Investigation on The Effect of Home Visits Made by Teachers on Students Undesired Behaviors in the Classroom[1]

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Abstract

This research aims to examine the effect of home visits made by teachers on undesirable student behaviors. This research was conducted using the general survey model and experimental design. The study group was determined according to the convenience and purposeful sampling method. The research was conducted in the 2022-2023 academic year with a total of 6 teachers and 120 students from a private primary school in Istanbul, including three teachers who made home visits, 60 students who were visited, and three teachers who did not make home visits and 60 students who were not made a home visit. Research data was obtained using the Undesired In-Class Student Behaviors Questionnaire. In the analysis of data, independent samples *t* Test,

Paired Samples *t* Test and for Repeated Measures (Repeated Measures ANOVA) were used. As a result of the research, a statistically significant difference was found between the post-test total scores of the experimental group and the control group. As a result, it has been determined that home visits cause a decrease in undesirable student behaviors. Therefore, it is recommended that home visits be increased to reduce undesirable student behavior.

Keywords: Home visit; Undesirable student behaviours; Parent-teacher cooperation.

Öğretmenler Tarafından Yapılan Ev Ziyaretlerinin Sınıf İçi İstenmeyen Öğrenci Davranışlarına Etkisinin İncelenmesi

Öz

Bu araştırmanın amacı, öğretmenlerin yaptığı ev ziyaretlerinin istenmeyen öğrenci davranışları üzerine etkisinin incelenmesidir. Bu araştırma genel tarama modeline göre yapılmış ve deneysel desen kullanılmıştır. Çalışma gurubu kolayda ve amaçlı örnekleme yöntemine göre belirlenmiştir. Araştırma 2022-2023 eğitim öğretim yılında İstanbul'da bir özel ilkokulun ev ziyaretleri yapan 3 öğretmeni ve ev ziyareti yapılan 60 öğrencisi ile ev ziyareti yapmayan 3 öğretmen ve ev ziyareti yapılmayan 60 öğrencisi olmak üzere toplam 6 öğretmen ve 120 öğrenci ile gerçekleştirilmiştir. Araştırma verileri sınıf içi istenmeyen öğrenci davranışları anketi kullanılarak elde edilmiştir. Verilerin analizinde Bağımsız Örneklem *t* Testi, Eşleştirilmiş Örneklem *t* Testi ve tekrarlı ölçümler için ANOVA kullanılmıştır. Araştırma sonucunda deney grubu son test ile kontrol grubu son test toplam puanları arasında istatistiki olarak anlamlı bir farklılık bulunmuştur. Sonuç olarak, ev ziyaretlerinin istenmeyen öğrenci davranışlarında azalmaya neden olduğu belirlenmiştir. Bundan dolayı, istenmeyen öğrenci davranışlarını azaltmak için ev ziyaretlerinin artırılması önerilmektedir.

Anahtar Kelimeler: Ev ziyareti; İstenmeyen öğrenci davranışları; Veli-öğretmen iş birliği.

Introductıon

Student behavior is among the most frequently discussed issues in the education system today. The behaviors that students acquire, and the methods and techniques used to instill these behaviors are central goals of the education system. The system is expected to cultivate desired behaviors in students while addressing and mitigating undesirable behaviors. However, various problems

hinder the effective and efficient delivery of education in schools. Today, one of the most significant challenges teachers and parents face is the undesirable behaviors exhibited by students in schools and the negative impact these behaviors have on the learning environment (Erden, 2014). Such undesirable student behaviors can be observed in every classroom setting (Arwood, Marrow and Joliette, 2005). These behaviors consume the teacher's time and energy, diverting attention from their primary responsibility-education. Therefore, it is crucial to define and categorize undesirable student behaviors. According to Aydın (2000), identifying undesirable student behaviors and understanding their causes are essential steps in addressing and changing these behaviors. Behaviors that disrupt the teacher's ability to effectively teach the lesson, hinder the achievement of educational goals, and negatively impact other students in the class are described as undesirable behaviors (Başar, 2011). Such behaviors, which interfere with students' learning or obstruct teaching, often result in disciplinary problems. These disciplinary issues can create a psychologically and physically unsafe environment and undermine the teacher's authority (Levin and Nolan, 2000).

