

# Home Visitation and Absenteeism of Grade IV-Del Pilar Students of R.C. Quimpo Elementary School

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**Abstract:** *This study was conducted to determine if absenteeism can be remedied by home visitation of Grade IV-Del Pilar students in R.C. Quimpo Elementary School in Davao City, Philippines for the school year 2011-2012, its frequency and relationship between the two variables. This study made use of the descriptive correlational method of research. It involved twenty (20) Grade IV-Del Pilar students observed to have habitual absenteeism. The home visitation conducted by the researcher had a percentage of 40% for the descriptive scale of sometimes while their absences got a frequency of 10 in the range and it had a percentage of 50%. Home visitation showed no significant relationship with their absences. The researcher recommended that teachers need to conduct a thorough survey and improve the teaching and learning process with home visitation and other interventions to improve the class attendance of the students. The specific questions answered were: 1. What is the frequency of home visitation by the teacher to the grade IV students in R.C. Quimpo Elementary School for school year 2011-2012? 2. How frequent do the students absent from school? 3. Does home visitation influence the decrease of frequent absenteeism of the students? Based on the findings of this study, the following conclusions were drawn: 1. The number of home visitation conducted by teachers to their students is between 6-8 times in a year with a percentage of 40%. 2. The number of absences incurred by students of RC Quimpo E/S in a year is between 2 to 10 with an average of 50%. 3. Home visitation has no significant relationship with the students' absences. The researcher offered the following recommendations: 1. Home visitation should be employed together with other intervention programs to improve class attendance. 2. Conduct a thorough survey about the family background of the students. 3. Improve the teaching and learning process so that students are encouraged to come to class regularly.*

**Keywords:** Home Visitation, Absenteeism, Frequency, Relationship

## 1. Introduction

### 1.1 Background of the Study

Absenteeism pertains to the school attendance of the students in a certain period of time. Moreover, absenteeism is the persistent absence from work or some other place without good reason (Thesaurus Dictionary). In the context of the school, it means students make their alibis to the school so that their bad desires or wants can be satisfied. Absenteeism according to Europe's newspaper (March 13, 2012) may lead them from dropping out of school or repeating the same grade level. Students should go to school everyday except if they have serious illness or loss of a family member and they should send a letter or note stating the reason of their absence. Absenteeism is a period of time when a student does not attend school (Teasly, 2004). Students who do not attend school will generally fall behind their classmates in their academic success (Ford & Sutphen, 1996). They have fewer opportunities to learn the materials that will help them to succeed (Epstein & Sheldon, 2002).

On the other hand, home visitation is an intervention used by the teachers to reduce the number of absences of the students from their classes. Through home visitation, teachers will know the reasons behind the actions and situations that could have contributed to the absences.

In other countries, there are home visit programs that receive ample support and funding from the government. According to Education World, home visitation by teachers get parents involved in their child's education . . . and they let parents and children know how teachers care (Denis, October 9,

2001). A school principal told Education World, "Parent-teacher communication has been a strong point of our school" since teachers participated there in one-year home visitation program (Jennifer Wegaman, September 22, 2009). When teachers take time to go to the students' home and develop relationships with the parents, the students will have more involved better parents. Through relationship building conversation, teachers can help parents understand the importance of education as well as strategies to help their children at home.

The habitual sickness of the students was the major part of absenteeism from the class, whether intentional or for some varied reasons, that caused them from failing their academic performance. Due to the high technology of today's generation, children now are tempted to cut and escape from the class that lead them for being absent from their classes. The reasons students do not attend school can be influenced by number of factors ranging from lack of community support and unsupportive school environment to bad weather, transportation problems and poor health (Teasly, 2004). According to (www.pthvp.org), home visit works because . . . "People don't care about what you know until they know that you care".

In R.C. Quimpo Elementary School, this problem is also seen as a common occurrence among students. This prompted the researcher to find out if absenteeism can be remedied by home visitation.

Particularly, this study aims to answer the following questions : (1) What is the frequency of home visitation by the teacher to the Grade IV students in R.C. Quimpo

Elementary School in 2011-2012? (2) How frequent do the students absent from school? (3) Does home visitation influence the decrease of frequent absenteeism of the students?

## 1.2 Theory Base

This study is anchored on the statement of Joyce Epstein(1987) that the more involved a parent in their child's education right from the beginning, the more dedicated the child becomes to education. Meanwhile, Lin and Bates (2010) made mentioned that one of the ways for teachers in the field to begin learning about the differential cultural backgrounds of their students is through home visitation.

