

Teachers' Motivation, Home Visitation and Performance of Academically At-risk Students

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Abstract

The research aimed to determine the extent of influence of teachers' motivation and home visitation on the performance of academically at-risk students in the Division of Malaybalay City, Malaybalay, Bukidnon. A total of 173 students were the participants of the study. The study utilized survey instrument and made use of statistical procedures like descriptive statistics, Pearson Product-moment correlation and multiple regression analysis. Data revealed that the participants were dominated by male students. The occupation of parents and the number of siblings were identified as important factors to the learning process of the students. Students perceived that teachers' teaching style like utilizing different teaching strategies was practiced most of the time and these motivated the students. Teachers practiced home visitation as perceived by the students which increased their academic performance. Results showed that there were significant correlation between students' academic performance and 1) their socio-demographic profile; teaching style and the contact activity or invitation of their teachers. Of all the indicators, employment of the student's parents was found to be the best predictor of the performance of those academically-at-risk students.

Key Words: Academic performance, At-risk students, Home visitation, Teachers' motivation, Teaching Strategies

Introduction

Teachers and parents have a big role to help students engage in 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 to 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 an intervention by the teachers in order to succeed within the school year. Previous local studies focused their efforts in helping the students improve their academic achievement and performance by introducing innovative instructional methods, techniques, and approaches

(Coronel & Tan, 2019; Aguanta & Tan, 2018; Dagoc & Tan, 2018; Guita & Tan, 2018; Saligumba & Tan, 2018; Tan-Ucang & Tan, 2013; Segumpan & Tan, 2018; Salingay & Tan, 2018), and design varied assessment techniques (Pagtulon-an & Tan, 2018; Cordova et al., 2018; Tan, et al, 2019; Cordova et al., 2019). Other researchers tried to determine factors that are associated with students' academic performance (Tan & Balasico, 2018; Cordova & Tan, 2018; Andamon & Tan, 2018) and investigated students' mathematical problem solving skills, processes and attitudes (Tan, 2018; Tan & Limjap, 2018; Asparin & Tan, 2018; Duque & Tan, 2018). In the recent study of Barela *et al.* (2018), at-risk students showed common classroom misbehaviors such as not submitting projects/homework, cutting classes, absenteeism, and violating school rules. One of the aims of this study was to determine the level of teachers' motivation to assist grade 8 academically at-risk students.

With regards to students' attendance in school, as observed by the researchers and the teachers, it is evident that the percentage is decreasing which starts from the second quarter especially during harvest season in their locality. According to the Annual Poverty Indicators Survey (APIS, 2008) that out of the 1.4 million families with members aged 5 to 17 years, 7% or about 1.1 million families were reported to have working children. It indicates that there is an existence of child labor in the Philippines especially those families with low socio-economic status. Children who are victims of child labor do not experience quality education. In line with the right of education of the child, DepEd Order No. 40, s. 2012, provides that schools should encourage and promote a zero-tolerance policy for any act of child abuse, exploitation, violence and other related offenses. Considering the problems encountered by the students, another aim of this study was to identify the extent of influence of teachers' home visitation on students' performance. Home visitation when observed by the teachers will help open the lines of communication between the school and the family.

In view of the above considerations, the study was conducted to determine the extent of influence of teachers' motivation and home visitation on the students' academic performance. It also identified the demographic profile of the participants and how these profiles influence their performance.

Review of Literature

On Academically at-risk Students

In order to understand the term "at-risk", Horton (2015) defined it as frequently used to describe individual students or groups of students "who are considered to have a higher probability of failing academically or dropping out of school." The term may be applied to students who face circumstances or characteristics (factors) that could jeopardize their ability to achieve academic goals or complete school, such as homelessness, incarceration, teenage pregnancy, serious health issues, domestic violence, or transiency, or it may refer to learning disabilities, low test scores, disciplinary problems, grade retentions, or other learning-related factors that could adversely affect the educational performance and attainment of some students (Horton, 2015).

In the study of Barela *et al.* (2018) entitled “Conceptions of Students At-risk on Behavior Modification Program”, students’ misbehavior in the classroom is a common scenario. The common classroom misbehaviors such as not submitting projects/homework, cutting classes, absenteeism, and violating school rules and regulation were committed by the participants. Adult students in higher education encounter multiple organizational, instructional, and interpersonal barriers in reaching their educational goals.

