Learners in Terms of Learning Areas that Most Need Assistance**

	Frequency	Percent
Filipino	5	5.0
English	2	2.0
Mathematics	66	66.0
Science	25	25.0
Social Science	2	2.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Table 3** presents the factor indicators of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of learning areas that most need assistance.

It can be seen in the table that 66.0% or 66 respondents answered that Mathematics is the learning area that most need assistance, 25.0% or 25 respondents answered that Science is the learning area that most need assistance, 5.0% or five respondents answered that Filipino is the learning area that most need assistance, whereas 2.0% or two respondents answered that Mathematics is the learning area that most need assistance as well the subject Social Science. The data show that Mathematics subject is the learning area that most needs

assistance as a factor indicator of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of learning area that needs assistance.

The study reveals that Tagbanua Kalamianen learners need the most guidance in Mathematics, indicating a critical problem in their learning. This suggests that students may be numerate and computational but lack rational thought due to not receiving systematic mathematical training outside school. The findings suggest the potential for targeted intervention through home visitation programs, allowing teachers to provide individualized help and reinforce learning with pedagogy responsive to the culture. Policymakers and teachers should



consider creating specialized instruction through home visits, incorporating real-life applications, and using interactive approaches like practical exercises and visual illustrations. Enhanced parental participation can contribute to learning success. Strengthening the rigor of Mathematics also enhances critical thinking and problem-solving skills.

This aligns with Nataño (2020), who observed the challenges encountered by Indigenous students in completing their education, often stemming from insufficient official and specialized training. Mathematics fundamentally depends on advanced logical reasoning and rigorous practice. The results indicate that students lack profundity, despite possessing

fundamental computation skills, due to inadequate support outside of the classroom.

The home visitation program addresses this deficit through the provision of individualized, culturally relevant instruction. Nataño (2020) asserts that indigenous communities face obstacles in accessing suitable learning resources as a result of geographical isolation and economic limitations. Home visits provide tailored, context-specific instructional methods that effectively engage children in mathematics through practical applications, visual aids, and experiential learning activities. Enhanced parental engagement via home visits strengthens mathematical understanding at home, thereby facilitating students' academic advancement.

**Table 4 Factor Indicators of the Impact of Home Visitation Program on the Academic Performance of Tagbanua Kalamianen Learners in Terms of Most Helpful Learning Method Utilized**

	Frequency	Percent
One -on-One Tutorial	40	40.0
Motivational Concept Sharing	27	27.0
Parent-Engagement Activities	33	33.0
<b>Total</b>	<b>100</b>	<b>100.0</b>

**Table 4** presents the factor indicators of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of the most helpful learning method.

It can be seen in the table that the highest percentage is 40.0% or 40 respondents answered that One-on-One Tutorial is the most helpful learning method utilized during the home visitation program, 33.0% or 33 respondents answered that Parent-Engagement Activities is the most helpful learning method utilized during the home visitation program. In comparison, 27.0% or 27 respondents answered that Motivational Concept Sharing is the most helpful learning method utilized during the home visitation program. The data show that the One-on-One Tutorial is the most helpful learning method utilized during the home visitation program compared to Parent-Engagement Activities and Motivational Concept Sharing as factor indicators of the impact of the home visitation program on the academic performance of Tagbanua Kalamianen learners in terms of the most helpful learning method utilized.

The study reveals that One-on-One Tutorial is the most effective learning strategy for Tagbanua Kalamianen learners in a home visitation program. This is due to the ability of instructors to make personalized remarks, analyze difficult maxims, and adjust teaching approaches to accommodate learning pace and comprehension. This approach can bridge learning gaps, build learners' confidence, and integrate

fundamental skills, improving their performance. Home visitation programs should prioritize One-on-One tutoring, ensure teachers are well-trained, and use learner-centered and culturally responsive teaching materials. Investing more resources in targeted academic assistance can lead to more equal and efficient learning conditions for Indigenous students.