Teachers' home visits are intended to strengthen school-family cooperation and, in turn, enhance the quality of education. Our goals are to increase student motivation by making them feel valued, identify negative factors affecting them in their home environment, carry out necessary preventive measures, and encourage families to develop positive attitudes toward the school.

When the literature is examined, it is evident that studies are focusing on the undesirable behaviors of primary school students (Aymaz, 2018; Eleser, 2007; Gündoğdu, 2013; Kapucuoğlu-Tolunay, 2008; Keleş, 2010; Keskin, 2009).

These studies primarily explored the most common undesirable behaviors teachers encounter in their classrooms and the methods they use to address them. However, there is insufficient research on whether the strategies employed effectively eliminate these undesirable behaviors. Similarly, in studies on teachers' home visits (e.g., Erkan, Tarman, Ömrüuzun, Koşan, Kuru and Kaymak, 2015; Gülcan and Taner, 2011; Meyer and Mann, 2011; Öncül, 2011; Saraç, 2015; Stetson, Stetson, Sinclair and Nix 2012; Yıldız, 2012), the focus has been mainly on the impact of home visits on academic success or their effect on the family.

This study investigated whether there was a significant difference between the undesirable classroom behaviors of the students to whom the teachers made home visits and the undesirable classroom behaviors of the students to whom the teachers did not make home visits.

Undesirable Student Behaviors

Behaviors that disrupt the integrity of the classroom environment, negatively affect the teaching process, cause harm to other students, and reduce teacher motivation are referred to as undesirable behaviors (Başar, 2011; Bayar and Kerns, 2015; Karaaslan, 2006; Little, 2005; Thompson, 2009). Any behavior that disrupts order and discipline in the classroom is also considered undesirable (Altıncık, 2009). Martin and Pear (2007) define undesirable behavior as the gap between teacher expectations and student actions. These behaviors negatively impact the teaching process, classroom management, and teacher attitudes. Therefore, teachers must address undesirable student behavior to be more effective in the classroom.

In the literature, undesirable behaviors are described as "problem behaviors" (Ho, 2004), "behavior problems" (Atıcı, 2006; Güder, Alabay and Güner, 2018; "destructive behaviors" (Ho and Leung, 2002), "undesirable behaviors" (Ding, Li, Li and Kulm, 2010; Lewis, Romi, Qui and Katz, 2018; Sun, 2014).

Undesirable student behavior may arise from various factors, including family, the physical structure of the school and classroom, the environment, and the media (Gündoğdu, 2013). Other contributing factors include games and peer groups, lifestyle and culture, media and other communication tools, school administration, school layout, transportation, parents, the school itself, teachers, economic inadequacies, lack of equipment, and insufficient guidance services (Akçadağ, 2012). Additionally, undesirable behaviors may stem from the students themselves, their family lives, and their teachers (Tertemiz, 2000), as well as from "non-classroom factors such as social environment, family and peer groups" (Aydın, 2000).

Four essential criteria are used when classifying undesirable behaviors. These are: the student prevents themselves or their classmates from learning, endangers their safety or that of their peers, damages school equipment or others' belongings and prevents other students from socializing (Çelik, 2005). Altıncık (2009) categorizes undesirable student behaviors into three groups:

behaviors in the classroom environment, behaviors toward peers and behaviors toward teachers. Undesirable behaviors in the classroom environment include being late for class, not paying attention to the lesson, talking to peers during the lesson, engaging in nonverbal or verbal behavior that creates noise, not complying with seating arrangements, not completing assigned homework, and neglecting personal hygiene. Undesirable behaviors toward peers include complaining about peers to the teacher, name-calling, engaging in behaviors that peers dislike, using others' belongings without permission, and having difficulty communicating with peers. Undesirable behaviors toward the teacher include not fulfilling assigned tasks, not completing homework, disrespecting the teacher, and speaking negatively about the teacher to their parents (Altıncık, 2009).