Wright (2012) identifies six key reasons why students are not motivated to perform as follows: (1) inability to do the assigned work due to lack of essential skills required, such as basic academic skills, cognitive strategies, and academic-enabler skills; (2) “response effort” needed to complete the assigned work seems too great, although the student has the required skills; (3) classroom instruction and learning activities do not engage them; (4) failure to see an adequate pay-off to doing the assigned work, such as praise, access to rewards, or other short-term “pay-off” to encourage them to apply greater effort; (5) low self-efficacy—lack of confidence that they can do the assigned work in a subject area, activity, or academic task, which reduces motivation; and (6) lack of positive relationship with the teacher.

On Teachers’ Motivation

Teacher motivation naturally has to do with teachers’ attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teacher’s interest in student discipline and control particularly in the classroom. Teachers who foster positive relationships with their students create classroom environments more conducive to learning and meet students' developmental, emotional and academic needs. Improving students' relationships with teachers has important, positive and long-lasting implications for students' academic and social development. Solely improving students' relationships with their teachers will not produce gains in achievement. However, those students who have close, positive and supportive relationships with their teachers will attain higher levels of achievement than those students with more conflictual relationships. If a student feels a personal connection to a teacher, experiences frequent communication with a teacher, and receives more guidance and praise than criticism from the teacher, then the student is likely to become more trustful of that teacher, show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically (Watt & Richardson, 2008).

Grasha, as cited by Martinete (2014) stated that schools must use a consistent, formal approach in evaluating a teacher’s classroom performance. He recognized that any system designed to help teachers improve their instructional skills requires a simple classification system. He developed a teaching style inventory that has since been adopted and modified by followers. The teaching styles are as follows;

Expert: Similar to a coach, experts share knowledge, demonstrate their expertise, advise students and provide feedback to improve understanding and promote learning. Possess knowledge and expertise that students need. Expert teaching style strives to maintain status as an

expert among students by displaying detailed knowledge. The professor as expert attempts to challenge students to enhance their competence (Grasha as cited by Martinete, 2014).

Formal Authority: Authoritative teachers incorporate the traditional lecture format and share many of the same characteristics as experts, but with less student interaction (Grasha as cited by Martinete, 2014). Teachers who have a formal authority teaching style tend to focus on content. This style is generally teacher-centered, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content (Stein *et al.* as cited by Martinete, 2014). This style is also used for lectures. The teacher gives the information and the students receive it. There is no participation by the students. The material is not meant to be analyzed or discussed but is offered as fact (Schwartz, 2011).

Personal Model: This model incorporates blended teaching styles that match the best techniques with the appropriate learning scenarios and students in an adaptive format (Grasha as cited by Martinete, 2014). Teachers who have a demonstrator or personal model teaching style tend to run teacher-centered classes with an emphasis on demonstration and modeling. This type of teacher acts as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply these skills and knowledge (Stein *et al.* as cited by Martinete, 2014).

Facilitator: Designs are participatory to learning activities and managing classroom projects while providing information and offering feedback to facilitate critical thinking. The teacher focuses on activities in which the students are working in partners or groups. This is more student-centered with the students solving problems and making discoveries. The teacher encourages, helps and guide the students towards their given task or goal (Schwartz, 2011). Teachers typically design group activities which necessitate active learning, student-to-student collaboration and problem solving. This type of teacher will often try to design learning situations and activities that require student processing and application of course content in creative and original ways (Stein *et al.* as cited by Martinete, 2014).

Delegator: In here, the teacher organizes group learning, observes students, provides consultation, and promotes interaction between groups and among individuals to achieve learning objectives (Grasha as cited by Martinete, 2014). Teachers who have a delegator teaching style tend to place much control and responsibility for learning on individuals or groups of students. This type of teacher will often give students a choice designing and implementing their own complex learning projects and will act in a consultative role (Stein *et al.*, as cited by Martinete, 2014). The teacher is available to help the students but the students are responsible for working independently on their own projects. This style has the teacher involved the least and the student taking on the most control (Schwartz, 2011).

On Home Visitation

Home visit is a way to bridge the gap between school and home for students, families and teachers. A growing amount of research points to the importance of parents supporting their children's learning in the home. Parent-teacher conferences, phone calls, sending letters and progress reports are part of the communications to follow up students especially those who are

academically at-risk to monitor their school performances and daily classroom behaviors.