This is consistent with Malayan and Seras (2021), who found that adaptive learning strategies, such as one-on-one tutoring, are more effective in boosting student performance. Individual tutorials enable instructors to tailor education to each student's specific needs, close unique learning gaps, reinforce topics, and modify the pace of instruction to match the learner's level of comprehension.

This tailored approach is particularly beneficial for students in marginalized groups, like the Tagbanua Kalamianen, who might not have sufficient academic support outside of school. By emphasizing the learner's individual challenges, one-on-one tutoring assists in developing confidence, promoting greater comprehension, and enhancing overall academic achievement. Malayan and Seras (2021) further emphasize that home visits, when combined with individualized pedagogic approaches, promote better teacher-student-parent relationships, and thus, academic success. Hence, giving due importance to one-on-one tutorials in home visitation programs provides sufficient attention and support to Indigenous learners to overcome learning hurdles and excel academically.



**Composite Mean on the Barriers in Learning of Tagbanua Kalamianen Learners that the Home Visitation Program Addressed in Terms of Parental Support, Language Barriers, Learning Difficulties, and Accessibility to Learning Materials**

**Table 5 Composite Table on the Barriers in Learning of Tagbanua Kalamianen Learners that the Home Visitation Program Addressed in Terms of Parental Support, Language Barriers, Learning Difficulties, and Accessibility to Learning Materials**

	Teacher		Student		Composite	
	Mean	VI	Mean	VI	Mean	VI
Parental Support	3.19	Evident	2.87	Evident	3.03	Evident
Language Barriers	3.38	Evident	2.98	Evident	3.18	Evident
Learning Difficulties	3.26	Evident	3.12	Evident	3.19	Evident
Accessibilty to Learning Materials	3.20	Evident	3.14	Evident	3.17	Evident
<b>Barriers in Learning of Tagbanua Kalamianen Learners</b>	<b>3.26</b>	<b>Evident</b>	<b>3.03</b>	<b>Evident</b>	<b>3.14</b>	<b>Evident</b>

**Legend:** 4 (3.50 - 4.00) - Highly Evident 3 (2.50 - 3.49) - Evident 2 (1.50 - 2.49) - Slightly Evident 1 (1.00 - 1.49) - Not Evident

**Table 5** presents the composite table on Tagbanua Kalamianen learners' learning barriers that the home visitation program addressed regarding parental support, language barriers, learning difficulties, and accessibility to learning materials.

The table shows that all the indicators of the barriers to the learning of Tagbanua Kalamianen learners that the home visitation program addressed in terms of parental support (WM=3.03), language barriers (WM=3.18), learning difficulties (WM=3.19), and accessibility to learning materials (WM=3.17) are verbally interpreted as “Evident”. With an overall mean of 3.14, the results show that parental support, language barriers, learning difficulties, and accessibility to learning materials are barriers in the learning of Tagbanua Kalamianen learners that the home visitation program addressed.

Home visitation programs have significantly improved the learning experience for Tagbanua Kalamianen learners by addressing key barriers such as parental support, language barriers, and access to learning opportunities. These programs have increased parental involvement, improved home-school communication, and promoted better comprehension of lessons through culturally attuned materials. They also provided students with more access to learning materials, enabling them to extend their learning beyond classrooms. However, more efforts are needed to increase parental participation, develop bilingual learning strategies, and maintain teacher-parent coordination. Joint efforts are also needed to ensure effective use of learning materials by both students and parents. By refining and expanding home visitation programs, educators and policymakers can create a more inclusive and culturally responsive learning environment that promotes the educational achievement of Tagbanua Kalamianen students.

The educational obstacles faced by Indigenous Peoples Education (IPEd) pupils are multifaceted, notably include factors related to family support, language, learning disabilities, and access to educational resources. Parental support is crucial for enhancing academic performance, as studies by Zenda

(2020) and Enteria & Tagyam (2020) underscores the necessity of parental involvement in their children's education. This may entail assisting with assignments, conversing about conduct with educators, and participating in school events. In Indigenous contexts, many parents face socio-economic challenges, limited educational attainment, and cultural disparities, which hinder their ability to provide necessary support. Garcia and De Guzman (2020) note that being aware of such cultural contexts and introducing parental training can help fortify educational support structures for Indigenous students.

