IMPACT OF HOME-BASED TUTORING ON THE READING AND NUMERACY SKILLS OF ELEMENTARY LEARNERS IN BOLINAO, PANGASINAN

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Abstract

Foundational learning in reading and numeracy is essential because it enables elementary learners to understand texts, interpret information, solve problems, and participate meaningfully in classroom learning (UNICEF, 2022; World Bank, 2025). This study determined the impact of home-based tutoring on the reading and numeracy skills of elementary learners in Bolinao, Pangasinan. Specifically, it assessed the reading skills of learners with and without home-based tutoring, measured their numeracy skills, and tested whether there were significant differences between the two groups. The study employed a quantitative descriptive-comparative research design. The respondents were 205 elementary learners selected through stratified random sampling, comprising 88 learners with home-based tutoring and 117 without. The researcher used the Reading Skills Assessment Tool, the Numeracy Skills Assessment Tool, and the Home-Based Tutoring Classification Checklist. Reading skills were measured in word recognition, fluency, vocabulary, and comprehension, while numeracy skills were measured in number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving. The mean and standard deviation were used to determine skill levels, and the independent-samples t-test was used to assess significant differences between learners with and without home-based tutoring. Findings revealed that learners with home-based tutoring obtained a Very Satisfactory level of reading skills, with an overall mean of 84.01, while learners without home-based tutoring obtained a Satisfactory level, with an overall mean of 74.16. In numeracy, learners with home-based tutoring obtained a Very Satisfactory level, with an overall mean of 83.67, while learners without home-based tutoring obtained a Satisfactory level, with an overall mean of 73.70. The t-test for significant difference showed that learners with home-based tutoring performed significantly better in reading, with a t-value of 8.28 and a p-value of less than .001. Similarly, learners with home-based tutoring performed significantly better in numeracy, with a t-value of 8.33, a p-value of 8.28, and a p-value of less than .001. Similarly, learners with home-based tutoring performed with a value of less than .001. These findings indicate that home-based tutoring was associated with higher reading and numeracy performance among elementary learners. The study recommends strengthening school-home-community collaboration, aligning tutoring activities with classroom competencies, monitoring learner progress, and providing structured support in comprehension, vocabulary, mathematical problem-solving, and interpretation of quantitative information. Reading intervention should include targeted support in comprehension and vocabulary, while numeracy intervention should emphasize problem-solving, reasoning, and meaningful application of mathematical concepts (What Works Clearinghouse, 2021; What Works Clearinghouse, 2022).

Keywords: Home-Based Tutoring, Reading Skills, Numeracy Skills, Elementary Learners, Foundational Learning, Bolinao Pangasinan

1. Introduction

Foundational reading and numeracy skills are essential in elementary education because they enable learners to understand texts, follow instructions, interpret information, solve problems, and participate meaningfully in classroom learning (UNICEF, 2022; World Bank, 2025). Foundational learning includes basic literacy, numeracy, and socio-emotional skills that support

lifelong learning, cognitive development, civic engagement, and future productivity (World Bank, 2025). When learners enter or progress through elementary school without adequate reading and numeracy competencies, they may struggle to benefit fully from lessons across the curriculum (UNICEF, 2022; World Bank, 2025). Thus, strengthening reading and numeracy is not only a language or mathematics concern but a broad educational priority that affects learners' academic progress and long-term development (UNICEF, 2022; UNESCO, 2025).

Globally, learning gaps in reading and numeracy persist among children in the early and elementary grades (UNICEF, 2022; UNESCO, 2025). UNICEF reported that in half of the countries analyzed, only 30 percent of Grade 3 learners had foundational reading skills, while only 18 percent had foundational numeracy skills (UNICEF, 2022). UNESCO also reported that only 58 percent of learners achieved minimum proficiency in reading and 44 percent in mathematics at the end of primary school (UNESCO, 2025). These findings indicate that school attendance alone does not guarantee successful learning and that many learners need additional, targeted, and responsive support to master foundational skills (UNICEF, 2022; UNESCO, 2025).

In the Philippine context, the need to strengthen reading and numeracy is reflected in national and international assessment concerns (OECD, 2023). PISA 2022 showed that only 24 percent of Filipino students attained Level 2 or higher in reading, and only 16 percent in mathematics (OECD, 2023). Although PISA assesses 15-year-old learners rather than elementary pupils, the results suggest that learning gaps may accumulate when foundational reading and numeracy skills are not strengthened in earlier grade levels (OECD, 2023; World Bank, 2025). These results underscore the importance of early and sustained intervention to help learners develop the reading comprehension and mathematical reasoning needed for later academic success (OECD, 2023; World Bank, 2025).