Coleman (2012) explained that home visit is to socialize and build positive family-teacher partnerships. It includes sharing information about your classroom, completing forms, and reviewing children's educational progress. In addition to home visits to establish relationships and communication, home visitation programs developed over the past several decades focus specifically on teachers educating and supporting parents and children in the home (Gestwicki, 2012).

Home visitation supports and encourages parents to take more of an active role in the learning activities of their children. The Parents as Teachers Program (Parents as Teachers National Center, 2008) recognizes parents as the primary teachers of children, and bring resources to parents in order to help them to develop into effective parent-teachers. Through home visits, schools can help establish positive relationships with the families, leading to more involvement with the schools and better student success. Teachers who make these home visits can take with them simple materials that can be left with the child, such as crayons and paper, or a child's book. They can make suggestions for ways the parents can help the child prepare for school. Schools can also use a hand-off procedure in which teachers might take initial home visits, but if there is a need for ongoing support in the home, either other school staff can take over, or the school can link with other community agencies that might be staffed for more intensive home visiting services.

Home visits allowed teachers to develop deeper level of empathy with children whose home life was in some way lacking. For example, during your home visits you might find that some parents cannot write or that they show their children little affection.

On Academic Performance

Academic performance is one of the major factors in education because it can be seen as an indicator for the success of a country's education system. Dambudzo (2009) also added that the society could place more focus and importance on the academic achievement of its citizens. The academic achievement of the students is an important indicator of academic success in school. Students with higher levels of achievement during their college years are more likely to obtain good position in a company and get high salaries when they graduate. In short, academic achievement is significant because it promotes success later in life (Areepattamannil & Freeman, 2008).

According to Novak (2001), if we do not deal directly with students existing knowledge and alternative concepts, they are force to cope with the subject matter by rote memorization of isolated fragments and execution of meaningless tasks in laboratories. This is consistent with what Stokstad (2011) said, that students concepts will develop and change with instruction, if they are actively engaged in the learning process. As cited by Bulosan (2008), achievement is what has been learned as a result of instruction in the schools. Any test of factual information measures attainment, however, a test of factual information is an achievement test only if it

measures what has been directly taught. Only achievement test can be used to monitor students' progress. It would be pointless to use a test that does not assess what a teacher had taught. The best way to collect data for the purpose of evaluating individual's progress is to sample to skills that are being taught. This method allows the teachers to measure the extent to which students have mastered content. Even grades alone cannot be relied on to reflect students' performance accurately.

One issue with academic engagement as a construct is that there are differences across research studies in terms of its measurement and theoretical definition. For example, some researchers conceptualize engagement as a three-factor construct consisting of behavioral, emotional, and cognitive components (e.g., Burch et al., 2015; Sinatra et al., 2015). Other researchers suggest engagement includes not only behavioral and emotional engagement, but an engagement vs. disaffection component as well; therefore, according to some researchers, engagement is conceptualized as a four-factor construct that includes behavioral engagement, behavioral disaffection, emotional engagement, and emotional disaffection (e.g., Skinner et al., 2008, 2009). Furthermore, engagement may be measured in general, as described above, or it may be domain-specific, such as when measuring reading (Lutz & Guthrie, 2015) or mathematics engagement (Rimm et al., 2015).

Conceptual Framework

This study is anchored on several theories and concepts. One of these is the Expectancy Theory of Motivation which is pioneered by Edward C. Tolman and continued by Victor H. Vroom. Expectancy Theory provides an explanation of why individuals choose one behavioral option over others. The idea with this theory is that people are motivated to do something because they think their actions will lead to their desired outcome (Redmond, 2009). This study also considered the Maslow's Theory to Education. The most important educational goal is for students to learn. Another important goal is to make this newly gained knowledge and information purposeful and meaningful to the students so that it may be retained and useful throughout their lives. An essential factor involved in meeting these goals is motivation. If students are unmotivated in one way or another, it is likely that little learning will take place, or if by chance some learning should take place, it is probable that it will not be retained.

This was also anchored on the concept of a notable American feminist, educationalist, and philosopher Noddings N. She is best known in her work "Ethics of Care". The ethics of care establishes the obligation, and the sense, to do something right when others address us. We do so because either we love and respect those that address us or we have significant regard for them. In that way, the recipients of care must respond in a way that authenticates their caring has been received (Owen, 2005). The same goes for education. As teachers respond to the needs of students, they may design a differentiated curriculum because as teachers work closely with students, they should respond to the student's different needs and interests. This response should not be based on a one time virtuous decision but an ongoing interest in the student's welfare.

