

## HOME LEARNING ACTIVITIES, READING LEVELS IN ENGLISH, AND NUMERACY PERFORMANCE OF GRADE 6 LEARNERS

Isagani Costales Canonizado, PhD

San Narciso Elementary School, San Narciso, Zambales, Philippines  
Technological College of San Felipe, Inc., San Felipe, Zambales, Philippines

<https://doi.org/10.54922/IJEHSS.2025.1106>

*Received: 8 September 2025/Published: 18 October 2025*

### ABSTRACT

Strengthening home learning practices plays a vital role in enhancing learners' reading and numeracy performance in the elementary level. This study determined the home learning activities, reading levels in English, and numeracy performance of Grade 6 learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025–2026, towards the enhanced home learning program to improve reading and numeracy performance of Grade 6 learners. The study utilized a quantitative-correlational design involving 67 Grade 6 learners selected through simple random sampling. A validated researcher-designed questionnaire on home learning activities ( $\alpha = 0.93$ ) and documentary analysis of Philippine Informal Reading Inventory (Phil-IRI) and Regional Mathematics Assessment (RMA) results were used as data-gathering instruments. Findings revealed that learners often demonstrated engagement in home learning activities in terms of reading logs, literature circles, mathematics games, and real-world applications. Based on Phil-IRI results, learners were classified as instructional readers in English, while RMA results showed they were proficient in numeracy. A positive low but significant correlation was found between home learning activities and reading levels in English, while a positive high significant correlation was established between home learning activities and numeracy performance. Moreover, a positive low yet significant relationship existed between reading levels in English and numeracy performance. These results led to the development of an enhanced home learning program to further improve the reading and numeracy performance of Grade 6 learners. Grade 6 learners demonstrated active participation in home learning activities, showed instructional reading ability in English, and displayed proficiency in numeracy, with significant correlations found among the key variables. The study may guide teachers and policymakers in implementing structured home learning programs that promote literacy and numeracy development among elementary learners.

**Keywords:** Home Learning, Learning Activities, Reading Levels, Numeracy Performance, Grade 6 Learners.

### 1. INTRODUCTION

Home learning activities of Grade 6 learners served as an essential extension of classroom instruction, allowing them to apply and reinforce the knowledge and skills they gained in school. These activities not only promoted independent learning but also strengthened foundational competencies in reading and numeracy, which were crucial for their academic success and lifelong learning (Bejarin & Quezada, 2024). Globally, home-based learning has been recognized as a key

component of educational continuity, especially in fostering learners' responsibility and engagement in the learning process (Durog, 2023). Hence, this study aimed to examine the relationship between home learning activities, reading levels in English, and numeracy performance of Grade 6 learners to provide insights that could guide the improvement of both home and school learning practices.

Murro et al. (2023) found that parents with low educational attainment in the Philippines struggled to assist their children in modular distance learning during the pandemic, affecting the quality of home learning support. Similarly, Durog (2023) highlighted that Filipino learners, particularly those from disadvantaged backgrounds, faced various challenges in sustaining their education through remote and home-based learning. Dacles (2024) emphasized that the home learning environment had a significant impact on the reading levels of Grade 4 learners, suggesting that supportive home conditions enhance literacy development. Likewise, Bejarin and Quezada (2024) noted that parental engagement played a vital role in strengthening elementary learners' home-school learning experiences and in addressing difficulties related to reading and writing.

Tolibas (2025) reported that the reading proficiency of Grade 6 learners in the Philippines was generally at the instructional level, highlighting the need for targeted reading interventions. Similarly, Dequita (2024) found that learners demonstrated moderate comprehension and fluency skills, which were influenced by factors such as parents' educational background and family income. In contrast, Aballe et al. (2024) revealed that while Grade 6 learners showed proficiency in English and high reading comprehension, there was no significant relationship between the two. Meanwhile, Arca (2024) established a significant relationship between the reading levels and academic performance in English of Grade 6 learners, emphasizing the role of reading competence in overall scholastic achievement.

