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Original Article

A Multimethod Evaluation of a Community-Based Tutorial Program

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Abstract. A higher education institution in Kalibo, Aklan, under its College of Education, conducted a community-based tutorial program during the School Years 2017 to 2018 and 2018 to 2019 for 12 learner-beneficiaries from New Buswang Elementary School at Bakhawan Nature Study and Eco-Park, New Buswang, Kalibo, Aklan. The purpose of this study was to assess the tutorial program by: (a) comparing average grades of the learner-beneficiaries a school year before and during the 2-year tutorial program; (b) determining any significant differences in the average grades before and during the program; and (c) knowing the overall experiences of the learner-beneficiaries and their parents during the tutorial program. The study employed mixed methods, namely descriptive survey research and narrative analysis. The findings of the study were the following: (a) the tutorial program improved the learner-beneficiaries' performances in all 4 subjects namely Values Education, English, Math, and Science; (b) a significant difference in the academic performances of the learner-beneficiaries during the 3 consecutive years was found but it indicated a decline in performances especially in Mathematics and Science; (c) the overall experiences of the learner-beneficiaries were positive but the tutors may improve on class discipline; and (d) the overall experiences of the parents of the learner-beneficiaries were positive but the program may include all subjects under the curriculum. It was concluded that the tutorial program was effective in boosting student performance. However, the decline in the overall performance may have been affected by factors like changes in the curriculum, deficits in attention and motivation towards learning by the tutors, and the changing socioeconomic conditions of the learner-beneficiaries which is worthy of a follow-up study.

Keywords: *Tutorial Program; Elementary; Mixed Method*

Tutorial programs help students who struggle in classroom learning or who want to learn in depth about a topic that might not have been thoroughly taught in school. They offer the following benefits: (a) an outlet for students to ask questions, ease frustration towards studies, and build confidence; (b) a way to deepen learning in a particular subject; (c) an avenue for wider learning unaddressed in the traditional classroom; and (d) a realization of personalized learning that caters to different student circumstances (Barone & Taylor, 1996). According to Phillips, Pane, Reumann-Moore, & Shenbanjo (2020), there is a need for tutorial programs, as competition among students, limited access to good teachers, misaligned learner needs, and poverty can inhibit the chances of success.

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According to an analysis of early childhood tutorial content by Pertiwi and Djoehaeni (2021), every parent desires their child to have good academic skills, which they define as the ability to read, write, and perform basic math to succeed in elementary school. While there are school-based tutorial programs, community- or home-based programs allow trained students to provide free assistance to children in the community who have difficulty with reading and arithmetic. Tutorial activities are conducted in barangay halls, covered courts, multi-purpose halls, or at the houses of these children (Xavier University - Ateneo de Cagayan, n.d.).

The purpose of this study was to both quantitatively and qualitatively assess the community-based tutorial program of a College of Education in terms of the differences in the average grades in English, Math, Science, and Values Education of the twelve learner-beneficiaries before and during the tutorial program, and their overall experiences as well as those of their parents regarding the tutorial program. This study is necessary because several studies regarding the effectiveness of tutorial programs on students' academic performances yield diverse results. Some studies confirm a positive effect, while others claim that tutoring is not an entirely effective strategy to improve academic performance, but that it helps alleviate stress caused by academic underachievement and that it teaches learning strategies and social skills. More importantly, the study confirms both the effectiveness of the tutorial program and its deficiencies; all for its improvement and sustainability.

Similarly, the study by Nchaga (2025) examined the opportunities and challenges of community-based learning, highlighting the advantages of collaborative learning and identifying barriers, including logistical constraints and sustainability issues. Likewise, the study by Leblanc, Occelli, Etienne, Rode, and Colin (2022) assessed the implementation of a community-based learning program for undergraduate health students, both quantitatively and qualitatively, over an academic year to determine students' perceptions of the program. Therefore, assessments of community-based tutorial or learning programs are essential to determine both the opportunities these programs offer and the areas that need improvement to make them sustainable.