Studies highlight different aspects of the undesirable student behaviors that teachers encounter most frequently. Problematic behaviors related to classroom management include talking without permission, interrupting the teacher and classmates, making noise, and complaining about peers (Arslandoğan, 2017). Other common behaviors include not listening to the lesson, talking among themselves, and writing and throwing notes at each other (Gürsel, Çetin, Ekşi, Sarı, Arıcak, Izgar and Durmuş, 2011). Primary school students often exhibit behaviors such as talking without permission, fighting, talking to each other during class, failing to fulfill their responsibilities, wandering around the classroom, engaging in extracurricular activities, arriving late to class, becoming restless, taking things without permission, making noise, complaining, using slang words, and name-calling. Also, students may lie, go to the toilet frequently, be indifferent to the lesson, and interrupt the teacher or their peers (Akyavuz, 2019; Aymaz, 2018; Çelik, 2018; Eleser, 2007; Gündoğdu, 2013; Kapucuoğlu-Tolunay, 2008; Keskin, 2009; Özer, Bozkurt and Tuncay, 2014; Yavaş and Balcı, 2018). In addition to these general observations, studies show that undesirable behaviors negatively affect students' academic success (Ladd and Dinella, 2009; Nelson, Benner, Lane and Smith, 2004; Tertemiz, 2011; Turan, 2010). Collectively, this research underscores the significant consequences of undesirable student behavior.

Preventing Undesirable Student Behavior
Preventing undesirable behaviors before they occur is a disciplined process that begins with careful planning. To prevent undesirable behaviors, it is

recommended to make effective plans, ensure student engagement, remain consistent about desired behaviors, maintain constant classroom oversight, and establish clear rules (Tertemiz, 2000). Additionally, different strategies are employed to change behavior after an undesirable behavior has occurred. According to Ada and İnce (2012), traditional approaches often assume that student behavior is controlled by the teacher, through punishment or similar measures. While these methods may attempt to prevent undesirable behavior, they often fail to explain to the students why they are being punished adequately. This approach may offer a quick fix but rarely provides a long-term solution. In contrast, contemporary approaches involve the teacher not treating the student as a culprit but instead helping the student understand why the behavior is wrong. The teacher then seeks to identify the root cause of the behavior and works towards a mutual solution.

In the literature, many studies have been conducted on undesirable behaviors in students and the methods used by teachers to prevent these behaviors. Teachers often resort to negative expressions that include insults, humiliation, and threats in the face of undesirable student behavior, and they remain unresponsive to a certain extent of undesirable student behavior (Pehlivan, 2012; Yılmaz, 2008). In order to prevent undesirable behaviors, teachers remind students of the rules (Uğurlu, Doğan-Şöförtakımcı, Ay and Zorlu, 2014; Kazak and Koyuncu, 2021; Soft and Balcı, 2018), generally "showing the student who shows positive behavior as an example" and "trying to involve the student in the lesson.". The least frequently used strategies are "touching the student lightly", "inflicting physical violence on the student", "changing the student's place" and "not caring whether the student listens to the lesson or not and not making any reaction" (Kılıçoğlu (2015) warning and punishment methods. Although they define it as ineffective in ensuring discipline, they use it frequently (Sadık and Arslan, 2015). However, Gündüz and Balyer (2011) stated that the punishment method does not give a permanent and positive result and causes students to become introverted and feel resentment, anger and revenge. Pehlivan's (2012) research results show that students describe punishment as unfavorable in educational environments. Some teachers and students perceive discipline unfavorably because they associate it with punishment. Medikoğlu and Dalaman (2018) highlight the necessity of using warnings, punishment, rewards, ignoring and directing students to guidance services to prevent undesirable behavior. Demir, Şahin and Kartal (2012), found that teacher candidates had a high tendency toward punishment practices and

viewed punishment as an effective tool for establishing classroom discipline. One potential solution to address these issues could be teacher home visits.