This study also considered the Bruner's learning theory on teaching. Bruner's learning theory on teaching explains that when a children start to learn new concepts, they need help from

teachers and other adults in the form of active support. It also explains that original notion of support assumed that a single more knowledgeable person, such as parent or teacher, helps individual learners, providing them the support they need to move forward. One of the most critical aspects of provision is the role of the adult or the expert (Wood *et al.*, 1976).

Methodology

The study utilized the descriptive-correlational research design. It used to describe the extent of teachers' motivation, home visitation and students' academic performance and to determine the relationship that exists between them To determine which variable, singly or in combination, best predict the students' academic performance, multiple linear regression was utilized.

The questionnaire was piloted to ensure the validity and reliability of the research instruments. It contains three parts; 1. socio-demographic profile, 2. teachers' motivation such as a. teaching style with a Cronbach alpha of 0.897 (adopted from Grasha, 1996) and b. teaching strategies with a Cronbach alpha of 0.801 (adopted from Dornyei and Cheng (2007), 3. and home visitation with alpha Cronbach of 0.906 (adopted from Christiansen, 2015).

Frequency counts, mean values and percentage were used in interpreting the data. Lastly, the academic performance of students was measured using the average grades after the end of the school year. The criterion used in interpreting the mean values of students' academic performance was based on K to 12 grading system.

Findings

This section deals on the presentation, analysis and interpretation of the data gathered in the conduct of the study.

A. Socio- demographic Profile

Table 1 showcases the socio-demographic profile of the students. The table reveals that Majority of the students belongs to aged fifteen (15) and above which the age average of 15. This signifies that most of the respondents are older compare to their classmates in the Grade 8 level. Based on the Philippine 2010 Census of Population and Housing (2010 CPH) that more than two-thirds (68.8 percent) of the household population aged 13 to 16 years only reached or completed at most high school.

As can be gleaned from Table 1, ninety four (94) or 54% are male and seventy nine (79) or 46% are female. This means that the number of students are mostly males compared to females. This reveals that males are less interested to get involve in school especially in class activities, home works and other related performance task. Harris (2010) added that majority of students cited for campus violations, academic underachievement, disengaged in campus activities and most alcoholic and substance are male.

The educational attainment shows that majority of the parents are elementary undergraduates which comprise forty two (42) or 24% of the total population. According to the report of the Annual Poverty Indicator (APIS, 2008), two in three heads of poor families have at most an elementary education. Heads of the families belonging to the bottom 30% income stratum tend to be less educated compared to heads of families in the upper 70% income stratum.

The table depicts the employment status of parents. It shows that eighty three (83) or 48% of the parents are employed and ninety (90) or 52% of the parents are unemployed. The results indicate that more than one half of parents have not gotten a job. Heinrich (2014) explained that working parents with low income can detract from their parenting skills, can undermine the atmosphere in the home, and thereby introduce stress into children’s lives.

Table 1. Socio demographic profile of Grade8- academically at-risk students.

INDICATORS	Frequency	Percentage
Age		
12 – 14	57	33%
15 - 19	116	67%
(Mean = 15 years old)		
TOTAL	173	100%
Sex		
Male	94	54%
Female	79	46%
TOTAL	173	100%
Parents’ Educational Attainment		
Elementary undergraduate	42	24%
Elementary graduate	30	17%
High school undergraduate	39	22%
High School graduate	31	18%
Finished Tech. Voc. Skill	3	2%
College undergraduate	20	12%
College graduate	8	5%
TOTAL	173	100%
Parents’ Occupation		
Employed	83	48%
Unemployed	90	52%
TOTAL	173	100%
Parents’ Marital Status		
Solo Parent	11	6%
Married	133	77%
Separated	16	9%
Widow	13	8%
TOTAL	173	100%

Economics Status in terms of monthly income		
1,000 - 3,000	80	46%
4,000 – 6,000	35	20%
7,000 – 9,000	20	12%
10, 000 and above	38	22%
TOTAL	173	100%
Number of siblings		
1-3	69	40%
4-6	71	41%
7 and above	33	19%
TOTAL	173	100%
Ethnicity		
Visaya	130	75%
Others	43	25%
TOTAL	173	100%

The table shows that most parents are living as married and living in one household with their children. In the findings of Lauser, as cited by Abalos (2017) that given the permanence of marriage in the country, the prevalence of marital dissolution is very low. Chant, as cited by Abalos (2017) added that there is low rate of marital dissolution in the country include the Filipinos’ attachment to their kin, their concern not to ruin their family’s reputation, and the prevailing child-centeredness of the Filipino culture.