Methodology

Research Design

This study utilized mixed methods to provide a more comprehensive assessment of the community-based tutorial program especially to bring forth both the program's positive and negative outcomes for its sustainability and improvement. Furthermore, this mixed method study used an embedded design in which the quantitative data is more primary and the qualitative data provides supplementary information to further enrich the study's results. Mixed methods research (MMR) is a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner, involving the collection, analysis, interpretation, and reporting of both quantitative and qualitative data (Dawadi, Shrestha, and Giri, 2021). Quantitative data, which were the learner-beneficiaries' average grades in English, Values Education, Math, and Science before and during the implementation of the community-based learning tutorial program, were collected from school records and employed descriptive survey research, which involved examining the correlations between variables and developing generalizations (Zulueta, 2010, as cited in Cayabyab, 2024). Qualitative data were acquired through narrative inquiry. Narrative inquiry is a qualitative data analysis approach that focuses on interpreting the core narratives from a study group's personal stories. Using first-person narrative, data is acquired and organized to allow the researcher to understand how the individuals experienced something (Dovetail, 2023). Specifically, the reflexive thematic analysis method of Braun and Clarke was employed.

Results and Discussion

Average Grades of the Twelve Learner-Beneficiaries in English, Math, Science, and Values Education Before and During the 2-Year Tutorial Program

The study used descriptive statistics, namely mean scores and standard deviation, to obtain average grades for the twelve learner-beneficiaries in English, Mathematics, Science, and Values Education before and during the 2-year tutorial program. The data for the three school years (2016-2017, 2017-2018, and 2018-2019) were analyzed and categorized into descriptive interpretations in accordance with DepEd Order No. 8, s. 2015 as reflected in Table 1. In 2016-2017, before the program, all subjects had mean grades rated as '*Satisfactory.*' Without stating definite methodologies, the means and standard deviations were Values Education *(M = 83.75, SD = 4.47),* English *(M = 81.33, SD = 6.26),* Mathematics *(M = 82.08, SD = 4.56),* and Science *(M = 83.25, SD = 4.16)*. This implies that the learners have met expectations but need improvement in all four subjects.

By the end of the first year of the tutorial program, the school year, '2017-2018, 'all the learners were classified as '*Very Satisfactory*' in their performance across subjects. The means and standard deviations were Values Education *(M=87.75, SD=4.18)*, English *(M=86.83, SD=5.17)*, Mathematics *(M=87.08, SD=3.75)*, and Science *(M=87.00, SD=3.02)*. The noted development was a clear indicator that tutorial school programs tended to improve students' school performance (Arco-Tirado, Fernández-Martín, & Hervás-Torres, 2020). By the second year of the tutorial program in the 2018-2019 academic year, the students secured *'Outstanding'* grades in all subjects. Their means and standard deviations were as follows: Values Education (M=90.42, SD=3.55), English (M=90.33, SD=3.70), Mathematics (M=90.17, SD=3.01), and Science (M=90.08, SD=2.07). The results indicated that tutorial programs consistently enhance students' academic performance (Glomo-Narzoles & Glomo-Palermo, 2020).

The results showed that well-targeted, well-implemented tutorial programs, such as this two-year initiative, can markedly improve academic competencies and contribute to learners' holistic development. These findings call for replicating similar programs in other contexts to address learning gaps and promote excellence in education. Even more so, this study has brought the need for sustained resources for educational interventions that yield long-term effects on academic outcomes.

Table 3. *Average Grades of the 12 Learner-Beneficiaries in English, Math, Science, and Values Education Before and During the Tutorial Program*

Subject	School Year	Mean	*SD*	Description
Values Education	2016 – 2017	83.75	4.47	Satisfactory
	2017 – 2018	87.75	4.18	Very Satisfactory
	2018 – 2019	90.42	3.55	Outstanding
English	2016 – 2017	81.33	6.26	Satisfactory
	2017 – 2018	86.83	5.17	Very Satisfactory
	2018 – 2019	90.33	3.70	Outstanding
Mathematics	2016 – 2017	82.08	4.56	Satisfactory
	2017 - 2018	87.08	3.75	Very Satisfactory
	2018 - 2019	90.17	3.01	Outstanding
Science	2016 - 2017	83.25	4.16	Satisfactory
	2017 - 2018	87.00	3.02	Very Satisfactory
	2018 - 2019	90.08	2.07	Outstanding