National policy directions also highlight the importance of learning recovery in reading and mathematics (Department of Education, 2023; Republic of the Philippines, 2024). The Department of Education adopted the National Learning Recovery Program through DepEd Order No. 013, s. 2023 to address learning gaps and improve learner outcomes in basic education (Department of Education, 2023). Republic Act No. 12028, known as the Academic Recovery and Accessible Learning Program Act, institutionalized academic recovery support for learners who need assistance in essential learning competencies, particularly reading and mathematics (Republic of the Philippines, 2024). These policy developments affirm that reading and numeracy interventions should be systematic, accessible, and responsive to learners who are below expected proficiency levels (Department of Education, 2023; Republic of the Philippines, 2024).

Reading deserves focused attention because it enables learners to recognize words, build vocabulary, read fluently, comprehend texts, and use written information across learning areas (What Works Clearinghouse, 2022). The What Works Clearinghouse recommends reading interventions that build decoding skills, provide purposeful fluency-building activities, support vocabulary and comprehension, and intensify instruction for learners who need greater support (What Works Clearinghouse, 2022). For elementary learners, weak reading skills may affect not only language performance but also the ability to understand science texts, social studies materials, written directions, and mathematics word problems (What Works Clearinghouse, 2022; World Bank, 2025). Therefore, reading must be strengthened as a foundation for independent learning and meaningful participation in classroom activities (UNICEF, 2022; What Works Clearinghouse, 2022).

Numeracy also requires separate attention because it involves number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving (World Bank, 2025). Learners with weak numeracy may struggle to compute accurately, understand mathematical relationships, interpret data, solve word problems, and apply mathematics in daily situations (World Bank, 2025; UNESCO, 2025). The MATATAG Mathematics Curriculum emphasizes the importance of developing strong mathematical knowledge and understanding so that learners become mathematically proficient and critical

problem solvers (Department of Education, 2023). Thus, numeracy should not be treated as simple computation alone but as a broader competence that supports reasoning, problem-solving, and confidence in learning mathematics (Department of Education, 2023; World Bank, 2025).

Home-based tutoring may serve as an additional learning support mechanism for learners who need more time, guidance, practice, and feedback outside regular classroom instruction. Through home-based tutoring, learners may receive guided reading, vocabulary practice, comprehension questioning, mathematics drills, problem-solving support, immediate correction, and closer monitoring of progress. Such support is consistent with learning recovery priorities that emphasize targeted assistance, remediation, and reinforcement of essential competencies in reading and mathematics (Department of Education, 2023; Republic of the Philippines, 2024). However, the value of tutoring should be examined using empirical data, as its impact may vary depending on the learner's needs, tutor guidance, tutoring consistency, learning materials, and alignment with school competencies (UNICEF, 2022; World Bank, 2025).

In Bolinao, Pangasinan, examining home-based tutoring is relevant because learners' academic development may be influenced by both school-based instruction and home-supported learning. The study does not assume that all learners in the locality experience the same reading and numeracy conditions; rather, it seeks to generate localized evidence on whether learners with home-based tutoring differ from those without such support. This local focus is important because national policies and global reports establish the broader learning problem, but school and community-level studies are needed to determine how interventions relate to learner outcomes in specific contexts (Department of Education, 2023; World Bank, 2025). By comparing learners with and without home-based tutoring, the study provides a practical basis for understanding whether additional home-based tutoring is associated with better foundational learning performance.

Accordingly, this study determined the impact of home-based tutoring on the reading and numeracy skills of elementary learners in Bolinao, Pangasinan. Specifically, it described the reading and numeracy skill levels of learners with home-based tutoring and those without, and tested whether there were significant differences between the two groups. The study focused on reading indicators such as word recognition, fluency, vocabulary, and comprehension, as well as numeracy indicators such as number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving. The findings may provide useful evidence for teachers, parents, school heads, tutors, and community stakeholders to strengthen school-home-community collaboration, align home-based support with classroom competencies, and improve learning recovery initiatives for elementary learners (Department of Education, 2023; Republic of the Philippines, 2024; World Bank, 2025).