Language barriers are a considerable barrier. Indigenous students frequently face challenges when the language of instruction diverges from their native tongue. Saysi and Batuctoc (2023) contend that enhancing language literacy is a key objective of the K-12 curriculum in the Philippines, albeit presenting specific obstacles for Indigenous students. Research by Became et al. (2023) endorses the adoption of mother-tongue-based multilingual education (MTB-MLE), which significantly improves foundational learning competencies. However, issues in teacher preparedness, the possibility of language attrition, and the lack of appropriate instructional resources hinder the effective implementation of MTB-MLE in Indigenous communities. The linguistic gap commonly impacts students' performance in sciences and mathematics where medium-of-instruction competence is critical.

IPEd students also face difficulties in learning, both behavioral and academic. Sebullen et al. (2023) and Robles (2021) argue that home visitation programs efficiently counteract these difficulties by early intervention and enhanced school-home relationships. These interventions allow for early detection and prevention of behavioral issues, thus enhancing academic performance. The participation of schools, parents, and communities in mitigating dropout rates and educational disengagement, as articulated by Sajat et al. (2023), is crucial for enhancing student retention and success.



The availability of educational resources constitutes a significant obstacle. Oxtero (2022) and Wan Mahzan et al. (2020) highlight the lack of culturally relevant resources and the insufficient training of educators to adapt curricula for the specific requirements of Indigenous pupils. In the absence of appropriate educational resources that reflect Indigenous

knowledge, languages, and cultural settings, education becomes estranged from students' daily experiences. Eduardo and Gabriel (2021) emphasize the necessity for more inclusive curricula that include Indigenous languages and values, advocating for enhanced teacher preparation in culturally responsive pedagogies and approaches.

**Composite mean on the Impact Of Home Visitation Programs on the Academic Performance of Tagbanua Kalamianen Learners in terms of Academic Achievement, Learning Engagement, Parental Involvement, and Culture Heritage.**

**Table 6 Composite table on the Impact of Home Visitation Programs on the Academic Performance of Tagbanua Kalamianen Learners**

	Teacher		Student		Composite	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
Academic Achievement	3.13	Effective	2.97	Effective	3.05	Effective
Learning Engagement	3.27	Effective	3.00	Effective	3.14	Effective
Parental Involvement	3.33	Effective	2.90	Effective	3.11	Effective
Culture Heritage	3.14	Effective	3.03	Effective	3.09	Effective
<b>Impact of Home Visitation Programs on the Academic Performance</b>	<b>3.22</b>	<b>Effective</b>	<b>2.98</b>	<b>Effective</b>	<b>3.10</b>	<b>Effective</b>

**Legend:** 4 (3.50 - 4.00) - Highly Effective 3 (2.50 - 3.49) - Effective 2 (1.50 - 2.49) - Slightly Effective 1 (1.00 - 1.49) - Not Effective

**Table 6** presents the Composite table on the Impact of Home Visitation Programs on the Academic Performance of Tagbanua Kalamianen Learners.

engaging parents and honoring cultural settings, the program cultivates a supportive educational atmosphere that enhances academic performance.

The result shows that teachers as well as students regard the Home Visitation Program as "Effective" in multiple areas. Teachers indicated elevated mean scores across all domains, with the highest recorded in Parental Involvement (M = 3.33) and Learning Engagement (M = 3.27). The students' ratings were marginally lower, with the highest scores in Cultural Heritage (M = 3.03) and Learning Engagement (M = 3.00). The composite mean scores demonstrate that the program significantly improves Academic Achievement (M = 3.05), Learning Engagement (M = 3.14), Parental Involvement (M = 3.11), and Cultural Heritage (M = 3.09). The Home Visitation Program's overall effect on academic performance is assessed as Effective (M = 3.10).