Legend: "Below 75 - Did Not Meet Expectations, 75-79 - Fairly Satisfactory, 80-84 - Satisfactory, 85-89 - Very Satisfactory, & 90-100 – Outstanding" (DepEd Order 08, s. 2015)

The results revealed not just the validation of the need for such programs in other educational settings. The findings of this 2-year tutorial project indicated that, while bridging learning gaps across subjects, excellence can be made a culture. Competition among students, limited access to good teachers, misaligned learner needs, and poverty can inhibit the chances of success (Phillips, Stephens, Townsend, & Goudeau, 2020). Thus, initiatives such as this offer individualized and continuous support so learners can reach their potential. Such programs aptly enable schools to afford equitable opportunities for all learners to excel (Jung, Frey, Fisher, & Kroener, 2019). The initiative highlighted the need for continued investment in educational interventions to achieve long-term gains. In addition to improving academic skills, learners may have gained confidence, motivation, and engagement, and are expected to develop into more well-rounded students. This nurturing of well-rounded individuals aligns with international education standards by promoting the development of resilient, independent learners who will be useful to society (Pritchard, 2019). The success of the initiative exemplifies the potential of well-targeted, well-resourced programs to effect transformation. It offers lessons to inform all policymakers and educators seeking to create more inclusive and effective education systems.

Significant Differences of Grades of the Twelve Learner-Beneficiaries in English, Math, Science, and Values Education Before and During the 2-Year Tutorial Program

A MANOVA (multivariate analysis of variance) was used to analyze the significant differences in school years, such as SY 2016 to 2017 (pre-implementation of the tutorial program), SY 2017 to 2018 (the first year of implementation of the tutorial program), and SY 2018 to 2019 (the second year of implementation of the tutorial program), through the grades in different dependent variables namely Values Education, English, Mathematics, and Science. The Box's test establishes the assumption of homogeneity of covariance matrices; homogeneity of covariance matrices holds at the 0.05 level of significance *(F=1.218, p=.228)*. In addition, Levene's Test of Equality of Error Variances showed no serious violations of the equality of variances for the dependent variables *(all*

p>.05). Therefore, these results confirm that MANOVA has been an appropriate statistical treatment for this study.

Table 4. *Multivariate Tests of Differences in Academic Performance Across School Years*

Effect	Test Statistics	Value	*F*	Hypothesis *df*	Sig.	Partial η^2
School Year	Pillai's Trace	0.499	2.577	8	0.017	0.250

$\alpha = 0.05$

The multivariate tests indicated a statistically significant effect of the school year on the combined dependent variables *(Pillai's trace = .499, F(8,62)=2.577, p=0.017, partial η² = 0.250)*, suggesting that the school year had a significant effect on students' academic performance in various subjects, as shown in Table 2.

Table 5. *Univariate Tests of Differences in Academic Performance Across School Years*

Dependent Variable	School Year	*Df*	*F*	Sig.	Partial η^2
Grades in Values Education	16-17, 17-18, 18-19	(2, 33)	9.621	0.001	0.368
Grades in English	16-17, 17-18, 18-19	(2, 33)	8.250	0.001	0.333
Grades in Math	16-17, 17-18, 18-19	(2, 33)	13.630	p<.001	0.403
Grades in Science	16-17, 17-18, 18-19	(2, 33)	13.754	p<.001	0.398

$\alpha = 0.05$

Follow-up univariate ANOVAs revealed significant differences in subject grades. For Values Education, a significant effect appeared *(F(2, 33) = 9.621, p = .001, η² = .368)* and for English *(F(2, 33) = 8.250, p = .001, η² = .333)*. The Mathematics register showed far more variation *(F(2, 33) = 13.630, p < .001, η² = .403)*, and very closely behind was that of Science *(F(2, 33) = 13.754, p < .001, η² = .398)*. These findings show significant differences in grades across school years for all subjects.

