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**HOME VISITATION IMPLEMENTATION AND CHALLENGES:  
BASES FOR READING INTERVENTION PROGRAM**

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**ABSTRACT**

The descriptive-qualitative study determined the home visitation implementation and challenges encountered by Grade II to Grade VI class advisers of Inaca Elementary School. The research methodology employed in the study was descriptive method utilizing in-depth interviews. The study adopted a qualitative research design using phenomenology. It was found out that through home visitation, the implementation of reading intervention provided opportunity for learners and teachers to meet and talk, monitored current situation, supported facilities for conducive environment, gained partnership, and helped learners. Challenges encountered by the teachers in the implementation of reading intervention through home visitation program were accessibility of houses, weather condition, availability of parents, and lack of time. Based on the results of the in-depth interview, teachers' ways of managing the challenges were teacher-parent partnership, school support, and proper time management. Results served as the bases in designing a reading intervention program.

**Keywords:** *Home Visitation, Implementation, Challenges, Reading Enhancement Program*

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## INTRODUCTION

The cultivation of reading skills is of paramount importance as it establishes a foundational element empowering individuals to effectively navigate and engage in the demands and obligations of contemporary society, such as assuming responsibilities in daily activities.

The practice reading serves to foster critical thinking by providing learners with the capacity to envision, infer, predict, deduce, and form judgments, among other cognitive abilities. Moreover, the ability to read significantly influences learners' academic performance, as many cognitive activities within the classroom necessitate proficient reading and thinking skills.

Additionally, reading facilitates the exploration of new knowledge, with exposure to books, magazines, and online articles offering insights into the latest advancements and discoveries across various fields (Anonat, 2011).

Before expressing reactions to specific article or text, learners are required to engage in reading, and the composition of comprehensive, detailed, and in-depth paragraphs similarly relies on fundamental skill. Thus, the aptitude for reading is a fundamental prerequisite for learners to acquire understanding.

Reading intervention program is crafted to support struggling readers who are operating below the proficiency level, aiming to provide supplementary instruction that helps them attain the requisite reading skills for their grade level. Likewise, it encompasses a range of activities and strategies designed to assist struggling readers in developing their reading proficiency.

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Optimal reading intervention programs are those grounded in research and tailored to address the specific needs of individual learners. These will vary depending on the unique demographics of the classroom and school.

It has been months since the school year has started. Because of the result of the pre-test given by each adviser in every grade level, the faculty of the said school, Inaca Elementary School, Cabatuan, Iloilo decided to initiate an intervention program through home visitation. With the implementation, mutual understanding was developed among teachers who were conducting home visitation, learners, and their parents as well.

During trying times, home visitation is a very important method of the teachers and learners to bridge the gaps between school and home. It helps establish a strong, and positive communication among learners, teachers, and parents. The positive approach and effective communication can influence and develop learners' capabilities and their reading literacy.

Modesty aside, home visitation is used by many schools as a mechanism and way to build relationships with teachers who influence learners' reading literacy.

Through conducting home visitation learners and teachers will be more acquainted with each other and teachers will have the chance to know deeply the needs and different learning styles of every learner.

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In a study conducted by Stetson et al. (2012), results showed that 75% of educators established connections through home visits and by enhancing learners' behavior in the classroom.

Conducting home visitation to integrate the teaching of reading requires a lot of preparation and involvement in the implementation of the activity. Challenges are also encountered by teachers who are doing the home visitation and reading intervention, respectively. Parents, on the other hand, provide learning areas in their respective houses during the reading intervention.

It is for these reasons that the researcher conducted a study on the implementation of reading intervention through home visitation to provide insights into optimizing home visitation strategies for effective reading intervention program.

## MATERIALS AND METHODS

### Research Methodology

This chapter presents the research method, research design, participants of the study, sampling design, data-gathering procedures, research instrument, and data analysis used in the study. The purpose of this study was to determine the home visitation implementation and challenges as bases for reading intervention program in Inaca Elementary School, Cabatuan, Iloilo during school year 2022-2023.

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## Research Method

The study used qualitative research design using phenomenology.

According to Smith (2013) phenomenology is the study of structures of consciousness as experienced from the first-person point of view. The central structure of an experience is its intentionality, its being directed toward something, as it is an experience of or about some objects. An experience is directed toward an object by virtue of its content or meaning (which represents the object) together with appropriate enabling conditions.

Phenomenology was considered a philosophical approach to undertaking qualitative research. The goal of phenomenology was to understand how others viewed the world, and how the view varied from commonly held views by focusing on a person's subjective interpretations of what she experienced. Phenomenology was done by interviewing the subjects to learn their impressions, and was frequently used in such fields as psychology, sociology, and social work.

## Research Design

The research method utilized in the study was descriptive method using in-depth interview.

Descriptive method, according to Fraenkel and Wallen (2007), is used to describe a given situation as fully and carefully as possible.

The interviewer during the interview was allowed to sit and think about the series of questions about a certain issue. The aim was to get the main or the necessary views of the

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participants in a certain issue in a social context through the responses of participants to the questions.