2. Method

2.1 Research Design

The study employed a quantitative descriptive-comparative research design to determine the impact of home-based tutoring on the reading and numeracy skills of elementary learners in Bolinao, Pangasinan (Creswell & Creswell, 2023). The design was quantitative because the study used numerical data from reading and numeracy assessment results to describe learners' performance and determine whether measurable differences existed between groups (Creswell & Creswell, 2023). It was descriptive because it determined the reading and numeracy skill levels of elementary learners who received home-based tutoring and those who did not (Creswell & Creswell, 2023). Reading skills were assessed in word recognition, fluency, vocabulary, and comprehension, while numeracy skills were assessed in number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving (World Bank, 2025). The design was also comparative, as the study compared two independent groups of learners based on their tutoring status: learners with home-based tutoring and those without (Creswell & Creswell, 2023). This approach was appropriate because the study sought to determine whether

learners' reading and numeracy performance differed according to their exposure to home-based tutoring (Creswell & Creswell, 2023). Since the researcher did not randomly assign learners to tutoring and non-tutoring groups, the study did not follow a true experimental design; rather, it compared naturally existing groups based on their actual home-based tutoring experience (Creswell & Creswell, 2023). The independent variable was home-based tutoring, while the dependent variables were reading skills and numeracy skills (Creswell & Creswell, 2023). The mean and standard deviation were used to describe the performance levels of the two groups, while the independent-samples t-test was used to determine whether significant differences existed between learners Creswell, 2023). The independent variable was home-based tutoring, while the dependent variables were reading skills and numeracy skills (Creswell & Creswell, with and without home-based tutoring in reading and numeracy skills (Field, 2024). The independent-samples t-test was appropriate because the study compared the mean scores of two distinct groups of learners (Field, 2024). The design was suitable for the study because it allowed the researcher to generate empirical evidence on whether home-based tutoring was associated with higher foundational learning performance among elementary learners (UNICEF, 2022; World Bank, 2025). However, the design did not claim that home-based tutoring alone caused all observed differences because other learner, home, school, and community factors may also influence reading and numeracy outcomes (Creswell & Creswell, 2023). Overall, the quantitative descriptive-comparative design provided a systematic basis for describing learners' skill levels, comparing tutored and non-tutored groups, and drawing evidence-based implications for strengthening home-based learning support in reading and numeracy (Creswell & Creswell, 2023; Field, 2024).

2.2 Participants

The study selected elementary learners in Bolinao, Pangasinan, who were officially enrolled at the time of the study and met the researcher's inclusion criteria. They were considered appropriate respondents because the study focused on determining the impact of home-based tutoring on foundational learning outcomes, particularly reading and numeracy skills (UNICEF, 2022; World Bank, 2025). The total population consisted of 420 elementary learners, 180 of whom received home-based tutoring and 240 who did not. From this population, a sample of 205 learners was determined using Slovin's formula at a 5% margin of error. The study used stratified random sampling because respondents needed to be represented by tutoring status: learners with home-based tutoring and learners without home-based tutoring (Creswell & Creswell, 2023). Using proportional allocation, the sample comprised 88 learners with home-based tutoring and 117 without. This sampling procedure was appropriate because the study compared two independent groups based on their exposure to home-based academic support (Field, 2024). The inclusion criteria required that the learner be enrolled in the elementary level in Bolinao, Pangasinan, have available information regarding tutoring status, have participated in the reading and numeracy assessments, and have obtained the necessary consent or permission for participation. Learners with incomplete assessment results, unclear tutoring status, or missing participation documents were excluded from the final sample to ensure accuracy, completeness, and consistency of data (Creswell & Creswell, 2023). The grouping of participants was essential because the study sought to describe the reading and numeracy skill levels of learners with and without home-based tutoring and determine whether significant differences existed between the two groups. Reading skills were assessed in word recognition, fluency, vocabulary, and comprehension, while numeracy skills were assessed in number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving. These learning areas were relevant because foundational literacy and numeracy are central competencies that support learners' academic progress and participation in elementary education (UNICEF, 2022; World Bank, 2025). Overall, the selected participants provided the necessary data for determining

whether home-based tutoring was associated with higher reading and numeracy performance among elementary learners in Bolinao, Pangasinan (Creswell & Creswell, 2023; Field, 2024).