Tukey's HSD post hoc comparisons, as shown in the appendix of the SPSS output, provided sufficient detail on the nature of the differences between the school years in Values Education. In this case, the SY2016-2017 versus SY2017-2018 contrast showed a high level of statistical significance (Mean Difference = -4.000, p = .035), as did the SY2016-2017 versus SY2018-2019 contrast (Mean Difference = -6.667, p < .001); the SY2017-2018 versus SY2018-2019 comparison was not statistically significant *(p = .205)*. In English, while the overall effect was significant, pairwise comparisons only showed significance between SY 2016-2017 and SY 2018-2019 *(Mean Difference = -8.500, p = .008)*. In Mathematics, SY 2016-2017 was significant compared to SY 2018-2019 *(Mean Difference = -8.083, p = .008)*, while SY 2017-2018 significantly differed from SY 2018-2019 *(Mean Difference = -3.083, p = .008)*, revealing a general trend of improving performance over time. Further, significant differences were observed between SY 2016-2017 and SY 2018-2019 (Mean Difference = -6.833, p = .004) in Science, but neither of the comparisons for SY 2017-2018 was significant.

MANOVA analysis showed statistically significant differences in performance scores for Values Education, English, Mathematics, and Science across three school years. This was interpreted to reflect a secular trend of increased brightness in educational performance, accompanied by a general decline in performance across various subjects, based on school years 2016-2017 and 2018-2019, respectively. Follow-up tests showed that differences between school years occurred in SY 2016-2017, compared to SY 2018-2019. These profound differences might be due to changes in the curriculum, teaching methods, or further factors affecting learner achievement. The researcher shall therefore recommend that future studies investigate the reasons behind these trends to inform educational policy and instructional practices aimed at improving the state of education.

Consequently, the MANOVA results showed significant variations in academic performance across the school years in Values Education, English, Mathematics, and Science, indicating a decline in performance in certain subjects over time. That trend further pointed to possible systemic reasons. Such factors could relate to a possible shift in curriculum implementation, teaching attention, or disruptions outside the curriculum that might affect what students learn about. For example, changes in educational policy or resourcing might have caused these differences. Other literature suggests that education reforms can directly affect students' achievement (Park, Lee, & Cooc, 2019). Fixing those disparities within the school would provide equitable and consistent educational quality across attachments.

Moreover, the significant performance differences indicated the need for targeted interventions to improve student outcomes. The decline observed, particularly in Mathematics and Science, prompted a critical review of

teaching methods, as these underpin critical thinking and problem-solving. Previous research showed that differential pedagogies, namely technology integration and collaborative learning, increased engagement and achievement in Mathematics and Science (Rosen & Salomon, 2017). The findings thus underscore the importance of evidence-based practices and policy changes to address the downslide and to establish conducive conditions for academic development.

The Overall Experiences of the Learner-Beneficiaries from the Community-Based Tutorial Program

Focused Subject Areas Were English, Math, Science, and Values Education

The learner-beneficiaries identified English, Math, Science, and Values Education as the focus subject areas for the tutorial program.

In English, the tutors trained the learner-beneficiaries mostly in speaking, reading, and writing.

***Mel**: "Firstly, they taught me how to introduce myself in front of many people and to use basic English words and expressions like "hi", "hello", "who are you", and "how old are you"."*

***Tin**: "The tutorial program helped me learn how to read, write, and pronounce."*

In Math, tutors focused on the basic math operations.

***Naya**: "From what I remember, they taught us how to count using our hands and how to add, subtract, multiply, and divide."*

***Mel**: "We were taught how to add and multiply using our hands."*

In Science, staging experiments was a common technique by the tutors. Lessons in Biology and Astronomy were also taught.

***GV**: "They experimented with us to motivate us and so we can easily understand other activities in science. Also, they taught us about the human body, the changes it undergoes, and how to take care of it."*

***Naya**:" What I could never forget of what was taught to us then is about the planet systems…"*

Of the four subject areas, Values Education was the most mentioned. It was obvious that it was the subject area most taught and focused on by the tutors. Specifically, they taught the values of respect and a good education.

