

Home Visitation Manual for Classroom Managers

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Abstract

This study was conducted to evaluate the developed Home Visitation Manual for Classroom Managers. The evaluation was accomplished by the Classroom Advisers from Pedro Guevara Memorial National High School, Santa Cruz, Laguna who served as respondents for this study. Specifically, it sought answers to the following questions: What procedure is followed in developing home visitation manual? What is the assessment level obtained for the objectives, contents and organization, structure and style and usefulness of the Home Visitation Manual? What is the mean level of assessment for the developed home visitation manual as rated by the advisers of Grade 7, Grade 8, Grade 9 and Grade 10? Is there a significant difference between the level of assessment made by the advisers from different levels on the Developed Home Visitation Manual? The study made use of descriptive method. A total of fifty (50) classroom adviser respondents from different grade levels of Pedro Guevara Memorial National High School, Santa Cruz, Laguna were involved.

Questionnaires was the main tool used to gather data about the developed manual's components. The over-all weighted means of 4.80, 4.81, 4.83 and 4.83 implied that the components of the manual i.e., objectives, contents and organization, structure and style and usefulness were evaluated as "very evident". The objectives of the developed manual got an average mean of 4.20 and standard deviation of 0.46 from the Grade 7 classroom advisers which was interpreted as "somewhat evident", while the average mean scores of 4.71, 4.81 and 4.99 respectively and standard deviations of 0.48, 0.52 and 0.48 respectively from Grade 8, 9 and 10 were all interpreted as "very evident". Its contents and organization got average mean scores of 4.79, 4.58, 4.92 and 4.89 respectively and standard deviations of 0.41, 0.56, 0.26 and 0.26 from the Grade 7, 8, 9, 10 respectively, which were all interpreted as "very evident". Further, its structure and style got average mean scores of 4.76, 4.69, 4.93 and 4.93 respectively and standard deviations of 0.46, 0.46, 0.24 and

0.24 from the Grade 7, 8, 9 and 10 class advisers. They were all interpreted as "very evident" too. Finally, its usefulness got average mean scores of 4.83, 4.72, 4.92 and 4.86 respectively and standard deviation of 0.40, 0.45, 0.26 and 1.86 respectively from Grade 7, 8, 9, and 10. Likewise, they were all interpreted as "very evident".

In conclusions, the components of the developed manual on home visitation as to its objectives, contents and organization, structure and style and usefulness got computed of F-values and p-values which were all greater than the alpha .05 level and interpreted as "not significant". This indicated that the developed manual was acceptable to both groups and can therefore be utilized as intervention material for home visitations. In view of the findings and conclusions of the study, the following recommendations are given: 1) Further validation study may be done through experimental design to evaluate the present study's effectiveness, 2) Classroom advisers can contribute to the enhancement of this manual by recording their experiences and sharing their success in home visitation, 3) A follow-up study on the same conceptual framework may be conducted among other classroom advisers in the Division of Laguna, 4) Implementation on the use of the evaluated Home Visitation Manual may be done by classroom advisers, 5) Administrators may strengthen home visitation program among the faculty through seminars and trainings on how Home Visitation Manual should be adopted as mode of intervention material.

Introduction

In the article “Why we should communicate with Parents?” written by Maria Clarisse D. Bondoc, she stated that, “A teacher must then establish communication in a manner that benefits her, the parent, and child most especially. Parents and teachers are partners in helping the child get the best out of schooling”. This is an ideal scenario that should take place if teachers are to succeed in their endeavor as classroom managers to help their students become better in and out of class. But the challenge at present is that, students do not come to school because of various reasons. Some parents do not show up during parents-teacher conference, an opportunity wherein the teacher can discuss with the parents the challenges and concerns of their children in the classroom as he continually monitor their performance and observed their behavior. To address the issue, home visit was introduced. *Home Visiting* can be defined as a mechanism for the delivery of variety of interventions directed at different outcomes’ (Bull, McCormick, Swann, & Mulvihill, 2004). New teachers are encourage to include in their plans and schedule to conduct home visit after identifying the student-at-risk of dropping out (SARDO), but they were not trained on how they would do it. Experienced teachers who have done home visitation before have felt that they have failed in their approach to bring back their students in their classroom through students and to received parent’s cooperation.

The use of manual by every operators allow them to maximize the full potential of an equipment, tool and any appliance, thus giving the consumer all the benefit that he can get out of it. Likewise, the manual which this research is intended to produce will give aid to the classroom managers to make them become more efficient and effective in their pursuits to help their students perform well in the classroom and received parents’ support in their child development. In view of the above realization and observations this study was undertaken in order to propose a Home Visitation Manual which can be used by teachers to become more effective in their invitations.