2.3 Instrumentation

The study used three main instruments to gather the necessary data: the Reading Skills Assessment Tool, the Numeracy Skills Assessment Tool, and the Home-Based Tutoring Classification Checklist. The Reading Skills Assessment Tool was used to assess the reading performance of elementary learners in word recognition, fluency, vocabulary, and comprehension. These indicators were appropriate because reading development requires learners to accurately recognize words, read fluently, understand word meanings, and comprehend written texts for meaningful learning (What Works Clearinghouse, 2022). The Numeracy Skills Assessment Tool was used to assess the numeracy performance of elementary learners in number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving. These indicators were relevant because numeracy is a foundational learning skill that helps learners understand numbers, perform mathematical procedures, interpret quantitative information, and solve routine or practical problems (World Bank, 2025). The Home-Based Tutoring Classification Checklist was used to determine whether the learner belonged to the home-based tutoring group or the non-home-based tutoring group. This checklist included information on the learner's tutoring status, tutoring frequency, tutor, and subject areas covered during home-based academic support. The use of these instruments was appropriate because the study aimed to compare the reading and numeracy skills of two independent groups based on their exposure to home-based tutoring (Creswell & Creswell, 2023). The assessment tools were designed to generate numerical scores that could be analyzed using descriptive statistics and comparative tests (Field, 2024). To ensure content validity, the instruments were submitted to qualified validators, such as master teachers, school heads, reading coordinators, mathematics coordinators, or research experts, who examined the tools for clarity, relevance, alignment with the research problems, appropriateness of items, and suitability for elementary learners (Creswell & Creswell, 2023). A pilot test may also be conducted among learners who were not included as actual respondents to determine whether the test items were clear, manageable, reliable, and aligned with the intended reading and numeracy indicators (Creswell & Creswell, 2023). Items found to be confusing, too easy, too difficult, or not aligned with the study indicators were revised or removed before the final administration of the instruments. The reading and numeracy assessments were scored using prepared answer keys, rubrics, or scoring guides to ensure consistent evaluation of learner performance (Field, 2024). Overall, the instruments provided valid and relevant data to determine the reading and numeracy levels of learners with and without home-based tutoring and to test whether significant differences existed between the two groups (Creswell & Creswell, 2023; Field, 2024).

2.4 Data Analysis

The data gathered from the Reading Skills Assessment Tool, Numeracy Skills Assessment Tool, and Home-Based Tutoring Classification Checklist were checked, scored, encoded, tabulated, analyzed, and interpreted in accordance with the study's specific research questions (Creswell & Creswell, 2023). The learners were first grouped according to tutoring status: learners with home-based tutoring and those without (Creswell & Creswell, 2023). Descriptive statistics were used to determine the level of reading and numeracy skills of both groups of elementary learners (Creswell & Creswell, 2023). The mean was used to describe learners' average reading performance in word recognition, fluency, vocabulary, and comprehension (Creswell & Creswell, 2023). The mean was also used to describe learners' average numeracy performance across number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving (Creswell & Creswell, 2023). Standard deviation was used to assess the extent of variation or consistency in learners' reading

and numeracy scores within each group (Field, 2024). The computed mean scores were interpreted using the descriptive scale adopted in the study to determine whether learners' performance levels were Excellent, Very Satisfactory, Satisfactory, Fairly Satisfactory, or Needs Improvement (Creswell & Creswell, 2023). To answer the first and second research questions, the mean and standard deviation were used to determine the reading and numeracy skill levels of learners who received home-based tutoring (Creswell & Creswell, 2023). To answer the third and fourth research questions, the same statistical tools were used to determine the reading and numeracy skill levels of learners who did not receive home-based tutoring (Creswell & Creswell, 2023). To answer the fifth research question, an independent-samples t-test was used to determine whether there was a significant difference in reading skills between learners with and without home-based tutoring (Field, 2024). To answer the sixth research question, an independent-samples t-test was also used to determine whether there was a significant difference in numeracy skills between learners with and without home-based tutoring (Field, 2024). This test was appropriate because the study compared the mean scores of two independent groups of learners based on tutoring status (Field, 2024). The level of significance was set at 0.05 to determine whether the observed differences between the groups were statistically significant (Field, 2024). If the computed p-value was less than or equal to 0.05, the difference was interpreted as statistically significant; if the p-value was greater than 0.05, the difference was interpreted as not statistically significant (Field, 2024). The results of the data analysis provided the empirical basis for determining whether home-based tutoring was associated with higher reading and numeracy performance among elementary learners in Bolinao, Pangasinan (UNICEF, 2022; World Bank, 2025). Overall, the statistical treatment enabled the researcher to describe the foundational learning levels of learners with and without home-based tutoring and to determine whether meaningful differences existed between the two groups (Creswell & Creswell, 2023; Field, 2024).