Home Visits

Planned home visits allow teachers to gather information about the child and their household. Additionally, face-to-face conversations between teachers and parents about the child help establish and maintain mutual trust and harmony (Gestwicki, 2007; Henderson, Mapp, Johnson and Davies, 2007).

Home visits can effectively foster cooperation between family and school and are described as a critical strategy that helps teachers gain insight into their students and their families (Peralta-Nash, 2003). When teachers take time out of their busy schedules and leave the familiar school environment to visit a student's home, it demonstrates genuine care for their students. Despite parents' time constraints and other obstacles, home visits can provide an opportunity for meaningful conversations between parents and teachers. Unlike typical parent-teacher encounters, home visits are more likely to encourage meaningful parental involvement (Becker and Epstein, 1982). Observing the child in their home environment offers valuable insights into the family's circumstances and dynamics (Allen and Tracy, 2004; Meyer and Mann, 2006). Such visits help teachers better understand the needs of their students.

Additionally, this may enable teachers better to understand the child's behaviour and performance at school. The joint action of the family and the teacher contributes the most to the student's education and training life. Based on this, great importance is given to this situation, as receiving parental support for activities in school life and providing encouragement contributes to the development of students (Tezel-Şahin and Ünver, 2005).
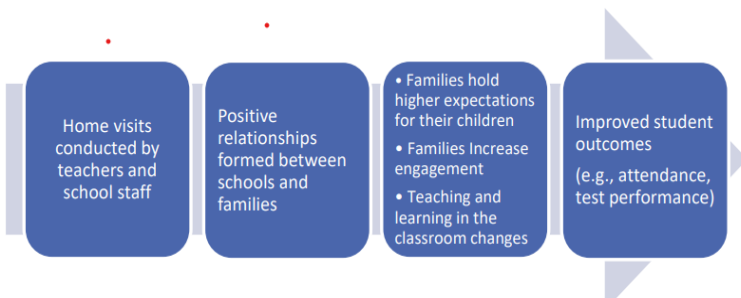

Figure 1. Study 3 Home Visit Theory of Change

Home visits conducted by teachers and school staff → Positive relationships formed between schools and families → • Families hold higher expectations for their children • Families Increase engagement • Teaching and learning in the classroom changes → Improved student outcomes (e.g., attendance, test performance)

Figure 1. Impact of home visiting (Sheldon, 2018).

Studies on home visits show that children feel better at school, have a better impact on their homework habits and school attendance behaviors, have higher success, and have fewer undesirable behavior problems (Harris and Goodall, 2007; Harris and Goodall, 2008). However, there is not much research on home visits in Turkey and the few studies conducted (Bahçeli-Kahraman and Taner-Derman, 2012; Gülcan and Taner, 2011; Günbay and Elma, 2020; Yıldız, 2012) are aimed at examining home visits according to teachers' opinions.

Parents who contribute significantly to the student's success can communicate with their children and provide them with all kinds of support by informing the parents through home visits. For the family to contribute to the student and provide adequate support throughout his/her educational life, the family must have access to sufficient information. This means the family can improve in every aspect and become a knowledgeable parent by getting support from the necessary places and experts. School and family-oriented education, which will be given according to the child's needs and the parents' conditions through home visits, will contribute to the education and school activities of the parents. During home visits, parents receive information about the student's situation at school. In addition, parents are informed about the student's personal development and physical condition (Öncül, 2011).

Home visits have been determined to increase student success, parents' and students' attitudes toward school are more positive and more effective communication occurs between parents and teachers (Cowan, Bobby, Roseman and Echandia, 2002). Additionally, seeing students' home environments changed teachers' perspectives on their students' academic performance and school behavior.

