
Benefits of Home Visitation and Performance of Grade V Pupils in Math in Modular Distance Learning

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Abstract —The study aimed to determine the significant relationship between the extent of benefits of home visitation and the performance of Grade V pupils in Math. Utilizing the descriptive-correlational survey research design for an in-depth analysis of the study, the researcher used the validated researcher-made survey questionnaire on benefits of home visitation and the assessment result from the modules in the 3rd quarter in Math. Simple Percentage, Weighted Mean, and Pearson r were the statistical tools used. The researcher found out that the extent of benefits of home visitation is excellent. At the same time, all the pupils got a perfect, excellent, and good rating in the assessment conducted by teachers for the 3rd quarter modules. Thus, this study revealed a significant relationship between the extent of benefits of home visitation and the performance of Grade V pupils in Math on modular distance learning. Thus, home visitation impacts positive performance among pupils on modular distance learning.

Keywords — *Benefits, Home Visitation, Performance, Grade V Pupils, Math, Modular Distance Learning*

I. Introduction

In line with the COVID-19 pandemic where schools have no face-to-face interaction, the Department of Education continues the quest to provide quality basic education to their clientele through the modular distance learning modality. Distance Learning refers to a learning modality, where learning takes place between the teacher and the learners who are geographically remote from each other during instruction (4). This modality has three types: Modular Distance Learning (MDL), Online Distance Learning (ODL), and TV/Radio-Based Instruction (2).

The public health emergency brought about by COVID-19 calls for the Department of Education (DepEd) to be innovative and resourceful in delivering quality, accessible, relevant, and liberating education (1). In response to this emergency, DepEd developed the Basic Education Learning Continuity Plan (BE-LCP) to ensure that learning opportunities are provided to our

learners safely through different learning delivery. Moreover, the DepEd also conducted a survey among parents on the learning delivery modality that will be used during this pandemic. Most of the parents chose the modular distance learning modality using the self-learning modules. Thus, education funds prioritize the printing of the said modules to be used in the field.

Modular learning is the most popular type of Distance Learning Modality. In Kananga I District, this learning modality is currently used by all schools because according to a survey conducted by the teachers during the enrolment period and based on the result of Learner Enrolment Survey Form (LESF), learning through printed and digital modules emerged as the most preferred distance learning method of parents with children who are enrolled this school year. This is also in consideration of the learners in rural areas where internet is not accessible for online learning.

Self-Learning Modules become an ideal learning resource and therefore a priority in remote or distance learning where a teacher is unable to provide the constant instructional supervision and guidance in a classroom setting (1). DepEd has used SLM for its ADMs during disasters or in situations where learners have difficulty for daily school attendance. COVID-19 has compelled the use of SLMs on a large scale. Considering the uneven access to technology among learners and the revealed greater preference for modular learning from the learner enrolment and survey forms responses, SLM will be the backbone learning mechanism to accompany textbooks, complemented by other distance learning modalities such as online educational television and radio (1).

Moreover, the use of self-learning modules in teaching is another form of individual used instructions. This is called modular approach of teaching and learning (3). The teachers use these modules in delivering their lessons while the pupils are learning at home with their learning facilitators. Teachers and parents have a big role to help students engage in-home learning environment while using the modules.

The teachers take the responsibility of monitoring the progress of the learners. Pupils may ask assistance from their teachers through text messages and another mode of communication. The parents take the printed modules in a designated area agreed during the meeting and retrieved after accomplishing the tasks stipulated in the modules. Teachers also must take steps on how to reach the pupils enrolled in their class, especially those who are academically stressed and challenge due to this pandemic.

Home visitation is the most preferred activity of the teacher to monitor the progress and performance of the learners and to give assistance in accomplishing the modules. It supports and encourages parents to take more of an active role in their children's learning activities while learning at home. During this pandemic, parents take the lead role in educating their children, for they are the learning facilitators at home. They assist and guide their own children in accomplishing the modules.

During the first quarter of this school year, there are Grade V pupils who have difficulty accomplishing the modules, especially in Math. Due to higher or more difficult competencies for the subject, parents had a hard time understanding the lessons, which affects their children's performance. With this, the researcher who is a Grade V adviser decided to conduct home visitation to determine the factors that affect their performance. Moreover, this premise challenged the researcher to conduct this study to determine the benefits of home visitation to the performance of the Grade V pupils in Math on modular distance learning. A proposed home visitation improvement plan will be formulated based on the findings of the study.

It is in the rationale that the researcher who is currently teaching in the above mentioned local, would like to delve worthy research undertaking that will benefit the school she is currently teaching and that of her Graduate Program.

This study determined the benefits of home visitation to the performance of Grade V pupils in modular distance learning of Kananga Central School, Kananga I District, Leyte Division. A proposed home visitation plan was formulated based on the findings of the study.