Background of the Study

The researcher has chosen to pursue the development and assessment of the Home Visitation Manual to support the educators in their effort to help their students stay in class, perform well in their studies and behave wisely and sought the active participation of parents in making these desires become possible. It is necessary to conduct the study to give heed to the order written in D.O 74, s. 2010 – Guidelines on Mainstreaming the Dropout Reduction Program (DORP) in Public Secondary Schools which states “*Anchored on the targets of Education for All (EFA) 2015, and the Millennium Development Goals 2015, the DORP aims to contribute to the achievement of improved performance indicators in basic education. These approaches utilize the Family, Individual, Community and School (FICS) Analysis to facilitate the identification of student-at-risk of dropping out (SARDO) by introducing the appropriate interventions. A DORP plan shall be crafted by the school team after the final analysis and identification of potential dropouts.*” This approach such as FICS Analysis was utilized in this study.

Tarsi Dunlop said that, “Parent and family engagement is a critical component in ensuring student achievement and success in school. However, traditional models of parent-teacher interaction (*for example, conventional parent-teacher conferences*) do not necessarily have a substantial effect on student performance”. According to Ellis, “effective learning can take place only within a supportive environment of which developmental guidance is crucial components and where the teacher has the many traits of an effective counselor the ability to empathize with students, patience and flexibility, excellent interpersonal skills, openness to new ideas and awareness of individual differences.” The statement made by Dunlop and Ellis only prove the importance of parent / family support in the improvement of their child’s scholastic performance and classroom behavior.

It also is stated in the **Code of Ethics for Professional Teachers, Article IX, Section 2** that “a teacher shall inform parents through proper authorities of the progress and deficiencies of learner under him, exercising utmost candor and tact in pointing out learner’s deficiencies and seeking parent’s cooperation for the proper guidance and improvement of the learners.” This section clarifies one of the primary duty and responsibility that could be expected from the teacher who conducts home visitation. 125

According to Villariba, teachers influence their pupils directly or indirectly. Obviously the person who is in the best position to know the student is the classroom teacher and effective guidance work starts at knowing the needs and developmental pattern of the student. In 1979, Corpuz, then President of the University of the Philippines said in a memorandum on the subject “More on Teaching” addressed to the deans and faculty the following: “Our problems of teaching do not start from outside the teacher, did not start from the system. They start and grow from what the teacher brings to the tasks and from his or her response to the system.... We can improve teaching only if we first think over why we teach, what we teach, how we teach and who we teach”.

The statement made by Villariba and Corpuz underscored the teachers’ vital role in the learning process.

Jesus Mercado, Head Teacher III, Cristo Rey High School, Capas, Tarlac said that to make a difference regardless of who you are you have got to know how to get the interest of people. Analyzing what the Bible and practical psychology say there are three (3) general ways to motivate people. One is to manipulate them, often getting them to do something against their will. The second way is to motivate them through guilt, fear, or reward. The third is to administer the power of God to them so that the Holy Spirit become the prime mover and they can change their position because they know that God wants them to do something”. Motivation is one guiding principle that is being followed in an effective invitation.

Powell, et al. (2001) presented the contemporary influences on student’s behavior. They have a variety of life experiences that can create obstacles to successful learning and appropriate conduct inside the classroom. They are termed as children, children from toxic families, children with disintegrated families, physically, sexually and emotionally abused children, physically neglected children and children with learning disabilities. These are the assumed reasons why students misbehave in class that also affects their performance, something that could be discuss and address through home visiting.

It is the researcher’s desire to help in implementing an effective home visitation through a proposed manual that will guide the classroom advisers in fulfilling their duties and responsibilities in inviting students to improve their classroom performance and the parents in assisting their children in their learning goals and serve as the teachers’ immediate support in their child’s development.

Statement of the Problem

The purpose of this study was to developed and assessed a proposed Home Visitation Manual for Classroom Managers.

Specifically, it sought answers to the following questions:

1. What procedure is followed in developing home visitation manual?
2. What is the assessment level obtained by the Developed Home Visitation Manual as rated by the classroom advisers in terms of:
 - 2.1. objectives;
 - 2.2. contents and organization;
 - 2.3. structure and style;
 - 2.4. usefulness?
3. What is the level of assessment for the Developed Home Visitation Manual as rated by the classroom advisers from;
 - 3.1. Grade 7;
 - 3.2. Grade 8;
 - 3.3. Grade 9;

4. Is there a significant difference between the assessment made by the advisers from the different levels on the Developed Home Visitation Manual? ¹²⁶

Significance of the Study

The result of this study will be beneficial and of help to the following:

School Heads. They may be prompted to adapt the ideas contained in the manual to conduct their own intervention for student-at-risk of dropping out and established immediate support with the parents in ensuring successful outcomes.

Teachers. The proposed manual will give aid to the teachers as to how they may approach their home visit in a more efficient and effective way.

Parents. The result will expect that parents will be more active and responsive in assisting the teachers in resolving their concerns among students.

Future Researchers. This study may give insights and serve as spring board for further development and assessment of educational and intervention materials.