***May**: "They taught me how to say 'po' and 'opo' and to respect elders."*

***Tin**: "The tutors taught the importance of education. They said that education is most important because if you do not have any, you cannot get a good –paying job. Thus, we have to endure studying because life will be better if we finish our studies."*

In primary education, it is indeed important to firmly instill the basics, namely the three Rs (reading, writing, and arithmetic); values formation; and the foundation of science concepts. A strong pillar in these subject areas will produce holistically capable learners. The focus of tutors on the subject areas of English and Math agrees with the findings of Pertiwi and Djoehaeni (2021), which stated that every parent desires their child to have good academic skills, and this they define as the ability to read, write, and do basic math to be able to survive elementary schooling.

The focus of the tutors on Science also agree with the study of Worth (2010) which stated that science is an important domain in early childhood to build the following important skills: (1) curiosity about the natural world as powerful stimulus for work and play; (2) inquiry, as this skill allows children to explore the world and its phenomena; and (3) other skills like working with others can be developed under the rich context of science. Likewise, the tutors' focus on Values Education aligns with the study by Belarmino, Asdali, Jianson, Book, Bialen, & Manalo (2024), which found that teaching values education plays an important role in learners' lives, helping them develop better dispositions, manners, and ways of dealing with others. Values Education should be taught as a separate subject, not integrated with other subjects.

The Tutorial Program Helped Improve Learning Outcomes

Student learning outcomes are not grades; they are perceivable skills. Moreover, they are the results of what was taught and learned, or evidence of learning (Student Learning Outcomes, n.d.). As claimed by the learner-beneficiaries, the benefits they gained from the community-based tutorial program include skills in reading and values education, as well as broader knowledge across different subjects in school. Dar even implied that,

though he did not struggle in any subject in school, the teaching of values education, specifically right conduct and responsibility toward studies, has helped him through high school. Tin claimed that the tutors helped her overcome difficulty in reading and pronunciation. MJ claimed that the tutors helped him overcome difficulty in reading. In general, the learner-beneficiaries claimed that the tutors helped them improve their skills and knowledge.

***Dar**: "I am capable in all my subjects, but the tutorial helped me with learning right conduct and right study habits. Now, I am graduating from Senior High."*
***Tin**: "I had difficulty in reading English and in pronunciation, but the tutors helped me. Now, I can pronounce words correctly."*

Though improved grades are strong evidence of a tutorial program's effectiveness, specific experiences of progress as claimed by the learner-beneficiaries reinforce the proof that a tutorial program achieved its desired outcomes. These findings, which claimed that the community-based tutorial program resulted in lasting learning outcomes, align with Lee's (2019) study, which found that skills, work habits, confidence, and attitude are enhanced by tutoring. A student gains greater capacity to control their own learning, which resonates throughout their future schooling, both in and out of the classroom. Findings also corroborate those of the study by Glomo-Narzoles and Glomo-Palermo (2020), which found that tutorials have improved tutees' English listening, speaking, reading, and writing skills very effectively.

The Tutors Employed Various Techniques to Motivate Student Learning
The tutors employed various techniques to motivate student learning, namely: organizing games, providing snacks, holding Zumba exercises, and establishing rapport with the learner-beneficiaries prior to or during tutoring.

***MJ**: "The tutorial program helped us learn how to read and write. Also, the tutors held games to motivate us to study and even provided snacks."*
***Julie Ann**: "They taught us a lot of unforgettable lessons, but what I cannot forget is the enjoyable Zumba exercises before the start of our tutorial classes."*

It is expected that many learners prefer tutorial programs because they receive more individualized attention than in schools. Also, the tutors are more relaxed and less exhausted because of the smaller teacher-student ratio. Thus, the manageable setup gives tutors more freedom to experiment with learning strategies that might work and fit learners' personalities and capabilities.

These findings agree with the study by Dempsey and McNamara (2012), which found that participants who engaged in games incorporated into lessons rated the lessons as significantly more engaging than students in the traditional tutoring environment. This technique of the tutors also aligns with the findings of the study by Plass, CREATE Lab, Homer, and Kinzer (2015), which found that games may enhance learning by offering opportunities for social connection and creating environments where peers and social interactions take place. The other technique of tutors, which is building good rapport and camaraderie, aligns with the findings of the study by Robinson, Questscope, and Rhodes (2021), which stated that relationship-driven programs that emphasize improving academic performance and fostering trustworthy relationships between tutors and students are examples of effective tutoring treatments. Students may become more motivated, develop better attitudes toward learning, and improve their social-emotional well-being when they have a good, loving relationship with their tutors.