The economic status of parents shows that eighty (80) or 46% of the parents have earned one thousand to three thousand per month (1,000-3,000). It reveals that almost one half of the students’ parents are having a very low income. It means that parents could not support all the basic needs at home and the budget for children’s education in school is not fully supported. According to Philippine Statistics Authority in March 2015 for the Family Income and Expenditure Survey (FIES), poverty is among the biggest hurdles for Bukidnon, the fourth highest in the country as of first half of 2015.

The respondents of this study have a range of siblings of 4 to 6. It reveals that the family size of the respondents belonged to average family size. This supports the study of Watkins and Astilla (2012), that a Filipino family of five to seven (5-7) children is considered of average size.

The respondents have common ethnicity living in a community with their families. Most of them are visaya in origin or “bisaya” as we call it locally with one hundred thirty (130) or three-fourth of the respondents (75%). Henderson, as cited by Davis, 2014 stressed that families of all cultural backgrounds, education, and income levels encourage their children and keep them focused on learning and homework. It is important to note that parents have different skills and different levels of comfort when it comes to school involvement.

B. The Level of Teachers’ Motivation

Table 2 presents the respondents ratings on indicators for the teachers’ motivation. Result showed that teachers’ motivation is often practice which means that teachers practiced it most of the time with a mean value of 4.00. Data revealed that all respondents rated the different teaching styles as practiced most of the time with a mean value of 4.13 and teachers’ motivational strategies with a mean value of 3.88.

Table 2. Teachers’ motivation as perceived by the students

INDICATORS	Mean	Descriptive Meaning	Qualitative Interpretation
Teaching style	4.13	Often	Practiced most of the time
Teaching Strategy	3.88	Often	Practiced most of the time
AVERAGE	4.00	Often	Practiced most of the time

Legend:

<u>Range</u>	<u>Descriptive Meaning</u>	<u>Qualitative Interpretation</u>
4.50 – 5.00	Always	Practiced all the time
3.50 – 4.49	Often	Practiced most of the time
2.50 – 3.49	Occasionally	Practiced Sometimes
1.50 - 2.49	Seldom	Practiced Rarely
1.00– 1.49	Never	Not Practiced at all

This means that students perceived their teachers’ motivation as effective way of motivating students in the learning process. The teachers show interest in motivating their students to learn in the class. This implies that a motivated teacher is crucial to a [successful classroom](#).

Watt and Richardson (2008) stressed that teacher motivation naturally has to do with teachers’ attitude to work. It has to do with teachers desire to participate in the pedagogical processes within the school environment. It has to do with teachers’ interest in student discipline and control particularly in the classroom. Taylor (2008) also added that teachers can influence students’ self determination through the motivational strategies that they use.

C. The Extent of Teachers’ Home Visitation

Table 3 shows the summary of teachers’ home visitation. Students perceived their teachers’ involvement in home visitation as “practiced” with an overall mean of 4.01. Data revealed that respondents rated their teachers’ home visitation as practiced in terms of involvement (4.20); channel of communication (3.74); and contact information or activity invitation (4.10). This means that students agree that their teachers’ home visitation is practiced that start from the second quarter until the end of the school year 2017-2018. It shows that when teachers conduct home visitation to students’ home it implies that there is support of teachers and encourage parents to take more of an active role in the learning activities of their children.

Accordingly, Mason and Ernst (2017) stressed that teacher who made home visits demonstrate their interest in students’ families and provide opportunities for teachers to understand their students better by seeing students in their home environments. Graff (2017) stressed that the more engage a parent is with their child’s education the greater a chance a child will learn and experience a higher level of success.