Francisco et al. (2025) found that Grade 6 learners in the Philippines demonstrated a beginning level of numeracy skills despite showing good academic performance in Mathematics. Apus and Quirap (2024) emphasized that learners' attitudes toward mathematics served as the strongest predictor of their overall performance in the subject. Zalun (2023) revealed that the implementation of the Most Essential Learning Competencies (MELCs) by teachers contributed to the learning development of Grade 6 learners, although certain instructional challenges persisted. Meanwhile, Libiado and Canuto (2023) reported that while teachers consistently observed teaching competencies, these did not directly correlate with the learners' below-average mathematics performance.

Despite the growing body of research on home learning activities, reading levels, and numeracy performance, several research gaps remained that warranted further investigation. Murro et al. (2023) and Durog (2023) focused primarily on the challenges faced during modular distance learning, but there was limited exploration of how these challenges continued to affect learners' post-pandemic academic outcomes. Likewise, Dacles (2024) emphasized the influence of home learning environments on reading skills but did not extend this analysis to include numeracy performance. Moreover, Tolibas (2025) highlighted learners' instructional-level reading proficiency, yet the connection between reading levels, home learning practices, and numeracy outcomes among Grade 6 learners remained insufficiently examined. These gaps underscored the need for a more comprehensive understanding of how home-based learning experiences shape learners' academic competencies in both literacy and numeracy domains.

The urgency to conduct this study stemmed from the persistent learning gaps in reading and numeracy observed among Filipino learners despite ongoing educational reforms. As noted

by Arca (2024), reading competence directly influences overall academic performance, while Apus and Quirap (2024) emphasized that learners' attitudes and learning contexts play a crucial role in shaping mathematics achievement. Addressing these concerns requires an integrated approach that connects home learning support with the development of key academic skills. Hence, this study was deemed significant in providing evidence-based insights to guide parents, teachers, and policymakers in enhancing home learning activities that foster improved reading and numeracy performance among Grade 6 learners.

## 2. STATEMENT OF THE PROBLEM

This study determined the home learning activities, reading levels in English, and numeracy performance of Grade 6 learners in San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025-2026, towards the enhanced home learning program to improve reading and numeracy performance of Grade 6 learners.

Specifically, it sought answers to these questions:

1. How may the home learning activities of Grade 6 learners be described in terms of:
  - 1.1. reading logs
  - 1.2. literature circles;
  - 1.3. mathematics games; and
  - 1.4. real-world applications?
2. How may the reading levels in English of Grade 6 learners be described based on Philippine Informal Reading Inventory (Phil-IRI) results?
3. How may the numeracy performance of Grade 6 learners be described based on Regional Mathematics Assessment (RMA) results?
4. Is there a significant relationship between the home learning activities of Grade 6 learners and their reading levels in English?
5. Is there a significant relationship between the home learning activities of Grade 6 learners and their numeracy performance?
6. Is there a significant relationship between the reading levels in English of Grade 6 learners and their numeracy performance?
7. What enhanced home learning program can be developed to improve the reading and numeracy performance of Grade 6 learners?

## 3. METHODS AND MATERIALS

This study determined the home learning activities, reading levels in English, and numeracy performance of Grade 6 learners at San Narciso Elementary School, San Narciso District, Schools Division of Zambales, during the School Year 2025–2026, with the aim of developing an enhanced home learning program to improve learners' reading and numeracy performance. Employing a quantitative-correlational research design, data were collected, classified, summarized, and analyzed using means. The respondents of the study consisted of 67 Grade 6 learners selected through simple random sampling to provide equal opportunities for participation. A researcher-designed questionnaire served as the primary data collection instrument, focusing on home learning activities, reading levels in English, and numeracy performance. Internal consistency was established using Cronbach's Alpha, which demonstrated excellent reliability for the home learning activities ( $\alpha = 0.93$ ). Documentary analysis was also employed to determine reading levels in English using the Phil-IRI results and numeracy

performance using the RMA results. Hypotheses were tested using Spearman's Rho Correlation Coefficient.

## 4. RESULTS AND DISCUSSIONS

### 4.1. Home Learning Activities of Grade 6 Learners

#### 4.1.1. Reading Logs

Table 1 presents the mean rating and interpretations of the home learning activities of Grade 6 learners in terms of reading logs.