Studies by Ebona and Quirap (2023) and Calda (2021) highlight the positive relationship between home visiting and academic achievement, more so in areas such as Mathematics and Reading Comprehension, consistent with findings from your study. Such studies as Ilhan et al. (2019) and Dawa et al. (2022) corroborate this, adding that home visits lead to stronger teacher-student relationships, which influence students' attitudes and academic performance in a positive way. Parental Involvement is also enhanced by the program, as Kelley et al. (2022) and Scher and Lauver (2021) emphasize, enhancing parents-teacher communication, and eventually, students' educational achievement. Furthermore, the incorporation of Cultural Heritage into curriculum, as also promoted by Bastida et al. (2023) and Adriatico et al. (2023), makes Indigenous students feel a part of something and that their cultural heritage is valued, which further increases their engagement and academic performance. Altogether, these pieces of research justify the conclusion that home visits are a useful mechanism for enhancing Indigenous students' educational experience through fostering family-school collaboration and honoring cultural heritage.

The Home Visitation Program significantly enhances the academic performance of Tagbanua Kalamianen pupils. Elevated teacher ratings indicate that instructors perceive significant enhancements in parental participation and student engagement. The marginally reduced student scores may suggest areas requiring additional support or communication to harmonize perceptions. The program's efficacy in advancing cultural legacy highlights its significance in culturally responsive education, essential for indigenous populations. By



**Significant Difference in the Impact of Home Visitation Programs on the Academic Performance of Tagbanua Kalamianen Learners When Grouped According to Factor Indicators of the Impact of Home Visitation Program on the Academic Performance of Tagbanua Kalamianen Learners.**

**Table 7 Test of Significant Differences in the Impact of Home Visitation Programs on the Academic Performance of Tagbanua Kalamianen Learners When Grouped According to Factor Indicators of the Impact of Home Visitation Program on The Academic Performance of Tagbanua Kalamianen Learners**

	t	df	Sig. (2-tailed)	Decision	Remarks
<b>Number of Home Visits in a month</b> - Impact of Home Visitation Programs on the Academic Performance	-6.024	99	0.000	Reject	Significant
<b>Most Improve Learning Areas</b> - Impact of Home Visitation Programs on the Academic Performance	-9.764	99	0.000	Reject	Significant
<b>Learning Areas that needs more assistance</b> - Impact of Home Visitation Programs on the Academic Performance	-0.596	99	0.552	Accept	Not Significant
<b>Most Helpful Learning Method Utilized</b> - Impact of Home Visitation Programs on the Academic Performance	-5.082	99	0.000	Reject	Significant

**Table 7** tests significant differences in the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners when grouped according to factor indicators of the impact of home visitation programs on the Academic Performance of Tagbanua Kalamianen Learners.

The study found that there are significant differences in the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners when grouped by the number of home visits per month, most improved learning areas, and most helpful learning method used. However, the probability value for learning areas that need more assistance is higher than the 0.05 confidence level, resulting in the acceptance of the null hypothesis and finding it

**Significant relationship between the barriers addressed and the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners.**

insignificant. The data suggests that while there are significant differences in the impact of home visitation programs on academic performance, there is no significant difference in areas that need more assistance.

Malayan and Seras (2021) found that home visitation programs improve student performance, foster relationships with parents, and reduce dropout rates. However, teachers face challenges such as safety, effort, and uncooperative parents. The study suggests three key concepts for teachers: fostering empathy with students, consistently executing visits, and enhancing parental collaboration. The findings support Project ReACH's recommendations for implementing home visitation programs.

**Table 8 Correlation Between the Barriers Addressed and the Impact of Home Visitation Programs on the Academic Performance of Tagbanua Kalamianen Learners**

		Impact of Home Visitation Programs on the Academic Performance
<b>Barriers in Learning of Tagbanua Kalamianen Learners</b>	Pearson Correlation	.408**
	Sig. (2-tailed)	0.000
	N	150

**Table 8** presents the correlation between the barriers addressed and the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners.