Scope and Limitation of the Study

The study was limited in the Development and Assessment of Home Visitation Manual for Classroom Managers. The manual was prepared with the general objective providing self-skill's training material on Home Visitation focusing on the planning and preparation and what to do during arrival, during the visit, departure and post visits. The manual was divided into several sections discussing the stated topics. Each topic was arranged and prepared according to protocol and timeline. The group of evaluators were classroom advisers in Pedro Guevara Memorial National High School. They assessed the developed manual as to its criteria which are the following, objective, content and organization, structure and style and usefulness.

Definition of Terms

To ensure better understanding of this research work, the following terms are defined.

Classroom Managers. This refers to the class adviser or the subject teachers.

Content and Organization. It refers to the totality of the manual. It includes the protocol and timeline and the procedure of an effective visit.

Criteria. These are the set of standards that assess that effectiveness of the proposed material in terms of objective, content and organization, structure and style, usefulness and reference.

Home Visitation. It is defined as an evidenced-based program, implemented in response to findings from a needs assessment that includes home visiting as a primary service delivery strategy.

Home Visitation Manual. It is a home visiting guide for teachers; a material that contains structured procedure in communicating and inviting students and parents to become responsive in their request. Parts of the manual are introduction, rationale, planning and preparation, the visit: protocol and timeline, suggestions and safety tips.

Objectives. They are specific aims or goal of Home Visitation Manual which should be achieved by classroom advisers.

Structure and Style. It identifies the appearance of the manual which includes the creativity from the color, the illustrations and the images used, the font size and type and lay-out made.

Usefulness. It refers to the attribute of the manual to be functional and user-friendly.

Review of Literature

The researcher identified important principles in accomplishing an effective Home Visit which the manual contain. The following principles will be presented in this review.

Slavit and Mason (2012), claim that a home visit program can show that teachers, principals, and school staff are willing to "go more than halfway" to involve all parents in their children's education. These visits help teachers demonstrate their interest in students' families and they provide opportunities for teachers to understand their students better by seeing students in their home environments. Home visits are not meant to replace parent-teacher conferences or to discuss children's progress. When done early, before any school problems might arise, home visits signal that teachers are eager to work with all families and avoid putting parents on the defensive. Teachers who have made home visits say they build stronger relationships with parents and their children and improve attendance and achievement. 127

In this regard, Mary, a 1st and 2nd grade teacher who has been visiting the home of her students before the first day of school, writes:

...[H]ow I address my fear about the first day of school is to face it, as you suggest, I spend the week before the first day of school visiting my students' homes, meeting the students and their families. I can't wait for the first day of school, and so I go out and read the students in their neighborhoods, their homes, with their families. That way I know where my students are coming from, literally I know who their people are. I know the names their families call them. I know what they are proud of and what worries them, I begin to trust these families. My students and their families begin to trust me. (Nieto, 2009)

Home visits are not a new concept. Head Start teachers have been using them for many years and in the last few years an increasing number of schools and districts have established successful home visit programs that have yielded many positive returns. Regardless of whether their schools have established a home visit program, many teachers of English language learners have been using home visits as a way to learn about their students and their home environments and to establish a much-needed connection with families and communities. Several key components combine to create successful home visits: planning, arrival, departure, and post visit.

This statement is the main idea on why this Home Visitation Manual for Classroom Managers was proposed and the components such as planning, arrival, departure, and post visit will be also adapted in the creation of the manual.

Vimpani et. al as cited by Scott (2005) posits that Home visiting can be incorporated into a primary prevention intervention strategy, while also having the capacity to cater for the needs of 'at risk' families at the secondary or tertiary level". Family preservation programs may use an intensive home visiting component over a shorter time frame and work with families to avoid children being in placed into care. The programs reviewed in this paper work with families over the longer term, such as from birth until the child is two years old, and home visitors see the family regularly throughout this period. Programs that target 'at risk' families focus on areas such as parenting skills, parental attitudes and knowledge, parent-child interactions, and strengthening social connectedness. While preventing child abuse is not the focus of many of these services, they may contribute indirectly to a reduction in the incidence of child maltreatment by ameliorating the risk factors associated with maltreatment. In addition, home visiting may be able to identify families at a heightened risk for child maltreatment and refer them for additional services.

Astuto et. al (2009) advance that Home-visitation is a label that has been given to programs that deliver knowledge in the home. Such programs have been provided to both young and old parents, ranging in purpose, length of stay, and duration of program participation. Often the primary objective of these programs is to provide prevention or treatment. Recent attention has been given to programs that deliver in home guidance to parents with the goal of improving educational outcomes for their child. The federal government and related policy makers have viewed home-visitation programs as favorable and viable options for families (Weiss, 2006). During his first administration, President Obama's call and support for home-visitation programs recognized the existing differences in program implementation, populations served, the variable skill, training and curriculum aligned to each program, and resulting outcomes. Because of such disparities, many programs are undergoing further examination that is questioning their success and the construct that surrounds it.