Home visits are considered a critical practice, especially to reach children who have problems at school and involve their parents in the education process more effectively (Erkan, Tarman, Ömrüuzun, Koşan, Kuru and Kaymak, 2015; Gülcan and Taner, 2011; Saraç, 2015). Alagöz and Çapar (2019) shows that teachers who create problems for the classroom and students and have difficulty solving all kinds of behavior-related problems try to cooperate with the family to solve the problem. They stated that they used the home visit method, which increases the feeling of mutual trust, as a solution to cooperate with the family. In their research, Gülcan and Taner (2011) found that 40% of

the reasons why teachers make home visits are because the student has problems. They stated that they make home visits to motivate students for exams and to increase communication and cooperation between the school and the family if the family does not care about their child and if there is a health problem in the family.

Method

Research Model

In this study, the effect of teachers' home visits on undesirable student behaviors in the classroom was examined. This research was conducted using the general survey model and experimental design. In this direction, the research was modeled on the experimental design with pre-test and post-test control groups. Experimental designs in research are research designs in which data to be observed directly under the researcher's control is produced to determine cause-effect relationships (Karasar, 2023).

Ethical Procedures

The research was prepared in accordance with the rules of publication ethics. Ethical permission was obtained from İstanbul Sabahattin Zaim University Scientific Research and Publication Ethics Committee (2021/03). İstanbul Provincial Directorate of National Education: 24.06.2021/E59090411-20-27013176.

Participants

The study group of this research consists of teachers and students of a private primary school selected by convenience and purposeful sampling method in the Bağcılar district of Istanbul in the 2022-2023 academic year. Three teachers of this primary school who made a home visit and 60 students attending the 4th grade who were visited at home formed the experimental group. Three teachers who did not make a home visit and 60 students in the 4th grade who did not make a home visit constituted the control group. A total of 6 classroom teachers and 120 fourth-grade primary school students constitute the research study group. Demographic information about the teachers participating in the research was given in Table 1.

Table 1. Demographic Data of Teachers Participating in the Research

Demographic Information						
	Experimental Group			**Control Group**		
Gender	M	M	F	F	F	F
Age	36	32	30	31	43	33
Educational Status	Undergraduate	PhD	Undergraduate	Undergraduate	PhD	Undergraduate
Seniority in The Profession (Years)	7	10	8	8	18	9

Data Collection Method

A pre-test was applied to the students in the experimental and control groups of the research. After the pre-test, an appointment was made with the families, and each family was visited once. The visits to all families were completed in three months. In other words, some students were visited one month later, some students were visited two months later, and some students were visited three months later. Home visits lasted approximately two hours. The final test was administered four weeks after the home visit.

To determine the thoughts of the teachers in the experimental and control groups about undesirable student behaviors in the classroom, the Undesired In-Class Student Behaviors Questionnaire developed by Gökduman (2007), was applied. A pre-test was administered to the teachers in the experimental group before the home visit program, and a post-test was administered after the program's implementation. The same survey was administered simultaneously to the control group as a pre-test and post-test.

Instruments

Sociodemographic Form

Demographic information of gender, age, educational status, and professional seniority (years) of teachers in the experimental and control groups.

Undesired In-Class Student Behaviors Questionnaire

Gökduman (2007) developed a survey to determine teachers' opinions in the experimental and control groups about undesirable student behaviors in the classroom. It consists of a survey and 28 items. The Cronbach Alpha coefficient of the survey was calculated as 0.97. This shows that the survey used in the research is reliable.

Data Analysis

Before analyzing the data, the 5-1=4 range coefficient of the 5-point likert-type scores were calculated. This calculated interval coefficient is

graded at intervals as 4/5=0.80 and is shown in Table 2 (Gökduman, 2007).

Table 2. Options, Weights and Limits of the Scale

Choice	Weight	Limits
None	1	1.00-1.80
Little	2	1.81-2.60
Middle	3	2.61-3.40
A lot	4	3.41-4.20
Full	5	4.21-5.00

Inferential statistics were made based on these full scores, considering the total scores. Before performing inferential statistics, the assumption of normality was checked. In the assumption of normality, it is assumed to be generally distributed according to the skewness (1.415) and kurtosis (2.091) values (George and Mallery, 2020). Therefore, the Independent Paired Sample T Test and dependent pairwise comparisons Sample T Test were used in pairwise comparison. Significance was taken as 0.05.