Specifically, this study sought to answer the following questions:

1. What are the extent of benefits of home visitation as rated by the Grade V pupils?
2. What is the performance of Grade V pupils in Quarter 3 in Math?
3. Is there a significant relationship between the perceived benefits of home visitation and performance of Grade V pupils in Quarter 3 in Math?
4. What improvement plan on home visitation be proposed based on the findings of this study?

II. Methodology

Design. This study employed the descriptive-correlational and survey research design to determine the benefits of home visitation to the performance of Grade V pupils in modular distance learning. Kananga Central School, Kananga I District, Leyte Division is the main locale of the study. The 34 Grade V pupils enrolled in the said locale are the main respondents of the study and a researcher-made survey questionnaire on benefits of home visitation and the result of the assessment from the modules in the 3rd quarter in Math were used. This research is focused on determining the benefits of home visitation and performance of Grade V pupils in Math and its relationship. A Proposed Home Visitation Improvement Plan based on the findings of the study is the output.

Sampling. There are 34 Grade V pupils involved in this study. The research instruments were distributed personally with consent from the Local IATF and strictly following the prescribed Health Protocol during the distribution and retrieval of the modules.

Research Procedure. The researcher prepared the research design and tools to be utilized in the study. Approval and recommendation from the Panel of Examiner of the Graduate Studies was sought. A letter request to conduct this study was forwarded to the Office of the Schools Division Superintendent. Upon approval, permission from the District Supervisor and School Head was secured before the actual gathering of data. Validation of the instruments through the District Math Coordinator, School Head and District Supervisor was sought. Orientation of the participants and administration of the questionnaire was done through face-to-face during the conduct of Home Visitation by the researcher. Permission from the Barangay and Local IATF was secured. After accomplishing the survey, the researcher collected. Data were tallied and submitted for statistical treatment. Analysis and Interpretation of Data. Making of Proposed Home Visitation Improvement Plan followed.

Ethical Issues. The right to conduct the study was strictly adhered through the approval of the Schools Division Superintendent of the Division, District Supervisor of the District, and school principal. Orientation of the respondents was done using face-to-face modality. In the orientation, issues and concerns were addressed, and consent to be included in the study were signed.

Treatment of Data. The Simple Percentage and Weighted Mean was employed to determine the benefits of home visitation and performance of the Grade V pupils in Math in modular distance learning. Pearson r was used to determine the significant relationship between the dependent and independent variables of the study.

III. Results and Discussion

Table 1
Benefits of Home Visitation (N=34)

Indicators	Weighted Mean	Description	Interpretation
1. My parents were able to voice their concerns regarding our difficulties in answering the modules	3.90	Agree	High
2. Parents and teachers are given the opportunity to meet simply to talk and collaborate for the benefit of the child they both care.	3.88	Agree	High
3. Help to put a human face to a name and turn finger pointing into teamwork and understanding.	3.78	Agree	High



4. The teacher better understand the child's environment and how this environment might impact the child's learning.	3.69	Agree	High
5. Adsense of relief on the part of the pupils when their parents and teacher meet.	4.00	Agree	High
6. Children take comfort in knowing that their teacher understands their home situation and in knowing that what they do may have consequences at home.	4.10	Agree	High
7. When parents are more familiar with their child's teacher, they are more likely to become involved in the activities given to the pupils.	3.87	Agree	High
8. the pupil is happy when he/she sees the teacher at home.	3.80	Agree	High
9. The pupil answers the modules comfortably when his/her teacher is assisting them at home.	3.70	Agree	High
10. The pupil accomplishes the activities in the modules easily when their teacher is with them at home during visitation.	3.60	Agree	High
11. The teacher can plan to reach out to the pupils regularly based on the findings of their home visitation.	3.75	Agree	High
12. Through home visitation conducted by my teacher, my parents' perspective on modular learning has changed.	3.92	Agree	High
13. the child's performance had increased after the conduct of home visitation.	3.90	Agree	High
14. Pupil can raise his/her concern to the teacher during home visitation.	3.92	Agree	High
15. Through home visitation, my view in this learning modality has changed.	4.00	Agree	High
16. My behavior towards my studies has improved due to the visit of my teacher at home.	4.05	Agree	High
17. My parents are more attentive to my questions about the activities in the modules.	4.00	Agree	High
18. Parents' involvement in the education of their child has increased.	3.90	Agree	High

19. Parents are more engaged on my progress in my studies.	3.82	Agree	High
20. My study habits improved.	3.76	Agree	High
Grand Mean	3.86	Agree	High

Table 1 presents the extent of benefits of home visitation as rated by the Grade V pupils. It was revealed on the table that the extent of benefits of home visitation as rated by the Grade V pupils has a grand mean of 3.86, which is interpreted as high. This means that all the grade V pupils agree that they benefit from the teachers' home visitation. This implies that home visitation provides an avenue where pupils can ask for assistance from the teachers regarding their difficulties on the modules given.