Table 3. Teachers’ home visitation as perceived by the students

INDICATORS	Mean	Descriptive Meaning	Qualitative Interpretation
Teachers’ Involvement	4.20	Agree	Practiced
Channel of Communication	3.74	Agree	Practiced
Contact Information	4.10	Agree	Practiced
AVERAGE	4.01	Agree	Practiced

Legend:

Range	Descriptive Meaning	Qualitative meaning
4.50 – 5.00	strongly agree	Highly Practiced
3.50 – 4.49	agree	Practiced
2.50 – 3.49	uncertain	Moderately Practiced
1.50 - 2.49	disagree	Less Practiced
1.00– 1.49	strongly disagree	Not Practiced

D. Academic Performance of the Students after Home Visitation

Table 4 reveals the academic performance of the students after home visitation from second to the last quarter of the school year 2017-2018. The indicators are the latest grading system of the Department of Education (DepEd).

The table disclosed that 9% or sixteen (16) of the respondents got the grade of 90 and above which means they are advanced; 27% or forty seven (47) of the respondents got a grade of 85 – 89; ninety seven (97) or 56% got the grade 80 – 84; and only thirteen (13) or 8% among them got the grade of 79 and below. It signifies that majority of the students are approaching proficiency level with a mean average of 83.77. The result showed that there is an increase of students’ academic performance when teachers conduct home visitation to students.

Table 4. The Level of academic performance of Grade 8- academically at- risk students after home visitation

INDICATOR	Range	FREQUENCY	PERCENTAGE
Advanced	90-100	16	9%
Proficient	85-89	47	27%
Approaching proficiency	80-84	97	56%
Developing	75-79	13	8%
(Mean =83.77%)			
Total		173	100%

Legend:

Percentage Grade Equivalent	Descriptive Rating
90% and above	Advanced
85% - 89%	Proficient
80% - 84%	Approaching proficiency
75%-79% and below	Developing
74% below	Beginning

The result of the study is supported by the report of “The Parents as Teachers Program” (Parents as Teachers National Center, 2008), that through home visits, schools can help establish positive relationships with families, leading to more involvement with the schools and better

student success. Wu *et.al.*, (2010) also added that engagement in the classroom is also related to student-teacher relationship quality.

E. Relationship between Students' Academic Performance with Socio-demographic Profile, Teachers' Motivation, and Home Visitation

Table 5 showcases the relationship between students' academic performance and demographic profile of the students namely: age, parents' educational status, parents' employment status, number of siblings, and the teaching style of teachers as personal model. It also shows that there is significant relationship existing between students' academic performance and the contact information/activity invitation. This signifies that students' academic performance is significantly related to demographic profile such as age, parents' educational status, and parents' employment status, number of siblings and teaching style of the teacher as personal model as well as contact information/activity invitation. Thoren *et al.* (2016) stressed that child's age in comparison to the age of her or his classmates (relative age) has an influential factor on academic achievement, particularly but not exclusively at the beginning of formal schooling. The result contradicted the study of Gold *et al.* (2012) that older students perform better academically than relatively younger students.

In the study Bulosan (2008), educational attainment of parents affects the National Achievement Test (NAT) performance of the students. She found that the students whose parents are college graduates obtained higher scores than those who have lower educational attainment. Teachers teaching style as personal model has a relationship with the students' academic performance. According to Gary (2011) that home visits enable teachers to find out that some parents cannot write and that they show anxieties. This finding is supported by the experience of the students during teachers' home visit as can be reflected in parents' educational and employment status.

Table 5. Correlation on the students' achievement performance with socio-demographic profile, teachers' motivation, and home visitation.

Indicators	Correlation value	Probability
A. Socio-demographic profile		
Age	-.217	.004**
Gender	.021	.789
Parents' Educational Status	.167	.028*
Parents' Economic Status	-.046	.550
Parents' Employment Status	.300	.000**
Parents' Marital Status	-.022	.776
Number of Siblings	-.155	.041*
Ethnicity	-.141	.065
B. Teachers' Motivation		
1. Teaching style as:		
1.1Expert	.139	.068
1.2Formal Authority	.056	.464
1.3Personal Model	.284	.000**
1.4Facilitator	.135	.077
1.5Delegator	.104	.173
2. Teaching Strategy	-.029	.701

C. Home Visitation

Teachers' Involvement	-.072	.344
Contact Information	-.191	.012*
Channel of Communication	-.130	.088

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

F. Regression Analysis of Variables Singly or in Combination Best Predicts the Students' Academic Performance.

As revealed in table 6, there are four predictors that have significant contribution to students' academic performance. Parents' employment status found to be the greatest predictors in the students' academic performance with a t-value of 5.465 with its 0.000 probability value of that indicates its significance at 0.05 levels. The personal model teaching style is the second predictor with its 5.059 t-value and 0.000 probability. The third predictor is the number of siblings with a t-value of -2.86 and 0.005 probability value, and the channel of communication with -3.107 t-value and the corresponding probability value of 0.002.