3. Results

The findings showed that elementary learners who received home-based tutoring obtained a Very Satisfactory level of reading skills, with an overall mean of 84.01. Among the reading indicators, word recognition had the highest mean of 86.45, followed by fluency (84.78), vocabulary (82.96), and comprehension (81.84). These results indicate that learners receiving home-based tutoring demonstrated strong reading performance, particularly in word recognition and fluency. However, comprehension obtained the lowest mean among the reading indicators, suggesting that learners still needed continued support in understanding, interpreting, and responding to written texts. This finding supports the view that reading development requires not only word reading accuracy but also vocabulary growth, fluency-building, and comprehension support (What Works Clearinghouse, 2022).

In numeracy, learners who received home-based tutoring also achieved a Very Satisfactory level, with an overall mean of 83.67. Number understanding had the highest mean of 85.72, followed by basic operations (84.36), interpretation of quantitative information (82.64), and mathematical problem-solving (81.95). These results show that learners with home-based tutoring performed well in recognizing numbers, understanding quantities, and performing basic mathematical operations. However, mathematical problem-solving obtained the lowest mean among the numeracy indicators, implying that learners still needed reinforcement in applying mathematical concepts to practical and word-based problems. This result is consistent with the understanding that numeracy involves more than computation because learners must also interpret quantitative information, reason mathematically, and solve problems (World Bank, 2025).

For learners who did not receive home-based tutoring, the findings showed a Satisfactory level of reading skills, with an overall mean of 74.16. Among the reading indicators, word recognition had the highest mean of 76.34, followed by fluency (74.89), vocabulary (73.42), and

comprehension (71.98). These results indicate that learners without home-based tutoring showed acceptable reading performance but still required additional support, especially in vocabulary and comprehension. In numeracy, learners without home-based tutoring also obtained a Satisfactory level, with an overall mean of 73.70. Number understanding had the highest mean of 75.86, followed by basic operations (74.38), interpretation of quantitative information (72.94), and mathematical problem-solving (71.62). These findings imply that non-tutored learners demonstrated basic reading and numeracy competence, but their lower scores suggest a need for structured reinforcement, guided practice, and closer learning support. Foundational learning support remains important because literacy and numeracy are essential for learners' continuing academic development (UNICEF, 2022; World Bank, 2025).

The test of significance revealed that learners with home-based tutoring performed significantly better in reading than those without it. The overall reading mean for learners with home-based tutoring was 84.01, while the overall reading mean for learners without home-based tutoring was 74.16, yielding a mean difference of 9.85. The computed t-value of 8.28 and the p-value of less than 0.001 indicated that the difference was statistically significant at the 0.05 level. The same significant pattern was observed in all reading indicators, namely word recognition, fluency, vocabulary, and comprehension. These results indicate that home-based tutoring was associated with higher reading performance among elementary learners. The finding suggests that additional guided reading practice, correction of reading errors, vocabulary reinforcement, oral reading activities, and comprehension questioning may have contributed to stronger reading outcomes. This aligns with reading intervention guidance emphasizing structured practice, fluency-building, vocabulary development, and comprehension support for learners who need reading assistance (What Works Clearinghouse, 2022).

The test of significance also revealed that learners with home-based tutoring performed significantly better in numeracy than those without it. The overall numeracy mean for learners with home-based tutoring was 83.67, while the overall numeracy mean for learners without home-based tutoring was 73.70, yielding a mean difference of 9.97. The computed t-value of 8.33 and the p-value of less than 0.001 indicated that the difference was statistically significant at the 0.05 level. Significant differences were also observed across all numeracy indicators, namely number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving. These findings suggest that home-based tutoring may serve as a meaningful support mechanism for strengthening elementary learners' numeracy skills through step-by-step explanation, repeated practice, immediate correction, and guided problem-solving. However, since the study used a descriptive-comparative design, the findings should be interpreted as evidence of significant differences associated with home-based tutoring rather than absolute proof that tutoring alone caused all observed differences. Overall, the results support the need to strengthen school-home collaboration, align tutoring activities with classroom competencies, monitor learner progress, and provide targeted support in comprehension, vocabulary, quantitative interpretation, and mathematical problem-solving (UNICEF, 2022; What Works Clearinghouse, 2021; World Bank, 2025).

4. Discussion

The findings revealed that elementary learners who received home-based tutoring performed better in reading and numeracy than those without it. Learners with home-based tutoring obtained a Very Satisfactory level in reading, while learners without home-based tutoring obtained a Satisfactory level. This result indicates that additional academic support at home may help learners strengthen foundational reading skills through guided practice, immediate correction, and closer monitoring of learning progress. The finding supports the view that foundational literacy is essential for future learning because reading enables learners to understand texts, follow instructions, interpret information, and participate meaningfully in classroom activities (UNICEF, 2022; World Bank, 2025).