**Table 1. Mean Rating and Interpretations of the Home Learning Activities of Grade 6 Learners in terms of Reading Logs**

| Item                       | Indicators                                                     | Mean Rating | Interpretation            |
|----------------------------|----------------------------------------------------------------|-------------|---------------------------|
| 1                          | I record my thoughts about the book I am currently reading.    | 3.06        | Often Demonstrated        |
| 2                          | I summarize the main points of the text I have read.           | 3.31        | Often Demonstrated        |
| 3                          | I identify the author's purpose in writing the text.           | 3.21        | Often Demonstrated        |
| 4                          | I make connections between the text and my life.               | 3.37        | Often Demonstrated        |
| 5                          | I visualize the characters and settings in the story.          | 3.36        | Often Demonstrated        |
| 6                          | I ask questions about the text to clarify understanding.       | 3.28        | Often Demonstrated        |
| 7                          | I identify the main characters and their roles perfectly well. | 3.34        | Often Demonstrated        |
| 8                          | I determine the theme of the story accurately always.          | 3.28        | Often Demonstrated        |
| 9                          | I evaluate the plot and its twists critically always now.      | 3.12        | Often Demonstrated        |
| 10                         | I reflect on what I have learned from the reading material.    | 3.43        | Often Demonstrated        |
| <b>General Mean Rating</b> |                                                                | <b>3.28</b> | <b>Often Demonstrated</b> |

The indicator "I reflect on what I have learned from the reading material" obtained the highest mean rating of 3.43, interpreted as often demonstrated, while "I make connections between the text and my life" followed with a mean rating of 3.37, also interpreted as often demonstrated. These results showed that learners frequently engaged in reflective reading and personal connection with the texts they read. These findings denoted that the use of reading logs encouraged learners to think critically, internalize lessons, and relate reading materials to their real-life experiences.

The general mean rating of 3.28, interpreted as often demonstrated, revealed that learners regularly used reading logs as part of their home learning activities. This result indicated that learners often documented their thoughts, summaries, and insights while reading. These findings

denoted that reading logs served as an effective tool for enhancing comprehension, reflection, and engagement in reading tasks.

The study of Canonizado (2024) supported this result, as they found that reflective reading practices strengthened learners' comprehension and critical thinking abilities. Similarly, the present study confirmed that maintaining reading logs helped learners develop deeper understanding and appreciation of texts through consistent reflection and connection.

#### 4.1.2. Literature Circles

Table 2 presented the mean rating and interpretations of the home learning activities of Grade 6 learners in terms of literature circles.

**Table 2. Mean Rating and Interpretations of the Home Learning Activities of Grade 6 Learners in terms of Literature Circles**

| Item                       | Indicators                                                                 | Mean Rating | Interpretation            |
|----------------------------|----------------------------------------------------------------------------|-------------|---------------------------|
| 1                          | I participate in group discussions about the text enthusiastically always. | 3.49        | Often Demonstrated        |
| 2                          | I share my insights about the story with group members.                    | 3.37        | Often Demonstrated        |
| 3                          | I listen actively to others' opinions and perspectives always.             | 3.61        | Always Demonstrated       |
| 4                          | I respect differing opinions and perspectives in the group.                | 3.70        | Always Demonstrated       |
| 5                          | I analyze the text with group members collaboratively always now.          | 3.43        | Often Demonstrated        |
| 6                          | I identify themes and motifs in the story accurately always.               | 3.27        | Often Demonstrated        |
| 7                          | I make inferences about the characters' motivations perfectly well.        | 3.28        | Often Demonstrated        |
| 8                          | I evaluate the author's use of literary devices critically always.         | 3.12        | Often Demonstrated        |
| 9                          | I synthesize information from the text with group members.                 | 3.34        | Often Demonstrated        |
| 10                         | I engage in meaningful discussions about the text with peers.              | 3.34        | Often Demonstrated        |
| <b>General Mean Rating</b> |                                                                            | <b>3.40</b> | <b>Often Demonstrated</b> |

The indicator "I respect differing opinions and perspectives in the group" obtained the highest mean rating of 3.70, interpreted as always demonstrated, while "I listen actively to others' opinions and perspectives always" followed with a mean rating of 3.61, also interpreted as always demonstrated. These results showed that learners consistently demonstrated respect and active listening during group discussions. These findings denoted that participation in literature circles helped learners develop collaboration, empathy, and effective communication skills while analyzing texts.