Table 3. Comparison Test Results of Independent Groups

Variables	N	Cover.	ss	p
GG Pre-test	60	2.21	1.05	.001
GG Post-test	60	1.70	.44	
QA Pre-test	60	1.87	.78	.072
QA Post-test	60	2.10	.60	

N: Number of subjects; Avg.: Average; GG: Experimental Group; QA: Control Group; p: probability (significance)

When Table 3 was examined, there was a significant difference ($p <0.05$) between the pre-test and post-test of the experimental group. In addition, no statistically significant difference was found between the pre-test and post-test in the control group ($p>0.05$).

Table 4. Comparison Test Results in Independent Groups

Variables	N	Cover.	ss	p
GG Post-test	60	1.70	.44	.000
QG Post-test	60	2.10	.60	

As can be seen in Table 4, a statistically significant difference was found between the post-test total scores of the experimental group and the control group. This difference is in favor of the experimental group. That is, home visits reduced undesirable student behavior.

Table 5. One-Way Analysis of Variance Test Results for Independent Groups

Değişkenler	N	X̄	SS	Wilks' Lambda	F	p	η²
GG Post-test	60	47.72	12.21	.765	18.074	*.000*	.235
QG Post-test	60	59.25	17.15				

When Table 5 was examined, there was a significant difference near-medium level was found between GG Post-test and QG Post-test in favor of QG Post-test (WilksL(λ)=.765; F=18.074; *p<0.01*; η2=.235).

Discussion and Conclusion

As a result of this research, which was conducted to investigate whether there is a difference between the classroom behavior of students for whom teachers made home visits and the classroom behavior of students who did not make home visits, it was determined that home visits were influential in the experimental group and reduced undesirable student behaviors. No significant difference was found between the pre-test and post-test in the control group.

Studies are being conducted to make home visits more effective in many countries (Australian Government, 2019; Faber, 2015). Home visits are a tradition practiced in the Turkish education system for many years. Although there have been some reservations about home visits recently, some schools, the Ministry of National Education, and various institutions have started working on this issue. One is the "I am a teacher; I am a guest" project by the Ministry of Education. Governorships in many provinces of Turkey (Istanbul Governorship, 2017) are implementing this project. Improving school-parent relations, identifying the reasons for negative behaviors and ensuring that students are more attached to their lessons and teachers, which are among the goals of this project, are important topics for this research.

Teachers who made home visits stated that since they had better communication with the parents of the students they visited, both the teachers and the parents showed more consistent behavior toward the children. Parents also stated that their children are progressing better in their education at home and do not experience conflicts with their children. Thus, they have developed a positive attitude towards school and teachers. In this study, it was determined that home visits made by teachers were also influential on families. Some studies are like this finding. Öncül (2011) stated in his research that home visits made by teachers positively affected families, that they trusted the visiting teachers more and could express themselves more easily. Meyer et al.

(2011) also determined that, according to teacher evaluations, home visits significantly impact students' and parents' attitudes toward the school and the teacher. Alagöz and Çapar (2019) determined that the student and their family who received a home visit developed more positive feelings towards the school, their trust in the teacher increased and opportunities for cooperation with the family increased. Findings from this study support a possible link between home visits and student engagement, classroom behavior and academic performance.