## Participants of the Study

Participants of the study were the five (5) class advisers from Grade II to Grade VI of Inaca Elementary School, Cabatuan, Iloilo.

Participants were composed of one teacher for Grade II, one teacher for Grade III, one teacher for Grade IV, one teacher for Grade V, and one teacher for Grade VI with the total of five participants.

## Sampling Design

The study utilized a purposive sampling design. A purposive sample was a non-probability sample that was selected based on characteristics of a population and the objectives of the study.

According to Palinkas, et al. (2015) purposive sampling is widely used in qualitative research for the identification and selection of information-rich cases related to the phenomenon of interest. Purposive sampling is also known as judgmental, selective, or subjective sampling.

## Research Instrument

The research instrument utilized in the study was a researcher-made interview schedule. The interview schedule aimed to gather relevant information about the implementation and

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challenges of home visitation as bases in coming up with a reading intervention program in Inaca Elementary School, Cabatuan, Iloilo.

Open-ended questions were asked to the participants during the interview. The researcher asked the participants the questions and then followed up with relevant questions that arose from the responses of the participants.

The interview schedule had four (4) major questions that focused on the purpose of the study.

Voice and video recorders were also used for data gathering and documentation of the participants.

The interview schedule was validated by experts and authorized validators.

### **Validity of the Research Instrument**

Prior to the determination of the validity of the interview schedule made by the researcher, the adviser, Dean of the Graduate School, and the panel of jurors, who were considered for their expertise in the field of research, testing and assessment, and English, submitted each question for review and modification.

Validity refers to appropriateness, meaningfulness, correctness, and usefulness of inferences that a researcher formulates. In content-related evidence of validity, the content and format must be consistent with the definition of variables, and sample of subjects to be measured and is also helpful in validating the items in the questionnaire (Fraenkel & Wallen, 2007).

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Comments, corrections, and suggestions of the panel of validators regarding the interview schedule were considered using the appropriate form of Good and Scates as seen in the appendix page of the study.

### Data Gathering Procedure

Permits from the individual participants were obtained to allow the researcher to conduct the study. A researcher personally went to the schools, community or place convenient on the part of the participants to conduct the interview.

The researcher conducted an interview to participants but prior to that, the researcher encouraged participants to sign a waiver or permission relative to the conduct of the study. Minimum health protocols mandated by the Inter- Agency Task Force (IATF), Department of Health (DOH) guidelines amidst the pandemic, DepEd Order on the Health protocols, Local Government Units and the Barangay Health protocols, were strictly observed and followed during the conduct of the study.

Using in-depth interview, voice and video recorders were provided to completely capture the interviewee's words.

Participants sat together with the researcher in a considerable space to get the responses to the questions. The object was to get the respondents' view about the study.

The researcher consolidated all the collected data after series of interviews.

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The study started in the First Semester of School Year 2022-2023 with the researcher seeking approval from the Dean of the School where the researcher was currently studying, from the panel of experts, and from the adviser.

After the approval, the researcher conducted the interview to the purposively selected participants. The informed consent was asked prior to the interview.

Participants were encouraged to participate and asked to sign a letter of consent. Schedules of meetings and interviews were set at the participants' convenient time such as after class or during vacant time.

Interviews were done in school. Informed consent was provided to the participants to ensure that they were properly oriented about the conduct of the study and the procedures of the interview. The interview guide was used, taking into consideration the responses of the participants. They were given the opportunity to narrate their experiences relevant to the questions asked.

Moreover, the data that were gathered from the interviews were recorded and carefully noted with the consent of the participants. The data and information gathered were used to determine the implementation and challenges of home visitation as bases in coming up with a reading intervention program.

## Data Analyses

The information was gathered and analyzed using thematic approach.

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Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire and Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

Braun and Clarke (2006) states that in analyzing the data gathered for qualitative data, the first step in any qualitative analysis is reading and re-reading the transcripts. One should be very familiar with the entire body of data or data corpus (i.e., all the interviews and any other data used) before going any further. At this stage, it is useful to make notes and jot down early impressions. In the next phase, the researcher organized the data in a meaningful and systematic way. The researcher addressed specific research questions and analyzed the data. As defined, a theme was a pattern that captured something significant or interesting about the data or research question.

As Braun and Clarke (2006) explain, there are no hard and fast rules about what makes a theme. A theme is characterized by its significance. If there is a very small data set (e.g., one short focus-group) there may be considerable overlap between the coding stage and this stage of identifying preliminary themes. In this case, the researcher examines the codes and some of them clearly fitted together into a theme. At the end of the step, the codes had been organized into broader themes that seemed to say something specific about the research question.

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The themes are predominately descriptive, i.e., they describe patterns in the data relevant to the research question. Furthermore, the researcher reviewed, modified, and developed preliminary themes that he or she identified. The researcher then easily did the 'cut and paste' function in any word processing package, by taking a scissors to the transcripts or using something like Microsoft Excel. Access to qualitative data analysis software can make the process quicker and easier, but it is not essential. In the final refinement of themes, and the aim is to identify the essence of what each theme is about. Usually, the endpoint of research is a report, often a journal article or dissertation (Bree & Gallagher, 2016).