Home-visitation is often used to educate parents or resolve issues related to the home environment. Program objectives vary from providing rehabilitation services for individuals to providing assistance that serves as preventative or proactive measures. The types of home visitation programs explored in this review are those that provide direct support for parents with the end goal of improving outcomes for both parents and their children, specifically those affecting literacy development.

According to Korfmacher, et al., (2008) Parent participation is the most frequently reported variable in home-visitation programs. This may be due to the fact that it is most easily recorded and maintained as part of a family's involvement. The amount of service provided to any one family is likely to be best represented by the total number of hours experienced rather than the number of visitations or the frequency of visitations (i.e., weekly, monthly). The frequency with which a program can expect parental involvement may be prescriptive, as is the case with Early Head Start, or may be up to the parent, which is the case with the Parents as Teachers programming. Some programs require on-going visits as part of their child's participation in a preschool program, while others require participation as a condition of maintaining enrollment in the home-visitation program. How parents understand what is expected of them may also influence their participation.

Sar et al. (2010) advocate for the inclusion of relationship strengthening components to support compromised families. They believe that the positive effects of home-visitation services can be boosted and sustained by intentionally encouraging the development of family relationships. Thus the manual was prepared with general objectives at the beginning of each topic.

Related Studies

This research work would not be possible if not for studies made by brilliant people whose studies are related to the present. The concepts, ideas, processes, findings and recommendations becomes the researcher's springboard in his study.

Idang (2013), in his study conducted to determine the validity of the developed work-text in campus journalism, made use of 24 campus journalists, who were the 2013 qualifiers to the Regional School Press Conference and 40 paper advisers and trainers in the Division of Laguna as subject in his study. He conceptualized, developed, assessed and revised the work-text after series of assessment done by evaluators after such standards met with those of the paper adviser and trainers. Frequency of responses of the evaluators and T-test for uncorrelated means are some of the statistical treatment that he utilized to find out the material's validity and brought him to the following findings: First, Journalism Work-Text may be subjected to revisions, modifications in the future depending upon the needs of student-journalists and paper advisers. Second, samples may be added, writeshop and updated content should be provided in order to develop and strengthen the journalism interest among the users. Lastly, writing a work-text is a technical job and special skills and proficiency are needed, so in-service training of other trainers should be arranged for work-text writing of their respective categories handled.

The procedure undertaken by Idang (2013) in developing a work-text was the same procedure the researcher followed but the manual on home visitation contains different approach to be distinct from the rest.

Orolfo (2013), conducted to develop and evaluate speaking skills module in English in Cluster 3, Division of Laguna, twenty (20) English teachers from private and sixty five (65) public secondary schools of the research locale were the respondents of the study. Weighted average mean and standard deviation were utilized to compute the mean level and t-test. Descriptive method was done to gather data needed for statistics. The result on the development of module as to the language organization, workability and attainability and relevance showed that the materials possessed the good characteristics of a good module. The findings indicated that the module comprises the essential parts of instructional materials. The ultimate result and findings of the study implied that the module designed by the researcher has passed the language teachers scrutiny and could be used not only in private institutions but also in public schools.

Limongco's (2014) study was to evaluate the developed E-modules in Araling Panlipunan 7 for the

21st century learners where social studies teachers and ICT experts from public secondary schools in Cluster III, Division of Laguna which includes Pagsanjan, Pila and Santa Cruz Districts served as respondents for his study. 129

The study made use of descriptive method of research. The following findings and conclusions were give, 1. Further validation studies maybe done through an experimental design as a separate study to evaluate its effectiveness; 2. Teachers of Social Studies are encourage to develop E-modules with the same concept as the one evaluated for the purpose of contributing to the archive of learning materials of their school or their district; 3. ICT teachers/ experts should contribute to the development of E-modules by searching for other user – friendly programs or software that could help teachers from all subject areas to develop E-modules;4.

Administrators may strengthen program in faculty and staff development such as seminars and workshop as to how E-learning should be adopted in the teaching and learning processes; 5. Teachers are advised to keep on attending seminars especially in the field of Information and Communication Technology to be aware of the advancement and trends in the use of technology and teaching; 6. a follow-up study on the same conceptual framework may be conducted among the teachers of Araling Panlipunan and ICT in the Division of Laguna especially in the cities and; 7. Implementation on the use of the evaluated modules could be used in Open High School through blended education.

Baltazar (2015) developed and validatde a multimedia instructional material in teaching mathematics among Grade V pupils. The multimedia instructional material in teaching mathematics was rated by ten (10) School ICT coordinators and ten (10) Math teachers from the District of Pagsanjan, Laguna. The following conclusions were made. The multimedia instructional material in mathematics was rated highly acceptable in terms of usability, consistency and adaptability, appropriateness and aesthetic value. Through conclusions drawn from the findings of the following recommendations are made by the researcher. First, since the development and validation of multimedia instructional material in teaching mathematics is effective, the teachers my use it for Grade V pupils. Second, improve the sounds of the multimedia to strengthen and motivate learners. Third, school administrators should promote and encourage faculty members to develop and prepare multimedia instructional material such as this and use them for presentation. Fourth, teachers of other subjects may also prepare a multimedia instructional materials. And last, pupils may access them to solve problem using multimedia technology.