The result of the regression analysis clarifies that parents' employment status has the greatest degree of influence considering its 0.367 beta weight which can be inferred that parents' employment status is the best predictor of students' academic performance. Teaching style as personal model is also a better predictor of academic performance with its 0.339 beta weights. Number of siblings is likewise, a better predictor of academic performance with its -.190 beta weights, an indication that it is also a better predictor of students' academic performance. Channel of Communication during home visitation is also a best predictor with its beta weight of -.209 to the academic performance of the students. As can be gleaned in the regression analysis, the predictor "channel of communication" has no correlation with the dependent variable. This implies that this predictor has a strong relationship with the dependent variable which is the academic performance of the students, and they are not necessarily functionally related.

Table 6. Variables that predict students' academic performance

Predictors Variables	Unstandardized Coefficient B	Std Error	Standardized Coefficient Beta	T-value	Probability
Constant	74.906	2.423		30.911	.000
Employment status	2.770	.507	.367	5.465	.000
Personal Model	2.461	.486	.339	5.059	.000
Channel of Communication	-1.048	.337	-.209	-3.107	.002
Number of siblings	-0.312	.109	-.190	-2.860	.005

R= .513 R squared= .263 F= 14.990 Prob. = .000

These findings agree with the study of Ermisch (2014), who stressed that parents play an important role in shaping the adult lives of their children. Pratt (2011) also added that students are expected to take some responsibility for learning what they need to know and for asking for help when they do not understand something. Teachers who have an open communication with the parents and their child build stronger relationships and improve attendance and achievement

(Mason & Ernst, 2017). Bouchey *et al.* (2010) also stressed that the younger siblings have increased success when they have perceived that the older siblings are more engaged in academics during the 7th and 8th grade years.

Conclusion

Based on the findings of the study, the following conclusions are drawn:

The respondents are dominated by male students and most of them belong to age 15 and above. Most of their parents attained low education and they are living in one household as married with the children and communicate with their families, school, and community using common dialects as medium of communication. Students perceived that teachers' teaching style is practiced most of the time, and teachers make sure that they do their best to support the students. Personal model teaching style is associated with students' performance. In the same way, teachers also make certain that they practice most of the time their role to motivate their students using different teaching strategies.

Students perceived that their teachers practiced home visitation. Students who were considered academically at-risk have increased their academic performance after home visitation. There is a significant relationship between students' academic performance and their socio-demographic profile such as age and parents' education and employment status, and number of siblings. Teaching style as personal model has also a significant relationship to the academic performance of the students and the contact information/activity invitation of teachers.

There are four (4) variables that best predict the students' academic performance namely: parents' employment status, personal model teaching style, channel of communication in home visitation, and number of siblings. Of the four, employment is the best predictor, followed by teaching style as personal model, channel of communication, and number of siblings.

Suggestions and Recommendations

The findings and the conclusions have led the researcher to formulate the following recommendations:

Parents are encouraged to do their best as they can to support their children especially for the awareness of parents' responsibility towards their children. Teachers must hold intensive parenting seminar to the parents of academically at-risk students. Teachers are encouraged to understand students' background by knowing their socio-demographic profile. It is suggested that home visits be done at the start before the school year begins to help the teachers find and have a better understanding of the various strengths and challenges faced by each student and to address their needs in achieving good grades. Home visitation program may be strongly implemented by the schools to ensure the security of the teachers as part of its responsibilities especially during weekends.

Academically at-risk students may be given special attention by the teachers in order to help them succeed in school. Teachers are highly advised to monitor students' day to day behavior and performance in school to be given immediate intervention to gain good performance. Principals and school heads that are part of the students' education are encouraged to be sensitive enough to respond to the needs of teachers, parents and students in attaining educational goals. It is further recommended that the community and Parent- Teachers Association may create a program to enhance the parents' involvement in school.

Lastly, further research is recommended to establish or include other variables which are not included in the study.

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