The general mean rating of 3.40, interpreted as often demonstrated, revealed that learners regularly engaged in literature circle activities as part of their home learning experiences. This result indicated that learners often shared ideas, discussed literary elements, and deepened their comprehension through peer interactions. These findings denoted that literature circles effectively enhanced learners' analytical thinking and appreciation of literature in English.

The study of Galanida and Ciruela (2025) supported this result, as they found that cooperative learning strategies such as literature circles fostered learners' comprehension and critical thinking. Similarly, the present study confirmed that collaborative discussions in literature circles strengthened learners' engagement and understanding of reading materials.

#### 4.1.3. Mathematics Games

Table 3 presents the mean rating and interpretations of the home learning activities of Grade 6 learners in terms of mathematics games.

**Table 3. Mean Rating and Interpretations of the Home Learning Activities of Grade 6 Learners in terms of Mathematics Games**

| Item                       | Indicators                                                             | Mean Rating | Interpretation            |
|----------------------------|------------------------------------------------------------------------|-------------|---------------------------|
| 1                          | I practice mental math skills through interactive games daily now.     | 3.01        | Often Demonstrated        |
| 2                          | I solve math problems accurately and quickly in games always.          | 3.07        | Often Demonstrated        |
| 3                          | I apply math concepts to game situations perfectly well.               | 3.15        | Often Demonstrated        |
| 4                          | I use logic and reasoning to solve math puzzles always.                | 3.16        | Often Demonstrated        |
| 5                          | I calculate math problems mentally with ease and speed.                | 2.94        | Often Demonstrated        |
| 6                          | I participate in math competitions or quizzes enthusiastically always. | 2.61        | Often Demonstrated        |
| 7                          | I use math games to reinforce learning concepts always now.            | 2.94        | Often Demonstrated        |
| 8                          | I challenge myself to beat my previous scores always now.              | 3.34        | Often Demonstrated        |
| 9                          | I explore different math concepts through games and activities.        | 3.04        | Often Demonstrated        |
| 10                         | I develop problem-solving skills through math games and puzzles.       | 3.09        | Often Demonstrated        |
| <b>General Mean Rating</b> |                                                                        | <b>3.04</b> | <b>Often Demonstrated</b> |

The indicator "I challenge myself to beat my previous scores always now" obtained the highest mean rating of 3.34, interpreted as often demonstrated, while "I use logic and reasoning to solve math puzzles always" followed with a mean rating of 3.16, also interpreted as often demonstrated. These results showed that learners actively engaged in self-improvement and logical reasoning while playing math-related games. These findings denoted that mathematics games

motivated learners to practice persistence, enhance reasoning skills, and develop confidence in solving mathematical problems.

The general mean rating of 3.04, interpreted as often demonstrated, revealed that learners consistently participated in mathematics games as part of their home learning activities. This result indicated that learners frequently used interactive and enjoyable approaches to strengthen their mathematical understanding. These findings denoted that the use of mathematics games effectively reinforced learners' problem-solving skills and sustained their interest in numeracy learning.

The study of Sulpico et al. (2025) supported this result, as they emphasized that game-based learning improved learners' motivation and conceptual understanding in mathematics. Similarly, the present study confirmed that the integration of mathematics games in home learning activities enhanced learners' engagement and mastery of mathematical concepts.

#### 4.1.4. Real-World Applications

Table 4 presents the mean rating and interpretations of the home learning activities of Grade 6 learners in terms of real-world applications.