The statement, which states that "Children take comfort in knowing that their teacher understands their home situation and in knowing that what they do may have consequences at home", got the highest mean of 4.10, which is interpreted as high. This means that these pupils are comfortable in telling their teachers regarding their situations during this time of pandemic. This implies that teachers must develop interventions to address this situation and these pupils need regular visitation to show comforts to them.

Finally, the statement states that, "The pupil accomplishes the activities in the modules easily when their teacher is with them at home during visitation". This means that these pupils agree that they need the assistance of the teachers in explaining the lessons convey in the modules. This implies that pupils are already missing the classroom where they can learn and mingle with their classmates.

Table 2
Third Quarter Assessment Result in Math (N=34)

Score Range	Description	Frequency	Percentage
25-30	Excellent	5	15
19-24	Very Good	13	38
13-18	Good	16	47
7-12	Fair	0	0
1-6	Poor	0	0
Total		34	100

Table 2 presents the 3rd quarter assessment result in Math of the Grade V pupils. It was revealed on the table that among the 34 pupil-respondents, 5 or 15% are excellent. This means that these pupils got a score of 25-30. This implies that they are the pupils who can master the skills given in the 3rd quarter.

Moreover, of the 34 pupils tested, 13 or 38% got a rating of very good. This means that they are the pupils who got a score of 19-24. This implies that these pupils perform very satisfactorily in school and they are able to achieve up to 80% of the lessons presented in the modules. This implies further that despite of this pandemic, there are still pupils who perform very well in school.

Finally, of the 34 pupils tested, 16 or 47% got a rating of good. This means that these pupils got the scores of 13-18 in their assessment in Math for the 3rd quarter. This implies that despite the new normal way of learning where they seldom see their teachers, they can still achieve their goals of passing the subject. This implies that pupils are doing their tasks at home with the assistance and guidance of their learning facilitators.

Table 3
Test of Relationship

Variables Correlated	r	Computed value or t	Table Value @.05	Decision on Ho	Interpretation
BENEFITS OF HOME VISITATION AND TEST SCORES	0.72	1.143	0.061	Reject Ho	Significant Relationship (High)

Table 3 presents the test of relationship between the extent of benefits of home visitation and performance of Grade V pupils in Math. It was revealed on the table that the computed value or t of 1.143 is greater than the table value of 0.061 at .05 level of significance, so the null hypothesis is rejected. This means that there is a significant relationship between the extent of benefits of home visitation and performance of Grade V pupils in Math. The r-value of 0.72 shows a high significant relationship. This implies that the performance of pupils is increased when a teacher visits them at home assists and guides them in accomplishing their modules. This implies further those pupils need an expert who can provide accurate and concise explanation regarding the activities in the lesson they are accomplishing or complying.

IV. Conclusion

The data revealed that there is a significant relationship between the extent of benefits of home visitation and performance of Grade V pupils in modular distance learning. Thus, home visitation impact positive performance among pupils on modular distance learning.

V. Recommendations

1. The proposed home visitation improvement plan formulated should be utilized;
2. Teachers should provide varied and differentiated activities to be conducted to the pupils during home visitation;
3. School Heads should encourage teachers to conduct home visitation;
4. Teachers should encourage the parents or learning facilitators to guide and assist the pupils in accomplishing the modules;
5. Teachers should encourage the parents or learning facilitators to be with them as the teacher discusses the lesson stipulated in the modules during home visitation.
6. School Heads and teachers should conduct a regular home visitation to motivate pupils to work on their modules; and
7. Future researchers should replicate this study to include different locale and include different variables aside from the mentioned in this study.

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AUTHOR'S PROFILE



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The author is born on June 23, 1996 at Brgy. Libongao, Kananga, Leyte Philippines. He is presently residing at Sitio Breeding, Brgy. Libongao, Kananga, Leyte. He finished his elementary education at Kananga Central School, Kananga, Leyte in the year 2008 and continue his quest for education and able to finish his secondary education at Kananga National High School, Kananga, Leyte in the year 2012. He enrolled and finished his Bachelor in Elementary Education at Western Leyte College, Ormoc City. He took up Master of Arts in Education major in Supervision and Administration with complete academic requirements at Western Leyte College of Ormoc and currently enrolled in the same school for Thesis 2 to finish the degree.

His first station was Sto. Domingo Elementary School Kananga 1 District handling kindergarten pupils for 10 months. In the following year he transferred to Libongao Elementary School. Currently he is a teacher 1 at Kananga Central School, Kananga 1 District, Leyte Division, Region VIII Philippines. He is a grade five adviser in Kananga Central School. He attended series of trainings and seminars conducted in Region, Division, District, and school.