It can be gleaned from the table that the p-value of 0.000 is less than a 0.05 level of confidence, which means a significant relationship exists between the barriers addressed and the impact of home visitation programs on the academic



performance of Tagbanua Kalamianen learners. Furthermore, the coefficient of 0.408 signifies a moderate positive correlation between the barriers addressed and the impact of home visitation programs on the academic performance of Tagbanua Kalamianen learners.

The study found a positive relationship between home visitation programs and academic performance among Tagbanua Kalamianen students. Addressing learning barriers such as access to instructional materials, parental factors, linguistic barriers, and learning disabilities through home visits improved students' academic performance. However, other factors like teaching pedagogic practice, curricular content, and parental care also significantly influence performance. The findings suggest that interventions should address the most pervasive problems students bring, such as providing appropriate learning materials, involving high-level parental participation, employing culturally sound pedagogy, and focusing on students with learning problems. Schools should also implement strategies like peer tutoring, community engagement programs, and teacher professional development to reach the full potential of home visitation programs.

The study's results back up Ilhan et al.'s (2019) claim that home visits significantly affect how well students do in school and the relationship between teachers and students. The study examined home visits' efficacy on children's academic performance and classroom behavior. This study examined the parental participation of pupils who had teacher visits compared to those who did not. The study's findings demonstrate that home visits and family involvement positively influence students' academic performance and attitudes about school. The study's findings are widely applicable in education and can aid educators in enhancing their pupils' academic performance.

#### IV. CONCLUSION

The study focuses on the impact of a home visitation program on the academic performance of Tagbanua Kalamianen learners. The program received two to three home visits per month, with English being the most improved learning area. However, Mathematics was identified as the most needing assistance. One-on-One Tutorial was found to be the most helpful learning method during the program. The program addressed barriers to learning such as parental support, language barriers, learning difficulties, and accessibility to learning materials. The results showed that these barriers were evident for Tagbanua Kalamianen learners. The program positively impacted academic achievement, learning engagement, parental involvement, and cultural heritage. However, there was no significant difference in the impact of the program when grouped by the number of visits per month, the most improved learning areas, and the most helpful learning method used. There is a moderate positive correlation between the barriers addressed and the impact of the program on academic performance, with a moderate positive correlation. The study results led to the development of an action plan to strengthen the implementation of home visitation programs, focusing on increasing frequency and effectiveness of visits, enhancing Mathematics instruction, maintaining One-on-One Tutorial methods, addressing barriers such as parental support,

language barriers, learning difficulties, and accessibility to learning materials, and fostering greater parental involvement and cultural heritage integration in the learning process.

The study found that home visitation programs have improved English and other learning areas in Tagbanua Kalamianen learners, but more emphasis should be placed on Mathematics using One-on-One Tutorials. The programs have eliminated learning barriers, but more efforts are needed to increase parental participation and provide necessary tools. The success of these programs in enhancing communication between parents and teachers, classroom behavior, and parental engagement is attributed to school-home collaboration. The success of these programs depends on the frequency of monthly visits, most enhanced learning areas, and effective learning strategies. The study also found a moderate correlation between home visitation programs and academic performance.

The study suggests that effective tutoring methods and culturally responsive instruction materials can enhance learning during home visitation programs. New instructional strategies focusing on active practice and everyday applications are needed to improve Mathematics learning among Tagbanua Kalamianen learners. The program can increase parental participation, develop bilingual learning strategies, and maintain teacher-parent coordination. Collaborating between policymakers and schools is crucial for efficient resource allocation and long-term program effectiveness. The program should be more responsive and student-centered, targeting specific learning needs rather than subject matter broad targeting. Schools should monitor and develop programs to close knowledge gaps and empower students. A parallel study could fill in gaps.

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