Fusing the aforementioned statements regarding the manual on home visitation, we could say that developing learning through this concept is a measure nowadays for the growth in teaching and learning process and contribute to much wider stakeholders .The contents should be considered with its potentialities to be useful to the learners.

Ramos (2014) conducted, developed and validated a prototype instructional reading material in English. One hundred (100) Grade V pupils and sixty (60) teachers from selected public elementary schools in the Districts of Pila were the respondents of the study. Weighted Mean and Standard Deviation were used to determine the assessment of the teacher-respondents of the as to its content, skill appropriateness, language, structure and style. On the basis of conclusion it may recommend the following: 1.) Future researchers may study other approaches and methods which can be utilized by teacher to enhance the student's reading skills. 2.) It is suggested that administrators may encourage their teachers to design and develop more instructional materials in reading to cater the different needs of students in different levels not only elementary education but also of those in the secondary and tertiary levels. 3.) Teachers may attend seminars on the development and production of instructional materials to ensure the quality of the materials that they will be producing the developed modules in reading should be validated through an experimental method to find out the true effectiveness. 5.) Further, studies can be conducted in English produced more comprehensive instructional materials to sustain the reading needs of pupils.

The criteria set by Ramos (2014) in assessing her prototype instructional materials in English will be the same set of criteria the researcher would like to include aside from skill appropriateness.

Research Hypothesis

There is no significant difference on the assessment of the developed Home Visitation Manual for Classroom Managers. 130

Conceptual Framework

The conceptual model of this study consists of two (2) variables. The inner circle represents the independent variables which consists of the components of a manual on home visitation which are the procedures as indicated by the arrow such as planning and preparation, arrival, during visit, departure and post visit. The outer circle represents the dependent variables which consists of the criteria in assessing the home visitation manual such as objective, content and organization, structure and style and usefulness.

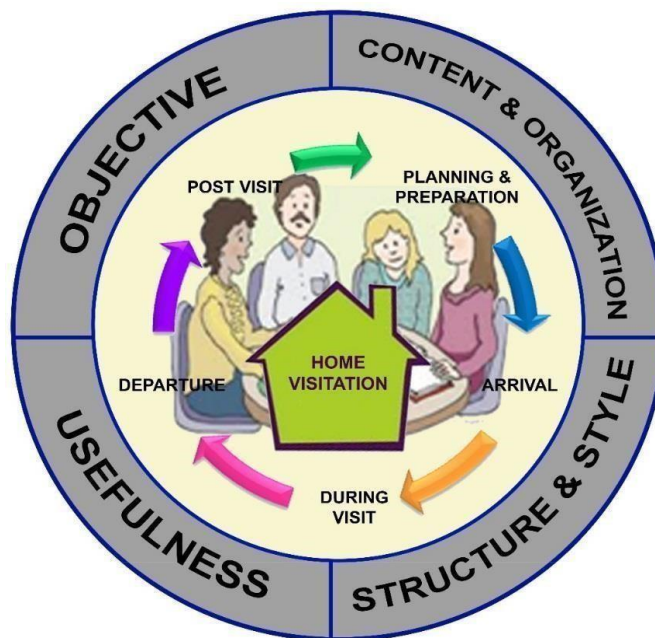


Figure 1. Research Paradigm of the Study

Research Design

This study used descriptive method of research. A Descriptive Study is one in which information is collected without changing the environment (i.e., nothing is manipulated). Sometimes these are referred to as “correlational” or “observational” studies. The Office of Human Research Protections (OHRP) defines a descriptive study as “Any study that is not truly experimental.” In human research, a descriptive study can provide information about the naturally occurring health status, behavior, attitudes or other characteristics of a particular group. Descriptive studies are also conducted to demonstrate associations or relationships between things in the world around you. Hence this type of research design was used to know how valid the developed Manual on Home Visitation.

Respondents of the Study

The respondents of the study were composed of fifty (50) selected classroom advisers from Pedro Guevara Memorial National High School, school year 2015-2016.

Table 1. Distribution of Classroom Advisers by Grade Levels in PGMNHS

School	Grade	No. of Sections per Year Level	Sample
P.G.M.N.H.S	Grade 7	41	10
	Grade 8	40	17
	Grade 9	43	10
	Grade 10	43	13
	Total	167	50

Sampling Technique

The sample teacher-respondents was determined by the application of stratified random sampling technique. The *strata* refers to different grade levels. The sample was computed by means of getting the 30 percent (30%) of the total population of the classroom advisers to get the desired sample size.