The Tutorial Program was Conducive to Learning
According to the learner-beneficiaries, the tutorial program was held in a good learning environment. The Bakhawan Eco- Park, as a venue for the tutorial program, was near their homes. It had fresh air and good scenery. Lastly, it was spacious and peaceful.

***MJ**: "It was near our homes and had fresh air. It was spacious."*
***EJ**: "The Bakhawan Eco- Park was a nice place for the tutorial because it was peaceful. It was windy and quiet."*

The Bakhawan Eco-park is an open, green space in contrast to the walled classroom, which the learner-beneficiaries have to share with 49 other students, the average number of students per classroom in the Philippines. The park is also a 220-hectare mangrove plantation, which ensures the learner-beneficiaries a wide moving space and clean air to breathe. The tutorial takes place in a concrete, open-structured area near the entrance that protects them from heat and wind while allowing natural light to enter. There is no large crowd that distracts the learner-beneficiaries, as the visitors are immediately led to the long bridge traversing the mangrove plantation. For these reasons, the Bakhawan Eco-park makes an ideal place for the community-based tutorial program.

These findings align with those of the study by Glomo-Narzoles and Glomo-Palermo (2020), which found that students were very satisfied with the tutorial venue because it had proper lighting and ventilation, was spacious enough to accommodate students, and was conducive to learning. The students did not give any suggestions to improve the tutorial program, but were just thankful they were provided for free. The schedule and duration of the tutorials were also ideal for the learner-beneficiaries. The series of tutorials was performed every Saturday for 1 to 2 hours. According to EJ, Saturday was a free day for him. According to Naya, the tutorial program also did not interfere with their schoolwork and house chores.

EJ: *"The tutorial was held every Saturday, which was ideal because we had no formal classes and we had nothing to do every Saturday."*
Naya*: "Yes, the tutorial time was fine because it did not interfere with our time for house chores and schoolwork."*

Saturday is the tutorial day, which is ideal because it does not interfere with any formal classes. Given today's children's average attention span of 20 minutes and the fact that it was the weekend, the 1 to 2 hours of tutorial sessions may have been substantial, especially if the lessons were specific and tailored to each learner's needs. This aligns with the study by Adriana, Silvestre, Mónica, and De Jesús (2015), which stated that a tutoring program must be designed and tailored to students' interests, requirements, and context to be successful.

The learner-beneficiaries appreciated the tutors because of the skills, time, commitment, and kindness they devoted to the learners. MJ even enjoyed attending the tutorial program specifically because of his tutor, rather than staying at home and learning nothing.

Win*: "The tutors are good at teaching us our lessons, and they devote more time to us."*
MJ*: "The tutors have helped me in my studies because I learned something from them, as compared to just staying at home."*

For primary-grade learners, patience is the number one requirement for tutors, as they are still learning basic English vocabulary, simple mathematical operations, and foundational science concepts. Compassion is also important, as individuals differ in their learning. It is also very important to mince one's words when dealing with children, as discouraging words can scar them for a long time, blocking them from learning. This aligns with the study by Robinson, Questscope, and Rhodes (2021), which found that students may become more motivated and have better attitudes toward their academics when they have a good, loving relationship with their tutors. Relationship-driven programs that emphasize building trustworthy connections between tutors and students, in addition to raising academic achievement, are effective. Additionally, the outcome supports that of Balbo, Barana, Boetti, Conte, and Omegna (2025), who claim that low student engagement hampered the efficiency of tutoring methods, particularly when low motivation or high absenteeism impeded progress. This demonstrates the value of more individualized strategies to meet the unique needs of difficult students, as recommended by Hossein-Mohand and Hossein-Mohand (2023).