The study took into consideration the ethical standards in doing research. The researcher ensured that the participants were not forced in and consent from them was asked. The informed consent was used to make certain that participants knew and understood what the participation in the research study was meant, so they decided whether they would participate or not.

The consent form contained the purpose of the study; what was expected from the informant if they agreed to participate. Their participation was voluntary and that the information gathered from them as well as their identity was kept confidential.

## RESULTS AND DISCUSSIONS

The study aimed to determine the home visitation implementation and challenges as bases for reading intervention program in Inaca Elementary School, Cabatuan, Iloilo.

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The chosen research methodology for the study was the descriptive method, employing in-depth interviews. During the interviews, the interviewer had the flexibility to sit and reflect on a series of questions related to a specific issue. The objective was to capture the essential and pertinent views of participants on a particular issue within a social context through the responses to the questions. The study adopted a qualitative research design, specifically utilizing phenomenology, which is regarded as a philosophical approach to qualitative research.

Participants of the study were the five (5) class advisers from Grade II to Grade VI in Inaca Elementary School, Cabatuan, Iloilo.

The study employed a purposive sampling design, a non-probability sampling method chosen based on specific characteristics of the population and the objectives of the study.

The research tool employed in the study was an interview schedule developed by the researcher. The interview schedule aimed to gather relevant information about the implementation and challenges of home visitation as bases in coming up with a reading intervention program in Inaca Elementary School, Cabatuan, Iloilo.

Open-ended questions were used for the interview. The researcher asked the participants the questions and then followed up with relevant questions that arose from the responses of the participants.

The interview schedule has four (4) major questions focusing on the purpose of the study.

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Voice and video recorders were employed for data collection and documentation, contingent upon obtaining permission from the participants.

The interview schedule was validated by experts and authorized validators.

Comments, corrections, and suggestions from the panel of validators concerning the interview schedule were duly considered using the appropriate form.

Individual participant permits were acquired to authorize the researcher to conduct the study. The researcher personally visited the schools, communities, or locations convenient for the participants to conduct the interviews.

The researcher conducted an interview to the participants but prior to that, the researcher encouraged the participants first to sign a waiver or permission relative to the conduct of the study.

Strict adherence to the minimum health protocols mandated by the Inter-Agency Task Force (IATF), Department of Health (DOH) guidelines amid the pandemic, as well as compliance with DepEd Orders on health protocols, local government units, and barangay health protocols, were maintained throughout the duration of the study.

In-depth interviews were conducted, and voice and video recorders were provided to comprehensively capture the interviewees' statements. Participants were seated with the researcher in a spacious setting to elicit responses to the questions.

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The objective was to obtain the respondents' perspectives on the study. Following a series of interviews, the researcher consolidated all the collected data. The information collected was analyzed employing a thematic approach.

The study's findings were outlined as follows:  
Upon analyzing the results of the in-depth interviews with the participants, it was discovered that partnership with parents and helping poor reading learners through home visitation program was done by providing opportunity to meet and talk, monitor current situation, support facilities for conducive environment, partnership, and help learners.

Additionally, the study revealed that the challenges faced by teachers in implementing reading intervention through home visitation programs included issues such as house accessibility, weather conditions, parental availability, and time constraints.

Based on the results of the in-depth interview, their ways in managing challenges encountered in the implementation of reading intervention through home visitation program were teacher-parent partnership, school support, and proper time management.

## CONCLUSION

In the light of the findings and insights derived from the study, the following recommendations are forwarded:

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The study recommends that teachers should consider conducting home visits throughout the school year, particularly for pupils who are facing challenges such as low academic performance and inadequate reading habits. Emphasis should be placed on the visits not solely for disciplinary matters but with a strong focus on fostering social interaction between parents and teachers.

It is advisable to initiate home visits early in the school year, and allow for ongoing monitoring of the child's progress. Individual reports from the visits should be documented and stored in the child's folder for reference by subsequent teachers.

Additionally, teachers are encouraged to report to the principal any family they suspect may require financial assistance, facilitating further investigation, and support.

It is recommended for no Saturday home visitation schedule for it is very dangerous on the part of the teachers who are doing this on the weekend. Home visitation should be done regularly with the participation of the Parent-Teacher Association (P.T.A.).

The study suggests that the school should intensify efforts to involve all parents in the organization. Despite the potential benefits, it is noted that those who could gain the most from the meetings often do not attend. Home visits are proven to be valuable for teachers, and these provide insights into the child's interests, attitudes, observations of the home environment, and foster better rapport.

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In conclusion, the researcher found the study interesting and worthwhile. The anticipation is that, as the school evolves and its staff members refine techniques and procedures for obtaining more information about children, enhanced services for the children should become increasingly feasible.

School heads and teachers may help improve and sustain the Home Visitation Program.

Teachers may encounter different challenges but because of the perseverance of everybody, they could pursue to do the said program.

Establishing communication and linkages among stakeholders is a tedious task for school personnel but doing so means seeking their input, feedback and collaboration to ensure that the plans are properly implemented.

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