Data Gathering Procedure

A letter of request was submitted to the Dr. Merthel M. Evardome, OIC-Acting Schools Division Superintendent. Immediately after the approval, schedule in distributing the questionnaires to the teacher evaluators was arranged. After collecting the answered questionnaires, data were gathered, tabulated, analyzed, computed and applied the needed statistical treatment.

Research Procedure

The permission to conduct the study was secured from Dr. Jeannette D. De Leon, principal of Pedro Guevara Memorial National High School, Santa Cruz Laguna.

The content and face validation of the materials were performed by classroom advisers.

All the needed data for the study were gathered and tabulated for clearer and presentation. The analysis was made based on the results of statistical treatment.

Statistical Treatment

Weighted Mean (WM) and standard deviation (SD) was utilized to determine the mean level. The assessment of the evaluators to the Manual on Home Visitation Manual for Classroom Managers in terms of the following criteria namely, objective, content and organization, structure and style, and usefulness.

To determine the significant difference among the results of the evaluation of the classroom advisers from P.G.M.N.H.S, **F-test** was used.

Research Instruments

The researcher developed a Manual on Home Visitation focusing on the following components such as: planning and preparation, arrival, during the visit, departure and post visit.

Questionnaire

A researcher-made questionnaire was employed as the part of the instruments in gathering the data. The questionnaire aimed to generate assessment among school principals and heads and classroom teachers in evaluation of the Home Visitation Manual.

The questionnaire had four (4) parts, each of the criteria evaluated by the respondents, such as: objective, content and organization, structure and style and usefulness. It was content validated through trial by ten (10) M.A students who was the first group to answer the formulated questions. Reliability coefficient was computed by the researcher's statistician. The grammar was checked by the English critic. Questionnaires contents were answered by the classroom advisers. 132

A questionnaire called Expert Assessment Checklist was utilized in the evaluation of the developed Home Visitation Manual. The criteria that was used for the assessment are given as follows: objective, content and organization, structure and style and usefulness.

The response categories used by the researcher were as follows:

5 – Very Evident (VE), 4 – Somewhat Evident (SE), 3 – Moderately Evident (ME), 2 – Evident (E), and 1 – Not Evident (NE).

Validation of Questionnaires

A review of literature and studies on structural materials, preparation from various books, theses and dissertations particularly those written by the individuals with specialization in English were done. These served as references in the construction of questionnaire used in the evaluation of the developed prototype reading materials. Base on gathered information, an initial draft of research tools was prepared and presented to the coteacher and adviser for comments and suggestions.

Revision of the instruments was considered in order to incorporate the suggestions provided by the mentioned individuals. The evaluation tool underwent face and content validation.

Developed Home Visitation Manual for Classroom Managers

Below is a modification of the Johnson's Model which involves the processes in the preparation of the Home Visitation Manual. It is consist of the phases namely: design phase, development phase, try-out phase and revision phase.

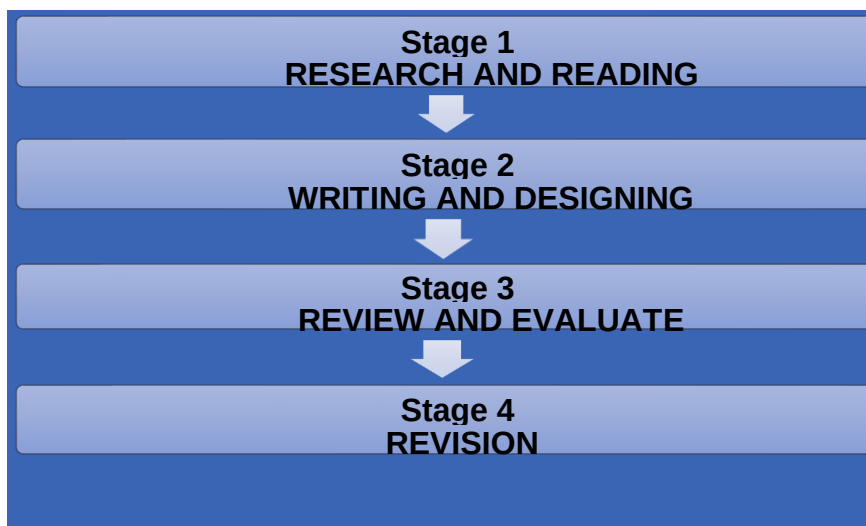


Figure 2. *Flowchart of the Research Procedure in the Development of Home Visitation Manual for Classroom Managers*

Research and Reading

Book gathering and photocopying done to incorporate every author's ideas on student, parent and teachers communication. Salient information about the topic were noted in preparation for the Home Visitation Manual. 133

Writing and Designing

From the information, notes and interviews and discussion done, the researcher started to write the manual. Since the study aims for the development and assessment of the developed manual, content validity standard were prioritized as the basic guidelines in assessing the criteria assessment of the content validity of the developed manual, the following were well thought-out: objective, content and organization, structure and style, usefulness and reference. The preliminary form includes the following essential characteristics.