The Tutors May Improve on Class Discipline
When asked what could be improved in their overall experience as learner-beneficiaries of the community-based tutorial program, most cited discipline. According to the learner-beneficiaries, the tutors may improve on disciplining noisy and misbehaving learner-beneficiaries.

Naya: *"Disciplining misbehaving and noisy learners."*
Dar*: "For me, it is discipline for the next learner-beneficiaries."*

Primary learners are still adjusting to formal schooling from play-based learning and may become unruly. It is important to engage them through games, but only minimally and in a controlled manner. If not, using games as a motivational technique for learning engagement will result in distraction. This finding challenges the findings of 3 studies that cite the benefits of tutorial programs. First, the article by TES_Adm1n (2022) states that better academic results are driven by the advantages of tutoring, including individualized attention, greater focus and relaxation, improved communication skills, direct observation, and convenience. Second is the study by Dempsey, McNamara, and Jackson (2012), which found that participants who had engaged in game-based practice rated it as significantly more engaging than those in the traditional tutoring environment. The third and last study is that of Plass, CREATE Lab, Homer, and Kinzer (2015), which found that games may enhance learning by offering opportunities for social connection and creating environments where peers and social interactions take place.

The advantages of tutoring, which are individualized attention, relaxation, direct observation (applied by the tutors through performing science experiments with the learner-beneficiaries), and the convenience of the venue, might have caused overstimulation to the learners. Most especially, the use of games as a technique to motivate learning must have also overstimulated them.

The Overall Experiences of the Parent-Participants from the Community-Based Tutorial Program

The Tutorial Program Deepened and Extended Learning, Especially in Reading and Writing

True to the goals of tutorial programs, the tutorial program deepened and extended learning in reading, writing, and math, especially in reading and writing, according to the parent-participants.

***Rubz**: "The tutorial program helped a lot because my child learned to read and solve math problems."*
***Joo**: "The tutorial program helped my family a lot because I did not have time to teach my child. My wife and I always worked. The tutors helped my child to read, write, and solve."*

For primary and intermediate learners, the grounding of basic competencies, namely reading, writing, and arithmetic, or the three Rs, is important to sustain their continuing education. This agrees with the findings of Ha and Harpham (2005) and Rolleston and Krutikova (2014), as cited in Rolleston and Krutikova (2014), which state that a large number of primary school parents typically encourage their kids to enroll in private tutoring programs in language and math in order to increase their understanding of these topics. Likewise, the findings of this study agree with those of Pertiwi and Djoehaeni (2021), who state that every parent desires their child to have good academic skills, defined as the ability to read, write, and perform basic math to survive elementary schooling.

The Tutorial Program Eased the Responsibility of the Parents in Tutoring Their Children

The tutorial program eased parents' responsibility for tutoring their children, especially in terms of time.

***Aly**: "Before, I did not have time to teach my child. Gladly, the tutors were able to fill in for me so I had time for other responsibilities. The program can still improve by increasing the number of tutorial hours."*
***Juvy**: "The tutorial program was a big help to our family. I lacked time to tutor my child because my husband and I were always working. Also, the tutorial sessions were free, which was good because my husband and I earned just enough for our basic needs."*

Likewise, the tutorial program benefitted the parents financially, emotionally, and intellectually. Wil was thankful that the tutorial services were free and that her child did not even have to spend fare because the venue was within their community. Joo claimed that the tutorial program helped lessen her stress in tutoring her child. Two of the parent-participants acknowledged that the tutors were better than they were, as they were Education students equipped with pedagogical and teaching skills.

***Wil**: "The tutorial program had helped us because it was free and convenient, as the venue was just within our community."*
***Joo**: "The tutorial program had helped a lot because my child learned how to read and solve. Also, I am thankful because it lessened my stress when tutoring my child, especially since I am busy with vending."*

The findings above prove why tutorial programs continue to flourish. It is because of the convenience they provide parents, and because parents believe the tutors are more competent than they are at reinforcing learning after school hours. The study's findings agree with those of Bregvadze and Jokic (2013), who stated that, due to a lack of time, parents often opt to hire a tutor rather than focus on their children's education. The study's findings also align with those of Hansher (1999), who stated that a vast majority of parents believed tutoring programs were necessary and would be willing to pay for them. According to these parents, the top three academic requirements needing tutorial services were (1) math, (2) reading, and (3) writing. In the community-based tutorial program, parents were fortunate to receive tutorial services at no cost. Parent-participants were specific about the subject areas their children needed improvement in, namely reading and math, which supports the study of Hansher (1999), who named the top three academic requirements of parents in availing tutorial programs as math, reading, and writing.