According to the research results, the pre-test average of the experimental group was 2.21, while the post-test average was calculated as 1.70. When Table 2 is examined, as the averages approach 1, undesirable student behaviors decrease. When looking at the post-test average of the control group, no significant difference was detected, unlike in the experimental group. According to the results of this research, it was determined that home visits were influential in the experimental group and reduced undesirable student behaviors. There is research supporting the results of this study. When determining the families to be visited at home, priority is given to families of children with behavioral problems (Erkan, Tarman, Ömrüuzun, Koşan, Kuru and Kaymak, 2015). Home visits are considered a critical practice, especially to reach children who have problems at school and involve their parents in the education process more effectively (Erkan, Tarman, Ömrüuzun, Koşan, Kuru and Kaymak, 2015; Gülcan and Taner, 2011; Saraç, 2015). During home visits, teachers inform parents about their children's attitudes and behaviors, their adaptation to the classroom environment, communication with friends, and participation in school activities (Yıldız, 2012). Studies by Sebullen, Jaco and Lorenzo (2023), have shown a significant improvement in students' behavior after the implementation of home visit programs and that it effectively eliminates and improves students' undesirable behaviors in the classroom. Home visits made it easier for children to adapt to school and improved their academic success. He behaved more respectfully towards his friends and teachers (Gülcan and Taner, 2011).

Home visits by teachers positively affect students' in-class behavior, student success, and families' interest in school (Flannery, 2014; Meyer and Mann, 2006; Sawchuk, 2011). By visiting a student's home, teachers obtain better and more accurate information about the factors that affect the student's overall school performance and behavior in the classroom. While home visits

affect the teacher's perspective on the student. They have also been shown to positively affect student behavior in the classroom (Stetson, Stetson, Sinclair and Nix, 2012).

Most teachers participating in the research (70.26%) state that home visits positively impact students' classroom behavior (Meyer and Mann, 2006; Sawchuk, 2011). Wright, Shields, Black and Waxman (2018), comparative studies, home visits positively affect students' academic and behavioral performance at school. It has been determined that after teachers' home visits, students' interest and enthusiasm for their lessons increase, their course grades increase, and they have a higher level of positive classroom behavior (e.g., Günbay and Elma 2020; İlhan, Özfidan and Yılmaz, 2019; Öcal, 2022; Stetson, Stetson, Sinclair and Nix 2012).

After teachers participating in home visits closely witnessed the family, home environment, and the student's situation in the family, they developed more understanding and careful behaviors instead of their previous reactions to the student's negative attitudes and behaviors (Öcal, 2022). Günbay and Elma (2020) presented within the framework of his research that home visits are helpful in seeing and getting to know the family on site and reduce both the student's academic success and undesirable behaviors.

The home was visited, and he felt valued, strengthening his sense of belonging to the school (Bayındır, 2000). In their research, Sheldon and Jung (2018) determined that the rate of chronic absenteeism at school (21%) decreased for students who received a home visit at least once. Balfanz and Byrnes (2012) showed how chronic absenteeism widens achievement gaps in elementary, middle, and high schools.

Studies in the literature are like the findings of this study. Home visits are essential to understand and reduce the causes of students' undesirable behavior.

There are also studies showing that home visits have negative consequences. The teacher is uneasy about security due to going to a home visit alone, problems with transportation and finding an address (Alınmaz, 2013), and lack of time due to parents working (Kavgacı, 2010; Yıldız, 2012), too long visiting hours, transportation and address finding problems (Alınmaz, 2013; Yıldız, 2012), negative behaviors of parents (Kar, Uzun and Yazıcı,

2018; Yıldız, 2012), It has been determined that some problems are experienced, such as some parents begin to see teachers as friends and call them for family problems or at inconvenient hours for matters that do not concern them (Kar, Uzun and Yazıcı, 2018).

Conclusion

As a result, these research findings indicate that home visits cause a decrease in undesirable student behaviors. One of the behaviors of teachers and administrators against undesirable student behavior is to cooperate with parents (Çayak, 2013). Therefore, increasing home visits to reduce undesirable student behavior may be recommended. It can be investigated whether different practices other than teacher home visits influence reducing undesirable student behaviors. It can be investigated what kind of effects the educational activities of home visits made by teachers have on students or parents. This study can be conducted at different education levels to generalize the positive effects of home visits. The same study can also be conducted with larger sample groups and using different scientific research methods. The Ministry of National Education may make new regulations to encourage this practice. This may enable the practice of home visits to be made more widely and, thus, educational activities to produce more efficient results for the triangle of school, student, and parent.

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