Review and Evaluate

The status of the constructed manual were reviewed by the respondents, the classroom advisers. They evaluated the manual and made some comments on what else to include. **Revision**

The gathered validation and correction of the evaluators became the basis for the revision of the material. Suggestions were considered for the betterment of the manual.

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Table 2. The Level of Assessment on the Developed Home Visitation Manual's in Objectives

Indicators		W.M	S.D.	Remarks
1.	Each component is accompanied by specific objectives.	4.82	0.388	VE
2.	The objectives are stated in behavioral terms.	4.00	0.404	SE
3.	The words used in the objectives are clear and easily understood.	4.86	0.055	VE
4.	The specific objectives are realistic.	4.80	0.351	VE
5.	The objectives are measurable.	4.78	0.465	VE
6.	The objectives are highly motivational.	4.74	0.443	VE
7.	The main concept is clearly indicated.	4.78	0.419	VE
Overall Weighted Mean = 4.80 = Very Evident (Very High) S.D. = 0.361				

Legend:

Range Remarks

4.21 – 5.00 Very Evident

3.41 – 4.20 Somewhat Evident

2.61 – 3.40 Moderately Evident

1.81 – 2.60 Evident

1.00 – 1.80 Not Evident

Interpretation

Very High

High

Moderately High

Low

Very Low

The over-all weighted mean of 4.80 and standard deviation of 0.361 as evaluated by the classroom advisers from P.G.M.N.H.S shows that the objectives in developed manual were considered as “very evident” in the scale. This means that the level of assessment of the developed manual in terms of objectives as revealed by the over-all weighted mean at 4.80 is very high.

Table 3. The Level of Assessment on the Developed Home Visitation Manual’s Contents and Organization

Indicators		W.M	S.D.	Remarks
1.	The manual reflects most important aspect of home visitation.	4.94	0.240	VE
2.	The content leads to the attainment of the objectives.	4.68	0.328	VE
3.	The ideas, concepts and points presented are well expressed.	4.86	0.401	VE
4.	There is an adequate presentation of the content.	4.68	0.512	VE
5.	The contents are expressed in the language of the target group.	4.78	0.465	VE
6.	There is an appropriate use of case discussion and role play to aid the understanding of the subject.	4.72	0.534	VE
7.	The manual provides proficiency in the expected output.	4.78	0.419	VE
Overall Weighted Mean = 4.81 = Very Evident (Very High) S.D. = 0.414				

Legend:

Range	Remarks	Interpretation
4.21 – 5.00	Very Evident	Very High
3.41 – 4.20	Somewhat Evident	High
2.61 – 3.40	Moderately Evident	Moderately High
1.81 – 2.60	Evident	Low
1.00 – 1.80	Not Evident	Very Low

The overall weighted mean for this criteria was 4.81 and a standard deviation of 0.414 was interpreted as “very evident”. The finding denotes that the level of assessment of the developed home visitation manual in terms of contents and organization is very high. This is parallel to the claim of McShane (2009) who stated that modules will be more effective in delivering good quality learning if they have been addressed in a consistent way, and if all parts of the module fit together.

Table 4. The Level of Assessment on the Developed Home Visitation Manual's Structure and Style.

Indicators		W.M	S.D.	Remarks
1.	The format of the manual is generally appealing and motivating.	4.84	0.370	VE
2.	Specific directions are easy to follow without the help of the experts.	4.90	0.303	VE
3.	The arrangement is sequential.	4.86	0.351	VE
4.	The manual is designed to develop self- training or instruction.	4.78	0.419	VE
5.	The expected output is accomplished.	4.78	0.419	VE
6.	Use appropriate text font, size and type.	4.82	0.438	VE
7.	Properly and well laid out.	4.82	0.388	VE
Overall Weighted Mean = 4.83 = Very Evident (Very High) S.D. = 0.384				

Legend:

Range	Remarks	Interpretation
4.21 – 5.00	Very Evident	Very High
3.41 – 4.20	Somewhat Evident	High
2.61 – 3.40	Moderately Evident	Moderately High
1.81 – 2.60	Evident	Low
1.00 – 1.80	Not Evident	Very Low

The overall weighted mean connoted that the level of assessment of the developed home visitation manual as evaluated by the respondents is very high; specific direction are easy to follow without the help of the expert, the arrangement is sequential. This is supported by the study conducted.