The findings of the study also align with those of Ding, Wei, and Lin (2021b), who stated that junior high school parents' attitudes, subjective norms, perceptions of behavioral control, and perceived changes in public education policies all influence their acceptance of tutoring. Although the parents who benefited from the community-based tutorial program were parents of elementary students, the agreement between this study's findings and those of Ding, Wei, and Lin (2021b) indicates that most parents who avail of tutorial services view it positively. They view tutorial programs as a positive solution to improving students' behavior towards learning and to reinforcing learning from school. The findings support the subjective norm that parents view tutors as more capable of teaching their children after school hours than they are.

The Tutorial Program May Be Improved by Adding More Subjects to Be Tutored

When asked what could be improved in the community-based tutorial program, the parents requested that more subjects be covered, specifically all subjects in the curriculum, depending on their child's grade level, as well as vocational and life skills.

***Emz**: "The tutors should teach all subjects to increase students' knowledge. Life skills should also be taught."*
***Gilay**: "What can be improved in the tutorial program is for tutors to teach vocational courses so that, if a student is unable to continue his or her studies, he or she can use vocational skills to get a job."*

Vocational skills are taught in the subject Home Economics and Livelihood Education in Grades 4 to 6. Life skills comprise critical thinking, self-awareness, problem-solving, and interpersonal skills, which are developed through the various elementary subjects, namely Filipino, English, Mathematics, Social Studies, and MAPEH (Music, Arts, P.E., and Health). This means the parents request that the community-based tutorial program encompass all subject areas in the elementary-level curriculum.

The findings of this study agree with those of Bregvadze and Jokic (2013), who stated that many parents believed tutoring was a way to provide their kids with extraordinary educational opportunities not available through the government's educational system. Since the parents of the learner-beneficiaries of the tutorial program specifically requested that their children be tutored in vocational and life skills, this may indicate that the teaching of these skills in school is insufficient. Thus, it may be implied that parents who avail tutorial services see them as an avenue to provide extraordinary educational opportunities that they think their children cannot sufficiently get through the government's educational system. Lastly, the study's findings also agree with those of Lee, Park, and Lee (2009), as cited in Ireson and Rushforth (2014), which stated that, aside from helping their children reach goal grades, parents seek tutorial services based on their perception of the great value of education.

Conclusion

The tutorial program was effective in boosting student performance, as evidenced by their improved grades in the 4 subject areas focused on by the tutors: Values Education, English, Math, and Science. However, overall or in the course of the 2-year tutorial program, a decline, especially in performances in Mathematics and Science, could have been caused by any of these factors: changes in the curriculum, deficits in attention and motivation towards learning from classroom teachers, and disruptions beyond the control of the curriculum, like the shifting socioeconomic conditions of the learner-beneficiaries. To address the challenges caused by a continually changing curriculum, the tutors may focus on the core skills required in Mathematics and Science. Core skills are immune to a shifting curriculum landscape. They will always be taught, for they are the basics. It is

recommended that the tutors focus on and strengthen learners' proficiency in these core skills. To address deficits in attention and motivation towards learning, classroom teachers and tutors must implement personalized teaching strategies and better classroom management, especially in teaching Mathematics and Science. Factors outside the curriculum, such as changing socioeconomic conditions, are beyond tutors' control. However, the tutorial program may help ease the socioeconomic challenges faced by both learner-beneficiaries and parents by completing the subjects covered in the program, depending on the student's grade level, to produce holistically competent learner-beneficiaries capable of the 3Rs as well as vocational and life skills. Still, it is recommended that a follow-up study be performed to confirm these factors.

Contributions of Authors

Author 1: conceptualization, data gathering
Author 2: conceptualization, data analysis
Author 3: conceptualization, data analysis

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