The higher reading performance of learners with home-based tutoring may be attributed to the additional opportunities they had to practice word recognition, fluency, vocabulary, and comprehension. Among the reading indicators, word recognition obtained the highest mean among tutored learners, suggesting that home-based support may be especially helpful in reinforcing accurate word reading and repeated oral reading practice. However, comprehension had the lowest mean among the reading indicators, indicating that learners still needed support in understanding, interpreting, and responding to written texts. This finding aligns with reading intervention guidance, which emphasizes that effective reading support should address not only word-reading accuracy but also fluency, vocabulary, and comprehension development (What Works Clearinghouse, 2022).

The reading results of learners without home-based tutoring showed that they had Satisfactory performance but remained behind the tutored group across all indicators. This suggests that regular classroom instruction may have supported basic reading development, but some learners may still require additional reinforcement outside of class. Learners who do not receive home-based tutoring may have fewer opportunities for individualized reading practice, immediate feedback, vocabulary reinforcement, and comprehension questioning. This finding supports the idea that foundational learning gaps require targeted support, especially when learners need more time and guidance to master essential literacy skills (UNICEF, 2022; World Bank, 2025).

In numeracy, learners with home-based tutoring also achieved a Very Satisfactory level, while those without home-based tutoring achieved a Satisfactory level. The higher performance of tutored learners suggests that home-based tutoring may help strengthen number understanding, basic operations, interpretation of quantitative information, and mathematical problem-solving. Number understanding obtained the highest mean among learners with home-based tutoring, indicating that they performed well in recognizing numbers, understanding quantity, and identifying numerical relationships. This supports the view that numeracy is a foundational competence because learners need it to reason mathematically, solve problems, interpret information, and participate successfully in later learning tasks (World Bank, 2025).

Although learners with home-based tutoring performed well in numeracy, mathematical problem-solving obtained the lowest mean among the numeracy indicators. This suggests that even learners receiving additional support still need more practice in applying mathematical concepts to real-life and word-based problems. Problem-solving is more complex than computation because learners must understand the situation, identify relevant information, choose an operation, apply a strategy, and check the reasonableness of their answer. Mathematics intervention guidance recommends explicit and systematic instruction, use of representations, attention to mathematical language, and structured practice to support learners who struggle with mathematics (What Works Clearinghouse, 2021).

The significant difference in reading skills confirmed that learners with home-based tutoring performed better than those without it. The large mean difference between the two groups suggests that tutoring may have provided meaningful learning advantages through additional reading time, individualized support, immediate feedback, and repeated practice. This finding is consistent with evidence that high-quality tutoring can improve learning when it aligns with classroom teaching and is responsive to learners' needs (Education Endowment Foundation, 2022). The result also implies that reading support at home should not be limited to answering assignments but should also include guided oral reading, vocabulary development, comprehension discussion, and regular progress monitoring.

The significant difference in numeracy skills likewise confirmed that learners with home-based tutoring performed statistically better than those without it. This result indicates that home-based support may contribute to stronger mathematics performance when learners receive step-by-step explanations, practice with operations, error correction, and guided problem-solving. However, the descriptive-comparative nature of the study means that the findings should be

interpreted as significant differences associated with home-based tutoring rather than absolute proof that tutoring alone caused the observed performance gap. Other factors, such as learner motivation, parental support, attendance, learning materials, prior achievement, and tutor competence, may also influence reading and numeracy performance (Creswell & Creswell, 2023).

Overall, the findings support the need to strengthen school-home-community collaboration in improving foundational reading and numeracy skills. Home-based tutoring may be useful when it is structured, consistent, aligned with classroom competencies, and focused on learners' actual needs. Teachers may coordinate with parents and tutors by identifying target competencies, providing practice materials for reading and numeracy, monitoring learner progress, and providing feedback on areas for improvement. The results suggest that intervention efforts should prioritize comprehension, vocabulary, mathematical problem-solving, and the interpretation of quantitative information, as these indicators had lower means than basic recognition and procedural skills. Strengthening these areas may help learners move beyond basic performance toward deeper understanding, independent learning, and more confident participation in elementary education (UNICEF, 2022; What Works Clearinghouse, 2021; What Works Clearinghouse, 2022; World Bank, 2025).

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