**Table 4. Mean Rating and Interpretations of the Home Learning Activities of Grade 6 Learners in terms of Real-World Applications**

| Item                       | Indicators                                                    | Mean Rating | Interpretation            |
|----------------------------|---------------------------------------------------------------|-------------|---------------------------|
| 1                          | I apply math concepts to real-life situations perfectly well. | 3.18        | Often Demonstrated        |
| 2                          | I calculate the cost of items on sale accurately always.      | 3.24        | Often Demonstrated        |
| 3                          | I measure ingredients for recipes accurately always now.      | 3.09        | Often Demonstrated        |
| 4                          | I determine the area and perimeter of rooms accurately.       | 2.73        | Often Demonstrated        |
| 5                          | I use math to solve everyday problems effectively always.     | 3.09        | Often Demonstrated        |
| 6                          | I calculate time and schedules accurately always now.         | 3.22        | Often Demonstrated        |
| 7                          | I make informed decisions using data and statistics always.   | 2.97        | Often Demonstrated        |
| 8                          | I apply math concepts to science and other subjects.          | 3.10        | Often Demonstrated        |
| 9                          | I use math to understand and analyze real-world issues.       | 3.04        | Often Demonstrated        |
| 10                         | I recognize the importance of math in daily life always.      | 3.46        | Often Demonstrated        |
| <b>General Mean Rating</b> |                                                               | <b>3.11</b> | <b>Often Demonstrated</b> |

The indicator "I recognize the importance of math in daily life always" obtained the highest mean rating of 3.46, interpreted as often demonstrated, while "I calculate the cost of items on sale accurately always" followed with a mean rating of 3.24, also interpreted as often demonstrated.

These results showed that learners frequently applied mathematical concepts in practical and meaningful situations. These findings denoted that the learners valued the role of mathematics in their daily lives and used it to make informed and accurate decisions.

The general mean rating of 3.11, interpreted as often demonstrated, revealed that learners consistently practiced real-world applications of mathematics in their home learning activities. This result indicated that learners were able to connect mathematical concepts to real-life experiences and problem-solving situations. These findings denoted that home learning activities effectively developed learners' ability to apply mathematical knowledge in everyday contexts.

The study of Dinglasan et al. (2023) supported this result, as they emphasized that learners who connected academic concepts to real-life situations developed stronger problem-solving and analytical skills. Similarly, the present study confirmed that integrating real-world applications in home learning activities enhanced learners' understanding and appreciation of mathematics.

#### 4.2. Reading Levels in English of Grade 6 Learners

Table 5 presents the mean and interpretation of the reading levels in English of Grade 6 learners.

**Table 5. Mean and Interpretation of the Reading Levels in English of Grade 6 Learners**

| Reading Levels in English | Mean | Interpretation       |
|---------------------------|------|----------------------|
| Phil-IRI                  | 3.46 | Instructional Reader |

The computed mean of 3.46 indicated that the learners were classified as instructional readers. This result showed that most of the learners were able to read and comprehend texts with the assistance or guidance of a teacher. Their reading ability suggested that they could understand materials suited to their grade level but still needed support to master more complex texts. These findings denoted that the learners had developed sufficient reading skills but required continued practice to reach independent reading proficiency.

The study of Andaya and Tepacia (2025) supported this finding, as they revealed that learners who received guided reading instruction improved gradually in comprehension and fluency. Similarly, the present study confirmed that instructional support played a vital role in enhancing the reading levels of Grade 6 learners in English.

#### 4.3. Numeracy Performance of Grade 6 Learners

Table 6 presents the mean and interpretation of the numeracy performance of Grade 6 learners.

**Table 6. Mean and Interpretation of the Numeracy Performance of Grade 6 Learners**

| Numeracy Performance | Mean | Interpretation |
|----------------------|------|----------------|
| RMA                  | 3.76 | Proficient     |

The computed mean of 3.76 indicated that the learners were proficient in numeracy. This result showed that most of the learners demonstrated adequate understanding and skills in solving mathematical problems. Their proficiency reflected their ability to apply mathematical concepts in different learning situations. These findings denoted that the learners had developed satisfactory numeracy skills necessary for higher-level learning tasks.

The study of Lavador et al. (2024) supported this result, as they found that learners with consistent practice and guided instruction achieved proficiency in numeracy-related activities. Similarly, the present study confirmed that continuous exposure to numeracy tasks helped learners maintain a proficient level of performance.

#### 4.4. Relationship Between the Home Learning Activities of Grade 6 Learners and Their Reading Levels in English

Table 7 presents the relationship between the home learning activities of Grade 6 learners and their reading levels in English.