## 1.3 The Conceptual Framework of the Study

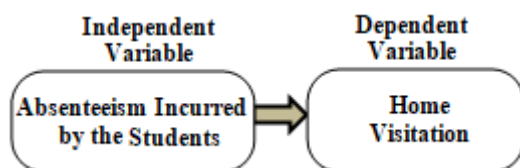


Figure 1: The conceptual framework of the study

## 1.4 Significance of the Study

The results of the study will probably improve the strategy imposed by the teacher as regards to absenteeism.

## 1.5 Scope and Limitation of the Study

This study is only limited to the home visitation and absenteeism of Grade IV-Del Pilar students of R.C. Quimpo Elementary School.

## 1.6 Definitions of Terms Used

**Home Visitation.** In this study, this refers to an evidence-based program, implemented in response to findings from a needs assessment that includes home visiting as a primary service delivery strategy.

**Absenteesim.** This refer to the fact or habit of frequency being away from work or school, usually without a good reason.

**R.C. Quimpo Elementary School.** A nationally funded Elementary School located at Bago Aplaya, Davao City, Davao del Sur, Philippines. It is about 1 kilometer away from the national highway and is the site of this study. It has 16 classroom teachers, and a full-pledged Principal. It has a population of 539 students who come from Talomo District and nearby districts.

**Frequency.** This refer to the number of occurrences of a repeating event in a unit of time.

**Relationship.** In this study, it refers to the correspondence or comparability between two variables.

## 2. Methodology

### 2.1 Research Method

This study utilized the descriptive correlational research design. Descriptive research involves gathering data that describe events then organizes, tabulates, depicts, and describes the data collection (Glass & Hopkins, 1984). It is used in this study to describe the frequency and percentage of home visitation and absenteeism of grade IV students of R.C. Quimpo Elementary School. It is also used to describe the influence between the variables (home visitation and absenteeism).

In this study, the variables home visitation and absenteeism are under study exploring the relationship and influence between the given indicators.

The respondents of this study were the grade IV students of R.C. Quimpo Elementary School. These respondents were the students who had home visitation during the school year 2011-2012.

Question (1) in this study used the frequency count and the mean percentage score while Question (3) used the Spearman Rank-Order Correlational Coefficient or Spearman Rho. Secondary data were tabulated, analyzed and interpreted. Statistical data were treated with the use of SPSS version 14 in computing the minimum to maximum rate in determining the total, average, percentage and correlation results.

## 3. Results and Discussion

Table 1: Frequency and Percentage Distribution of Home Visitation

Event	Frequency	Percentage
Sometimes (2-3)	8	40%
Often (4-5)	6	30%
Always (6-7)	6	30%
Total	20	100%

Table 1 shows the home visitation's frequency and percentage. It revealed that Often and Always have the same frequency and percentage, while Sometimes got the highest frequency and percentage among the three (3) events.

Table 2: Frequency and Percentage Distribution of Absences

Event	Frequency	Percentage
Rare (1-15)	2	10%
Sometimes (16-30)	6	30%
Often (31-45)	10	50%
Always (46 above)	2	10%
Total	20	100%

Table 2 presents the students' absences from school. Rare and Always have the lowest frequency and percentage while Often got the highest frequency and percentage among the four (4) events.

**Table 3:** Relationship Between Home Visitation and Absences of Students

Variables	n	r-value	p-value	Remarks
Home Visitation	20	0.240 (moderately significant)	0.309	Not Significant
Absenteeism				

Table 3 shows the relationship between home visitation and student's absences. As observed in this table there is no significant relationship between home visitation and absenteeism of the students with a computed r-value of 0.240 and a p-value of 0.309 which is higher than 0.05. It implies that home visitation does not have a significant relationship with absenteeism of students. Furthermore, this factor cannot be considered as the main intervention of the absences.

#### 4. Conclusions

Based on the findings, the following conclusions are drawn:

- 1) The number of home visitations conducted by teachers to their students is between 6-8 times in a year with a percentage of 40%.
- 2) The absences incurred by students of R.C. Quimpo Elementary School in a year is between 2 to 10 with an average of 50%.
- 3) Home visitation has no significant relationship with the students' absences.

#### 5. Recommendations

- 1) Home visitation should be employed together with other intervention programs to improve class attendance.
- 2) Conduct a thorough survey about the family background of the students.
- 3) Improve teaching and learning process so students are encouraged to come to class regularly.

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#### Author Profile



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