Table 5. The Level of Assessment on the Developed Home Visitation Manual's Usefulness

Indicators		W.M	S.D.	Remarks
1.	Provides skills designed to develop effective home visitation.	4.88	0.328	VE
2.	Contains situation that are relatable to the target teachers' personal experiences.	4.80	0.452	VE
3.	Offers various ideas that can be easily applied.	4.80	0.404	VE
4.	Illustrate real-life experiences.	4.84	0.370	VE
5.	Satisfies the needs of the users.	4.80	0.404	VE

6.	Easy to carry and bring when one has home visit appointment.	4.92	0.274	VE
7.	Provides useful information and measures that can be used to measure effectivity.	4.78	0.418	VE
Overall Weighted Mean = 4.83 = Very Evident (Very High) S.D. = 0.379				

Legend:

Range	Remarks	Interpretation
4.21 – 5.00	Very Evident	Very High
3.41 – 4.20	Somewhat Evident	High
2.61 – 3.40	Moderately Evident	Moderately High
1.81 – 2.60	Evident	Low
1.00 – 1.80	Not Evident	Very Low

The overall weighted mean of 4.83 and standard deviation of 0.379 for the usefulness as a criteria of the developed manual as evaluated by the class advisers of P.G.M.N.H.S was interpreted as “very evident”. This indicated that the level of assessment in terms of usefulness of the developed Home Visitation Manual.

Difference on the Level of Assessment of the Developed Home Visitation Manual as Evaluated by the Group of Respondents

Table 10. Significant Difference Between the Level of Assessment of the on the Developed Home Visitation Manual for Classroom Managers

Developed Manual on Home Visitation	Computed FValue	P-value $p < .05$	Verbal Interpretation
Objectives	1.4406	0.2526	Not Significant
Content and Organization	1.6760	0.1843	Not Significant
Structure and Style	1.9798	0.3516	Not Significant
Usefulness	0.5834	0.7390	Not Significant

As seen in the previous table, the computed F-values of 1.4406, 1.6760, 1.9798 and 0.5834 with the p-values of 0.2526, 0.1843, 0.3516 and 0.7390 are all greater than the alpha .05 level and interpreted as “not significant”. This implied that there was no significant difference between the advisers’ evaluation of the developed manual in terms of objectives, contents and organization, structure and style and usefulness.

Since there is no significant difference on the level of assessment of the group of respondents on the Developed Home Visitation Manual for Classroom Managers, the hypothesis no. 1 was not supported. The findings indicated that the manual comprises the essential parts of an intervention material. The ultimate result and findings of the study implied that the manual designed by the researcher has passed the classroom advisers’ scrutiny.

Summary

This study aimed to determine the level of evaluation of the developed Home Visitation Manual Classroom Managers as evaluated by the classroom advisers of Pedro Guevara Memorial National High School, school year 2015-2016.

Specifically, it sought answer to the following questions: What is the mean level of evaluation of the developed manual as evaluated by classroom advisers according to its criteria: objectives, content and organization,

structure and style and usefulness; and is there a significant difference on the characteristics of the developed manual as evaluated by the classroom advisers.

The descriptive method of research was used. 50 classroom advisers from Pedro Guevara Memorial National High School were involved. Random sampling was employed. The data were gathered through the use of researcher-made questionnaire that were distributed to the teacher-respondents who are the classroom advisers that evaluated the components or parts of the developed Home Visitation Manual.

The statistical treatment of the gathered data revealed the following findings:

1. Level of Assessment of the Developed Home Visitation Manual

The overall weighted means of 4.80, 4.81, 4.83 and 4.83 implies that the criteria of the developed manual's objectives, contents and organization, structure and style and usefulness were evaluated as "very evident".

2. Evaluation of Classroom Advisers from the Different Grade Level.

The overall weighted means of 4.20, 4.71, 4.81 and 4.99 in terms of objectives, 4.79, 4.58, 4.92 and 4.89 in terms of contents and organization, 4.76, 4.69, 4.93 and 4.93 in terms of structure and style and 4.83, 4.72, 4.92 and 4.86 in terms of usefulness from the class advisers' evaluation rated the developed Home Visitation Manual as "very evident".

3. Significant Difference on the Characteristics of the Developed Home Visitation Manual as Evaluated by the Different Group of Respondents.

The components of the developed manual on Home Visitation as to its objectives, contents and organization, structure and style and usefulness got the computed F-values of 1.4406, 1.6760, 1.9798 and 0.5834. All are greater than the alpha .05 level and is interpreted as "not significant". This indicates that the developed manual are acceptable to all the levels and are therefore can be used as an intervention materials in home visitation by classroom managers.

Conclusions

From the data gathered and discussed, the following conclusions were derived:

There is no significant difference between the assessments of classroom advisers from different grade level in the criteria of the developed manual in terms of objectives, contents and organization, structure and style and usefulness. Thus the null hypothesis was supported.

Recommendations

In view of the findings and conclusions of the study, the following recommendations are given:

1. Further validation study may be done through experimental design to evaluate the present study's effectiveness.
2. Classroom advisers can contribute to the enhancement of this manual by recording their experiences and sharing their success in home visitation.
3. A follow-up study on the same conceptual framework may be conducted among other classroom advisers in the Division of Laguna.
4. Implementation on the use of evaluated Home Visitation Manual may be done by classroom advisers.
5. Administrators may strengthen home visitation program among the faculty through seminars and trainings on how Home Visitation Manual should be adopted as mode of intervention material.

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