**Table 7. Relationship Between the Home Learning Activities of Grade 6 Learners and Their Reading Levels in English**

| Dependent Variables       | r    | p    | Interpretation           | Decision                                |
|---------------------------|------|------|--------------------------|-----------------------------------------|
| Reading Levels in English | .437 | .000 | Positive Low Correlation | Reject H <sub>01</sub><br>(Significant) |

The computed r value of .437 and p value of .000 indicated a positive low correlation between the two variables. This result showed that learners who were more engaged in home learning activities tended to have slightly higher reading levels in English. The relationship was statistically significant, leading to the rejection of the null hypothesis (H<sub>01</sub>). These findings denoted that home learning activities had a modest but meaningful influence on improving learners' reading performance in English.

The study of Eclarinal (2025) supported this result, as they found that learners exposed to supportive home learning environments performed better in language-related tasks. In the same manner, the present study confirmed that participation in home learning activities slightly enhanced learners' reading levels in English.

#### 4.5. Relationship Between the Home Learning Activities of Grade 6 Learners and Their Numeracy Performance

Table 8 presents the relationship between the home learning activities of Grade 6 learners and their numeracy performance.

**Table 8. Relationship Between the Home Learning Activities of Grade 6 Learners and Their Numeracy Performance**

| Dependent Variables  | r    | p    | Interpretation            | Decision                                |
|----------------------|------|------|---------------------------|-----------------------------------------|
| Numeracy Performance | .501 | .000 | Positive High Correlation | Reject H <sub>02</sub><br>(Significant) |

The computed r value of .501 and p value of .000 indicated a positive high correlation between the two variables. This result showed that learners who frequently engaged in home learning activities tended to perform better in numeracy. The relationship was statistically significant, leading to the rejection of the null hypothesis (H<sub>02</sub>). These findings denoted that active involvement in home learning activities strongly influenced the improvement of learners' numeracy performance.

The study of Antipatia (2023) supported this finding, as they revealed that consistent engagement in structured home learning tasks enhanced learners' academic achievement. Similarly, the present study confirmed that home-based learning experiences greatly contributed to learners' higher numeracy performance.

#### 4.6. Relationship Between the Reading Levels in English of Grade 6 Learners and Their Numeracy Performance

Table 8 presents the relationship between the reading levels in English of Grade 6 learners and their numeracy performance.

**Table 8. Relationship Between the Reading Levels in English of Grade 6 Learners and Their Numeracy Performance**

| Dependent Variables  | r    | p    | Interpretation           | Decision                         |
|----------------------|------|------|--------------------------|----------------------------------|
| Numeracy Performance | .327 | .007 | Positive Low Correlation | Reject $H_{03}$<br>(Significant) |

The computed r value of .327 and p value of .007 indicated a positive low correlation between the two variables. This result showed that as the learners' reading levels in English slightly increased, their numeracy performance also tended to improve. The relationship was found to be statistically significant, leading to the rejection of the null hypothesis ( $H_{03}$ ). These findings denoted that reading proficiency had a small yet meaningful influence on learners' ability to perform numeracy tasks.

The study of Verzosa-Quinto and Mabansag (2023) supported this finding, as they found that learners with better reading comprehension tended to perform more accurately in solving mathematical problems. Similarly, the present study confirmed that reading ability contributed, even at a low level, to enhancing learners' numeracy performance.

#### 4.7. An Enhanced Home Learning Program to Improve the Reading and Numeracy Performance of Grade 6 Learners

The enhanced home learning program aimed to strengthen the reading and numeracy performance of Grade 6 learners through structured and engaging activities at home. It emphasized the integration of reading logs, literature circles, mathematics games, and real-world applications to promote consistent learning beyond the classroom. Guided reading sessions and interactive math activities were designed to address learners' instructional reading levels and sustain their numeracy proficiency. The program encouraged active collaboration among teachers, parents, and learners to ensure continuous monitoring and support. This program served as a comprehensive approach to enhance learners' comprehension, critical thinking, and problem-solving skills through purposeful home-based learning experiences.

### 5. CONCLUSIONS

1. Grade 6 learners often demonstrated engagement in various home learning activities—including reading logs, literature circles, mathematics games, and real-world application.
2. Grade 6 learners were classified as instructional readers in English.
3. Grade 6 learners were found to be proficient in numeracy.
4. A positive low but significant relationship was found between the home learning activities of Grade 6 learners and their reading levels in English.
5. A positive high and significant relationship was found between the home learning activities of Grade 6 learners and their numeracy performance.
6. A positive but low yet significant relationship was found between the reading levels in English of Grade 6 learners and their numeracy performance.

7. An enhanced home learning program was developed to improve the reading and numeracy performance of Grade 6 learners.

## 6. RECOMMENDATIONS

1. Teachers may continue to encourage learners to engage in varied home learning activities to further strengthen their reading and numeracy skills.
2. Teachers may provide guided reading sessions and differentiated materials to help learners progress from instructional to independent reading levels.
3. Learners may be given more advanced and challenging numeracy tasks to sustain and enhance their proficiency.
4. Parents and teachers may collaborate to design home learning activities that can further support learners' reading development.
5. Schools may promote consistent participation in home-based learning tasks to improve learners' numeracy performance.
6. Reading instruction may be integrated with numeracy activities to help learners enhance comprehension and problem-solving skills simultaneously.
7. The proposed enhanced home learning program may be implemented to strengthen both the reading and numeracy performance of Grade 6 learners.
8. Further studies may be conducted on the effectiveness of the enhanced home learning program in improving learners' academic performance across different grade levels and subject areas.

## 7. ACKNOWLEDGMENT

The researcher wishes to acknowledge with profound gratitude his beloved family—his father, Florentino F. Canonizado; his mother, Luzviminda L. Costales; and his siblings, Joseph C. Canonizado, Michael C. Canonizado, Luisa C. Fadera, and Alfa C. Alfonso—for their unwavering love, encouragement, and support throughout the conduct of this study. Their guidance, prayers, and understanding served as a constant source of strength and inspiration in completing this academic endeavor. The researcher also extends his heartfelt appreciation to his aunt, Rosita C. Francia, and his cousins, Charity, Rose Marie, Jeanne Marie, and Maridel, for their unending patience, generosity, and moral support, which gave deeper meaning and motivation to this scholarly pursuit.

## REFERENCES

- Aballe, S. J. F., Agcal, J. M. M., & Canoy, F. T. (2024). Exploring the Correlation between English Proficiency and Reading Comprehension among Elementary Learners in the Philippines. *Asian Journal of Education and Social Studies*, 50(6), 548–555. <https://doi.org/10.9734/ajess/2024/v50i61431>
- Andaya, A. D., & Tepacia, H. C. (2025). Guided reading Strategies for Struggling Learners. *GEO Academic Journal*, 6(1). <https://doi.org/10.56738/issn29603986.geo2025.6.111>
- Antipatia, J. M. L. (2023). Home-Based Enrichment Activities for Science 9 (Biology): Effects on Students' academic performance and science engagement. *International Journal of Multidisciplinary Applied Business and Education Research*, 4(8), 2735–2750. <https://doi.org/10.11594/ijmaber.04.08.14>

- Apus, J. S., & Quirap, E. A. (2024). Factors affecting mathematics Performance: Basis for an intervention plan. *International Journal of Multidisciplinary Research and Analysis*, 07(04). <https://doi.org/10.47191/ijmra/v7-i04-11>
- Arca, K. B. (2024). Reading Level Vis-À-Vis Academic performance in English of Grade 6 learners in Subic District. *International Journal of Multidisciplinary Applied Business and Education Research*, 5(2), 537–542. <https://doi.org/10.11594/ijmaber.05.02.14>
- Bejarin, J. M. A., & Quezada, R. J. C. (2024). Implication of parental engagement to the students in Home-School learning. *Asian Journal of Education and Social Studies*, 50(10), 119–135. <https://doi.org/10.9734/ajess/2024/v50i101606>
- Canonizado, I. C. PhD (2024). Reading instruction practices of intermediate teachers and comprehension levels of learners: Basis for an enhanced reading instruction program. *International Journal of Education Humanities and Social Science*, 07(06), 649–671. <https://doi.org/10.54922/ijehss.2024.0869>
- Dacles, N. N. (2024). Home learning environments and reading levels of Grade 4 learners: Bases for enhanced home-based reading program. *International Journal of Education Humanities and Social Science*, 07(03), 344–371. <https://doi.org/10.54922/ijehss.2024.0720>
- Dequita, N. J. (2024). Reading skills of Grade 6 learners. *GEO Academic Journal*, 5(1). <https://doi.org/10.56738/issn29603986.geo2024.5.73>
- Dinglasan, J. K. L., Caraan, D. R. C., & Ching, D. A. (2023). Effectiveness of Realistic Mathematics Education Approach on Problem-Solving Skills of Students. *International Journal of Educational Management and Development Studies*, 4(2), 64–87. <https://doi.org/10.53378/352980>
- Durog, A. (2023). Empowering Filipino learners through EdTech. *Childhood Education*, 99(1), 72–79. <https://doi.org/10.1080/00094056.2023.2169554>
- Eclarinal, R. D. (2025). Home literacy environments and early reading skill levels of Grade 1 learners: Foundation for an enhanced home literacy program. *International Journal of Education Humanities and Social Science*, 08(02), 125–146. <https://doi.org/10.54922/ijehss.2025.0912>
- Francisco, P. K. D., Anating, N. B., Apurillo, S. E., De La Pena, P. B., Espinosa, A. R. C., & Tumlos, P. H. T. (2025). Numeracy skills and academic performance of elementary learners. *International Journal of Research and Innovation in Social Science*, IX(III), 3720–3748. <https://doi.org/10.47772/ijriss.2025.90300295>
- Galanida, A. R., & Ciruela, D. M. (2025). Scaffolding reading comprehension: Zone of proximal development in the Filipino context through literature circles. *Pantao, International Journal of the Humanities and Social Sciences*. <https://doi.org/10.69651/pijhs0402254>
- Lavador, R. F. M., Ferenal, E. S., & Comon, J. D. (2024). Early language literacy and numeracy skills of kindergarten learners in Talakag Bukidnon. *American Journal of Arts and Human Science*, 3(3), 186–201. <https://doi.org/10.54536/ajahs.v3i3.3198>
- Libiado, F. D., & Canuto, P. P. L. (2023). Examining the Teaching Competencies and their relation to the Mathematics Performance of Primary School Students. *International Journal of Multidisciplinary Applied Business and Education Research*, 4(7), 2401–2419. <https://doi.org/10.11594/ijmaber.04.07.22>
- Murro, R. A. R. A., Lobo, J. G., Inso, A. R. C., & Chavez, J. V. (2023). Difficulties of parents with low educational attainment in assisting their children in modular distance learning during

- pandemic. *Environment and Social Psychology*, 9(1).  
<https://doi.org/10.54517/esp.v9i1.1957>
- Sulpico, C., Lapis, R. J., Paner, N. R., Sagara, M. I., Tura, J., Vismanos, M., Ibona-Mabini, L. M., & Petancio, J. A. (2025). Improving Grade 7 Mathematics Outcomes through Game-Based Learning: An Action Research Study. *The Normal Lights*, 19(1).  
<https://doi.org/10.56278/tnl.v19i1.3132>
- Tolibas, M. C. J. (2025). Assessing the reading skills of intermediate graders using the Philippine Informal Reading Inventory (Phil-IRI): Insights for teachers. *International Journal of Education Humanities and Social Science*, 08(01), 33–40.  
<https://doi.org/10.54922/ijehss.2025.0887>
- Verzosa-Quinto, E. M., & Mabansag, A. B. (2023). Error Analysis in Solving Word Problems among Grade-8 Students. *International Journal of Current Science Research and Review*, 06(10). <https://doi.org/10.47191/ijcsrr/v6-i10-10>
- Zalun, J. G. (2023). The Teachers' Utilization of the Most Essential Learning Competencies (MELCS) and its Relation to the Learning Development of Grade Six Pupils in a Public School in the Philippines: Basis for a Proposed Program. *International Journal of Multidisciplinary Applied Business and Education Research*, 4(6), 1888–1903.  
<https://doi.org/10.11594/ijmaber.04.06.15>