

Transforming Education: A Study on the TUPAD-Reading Tutor Program Implementation in Valenzuela City

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Abstract

In Valenzuela City, the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD) program emerged as a response to the dire socio-economic repercussions of the COVID-19 pandemic, especially in disadvantaged communities. While primarily intended for employment aid, this study shifts focus to evaluate the TUPAD-Reading Tutor Program's implementation and its impact on educational transformation in the city. This research delves into its contribution to educational advancement amid challenging circumstances by examining how this initiative integrates within the educational landscape. The study aims to assess the program's integration into the educational framework, its collaborative efforts with schools, and its subsequent effects on tutors and students. Through this evaluation, the research seeks to provide valuable insights into the improvement of merging employment programs with educational interventions, shedding light on the potential for educational transformation through community-based initiatives in Valenzuela City.

Keywords: covid-19 pandemic; disadvantaged communities; educational transformation, tupad-reading tutor program, valenzuela city

Introduction

The current state of education faces many challenges due to the COVID-19 pandemic. This has disrupted the education of a vast majority of young people across the globe, leading to an unprecedented crisis in the educational systems. Additionally, the pandemic has exposed significant disparities between countries and different groups of learners within a country. In response to this global crisis, the Transforming Education Summit was organized to address issues of equity and inclusion, quality, and relevance. The impact of this crisis on the future of children and teenagers worldwide is significant and cannot be ignored. The Summit gave a once-in-a-lifetime chance to move education to the top of the global political agenda, mobilizing action, ambition, solidarity, and solutions to recover pandemic-related learning losses and sow the seeds of transformation in an ever-changing world. (United Nation, 2022)

Valenzuela City aims to improve the implementation of the Department of Labor and Employment's Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD) program by launching the Reading Tutor Program. The program, launched in partnership with the Department of Labor and Employment (DOLE) and the Office of Congressman REX Gatchalian, involves 365 Reading Tutors from Pamantasan ng Lungsod ng Valenzuela (PLV) fourth- and third-year students, who taught a total of 1,342

learners across the city. The City Government's last Reading Camp identified nearly 8,000 non-readers and frustrated level readers, and after the camp, there remained 1,432 non-readers and frustrated level readers. The Synergeia Foundation provided the Reading Camp content support and training. Cong. REX also expressed concern that the pandemic and distance learning have caused a regression in learning. (Journal Online, 2022).

Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD), is a community-based package of assistance that offers displaced employees, underemployed workers, and seasonal workers emergency employment for a minimum of ten days and a maximum of 30 days, depending on the type of work to be accomplished. TUPAD aims to give displaced workers, the unemployed, and underemployed people whose income has been significantly impacted by the temporary pandemic, also known as "emergency employment." (DOLE, 2020).

This research focuses on how education can bring positive changes, and how students perceive the impact of the TUPAD-Reading Tutor Program on the residents and local government of Valenzuela City. The data collected can be helpful for both the national government, specifically the Department of Labor and Employment, and the local governance in Valenzuela City. The main objective of this research is to assess the program's implementation and its effectiveness. The outcomes of this study can provide a comprehensive understanding of the current situation and can be used as a useful tool for future educational development projects.

Methods

Mixed methods research is commonly employed in the behavioral, health, and social sciences, particularly in collaborative settings and detailed situational or societal studies (George, 2022). This approach can be used to gain a deeper understanding of a research topic by collecting and analyzing data from different sources. In the study on the TUPAD-Reading Tutor program implementation in Valenzuela City, a mixed methods approach was used to collect data from beneficiaries of the program. Quantitative data was collected through a survey, and qualitative data was collected through interviews.

The data was analyzed using both quantitative and qualitative methods. The study showed that the quantitative data from the surveys provided statistical trends and measurable outcomes regarding the beneficiaries' program satisfaction. Meanwhile, the qualitative data gathered through interviews offered nuanced perspectives and personal narratives, shedding light on the individual experiences, challenges, and specific ways in which the program influenced the participants' learning journeys. The combined analysis of both types of data revealed a multifaceted understanding of how the program contributed to enhancing reading abilities while highlighting areas for further improvement, ultimately emphasizing the program's significance in fostering literacy development within the community.

Results and Discussion

The survey results among 100 respondents highlighted some essential demographic trends. Most of the respondents (68%) belonged to the age group of 20-22, and 74% of the participants were females. These respondents were from various barangays, including Gen. T. De Leon, Lingunan, Malinta, Marulas, and Maysan. Furthermore, a significant number of respondents (76%) were unemployed. Interestingly, 93% of the participants were aware of the "TUPAD Program," and 27% learned about it through their respective barangays.

The respondents' perceptions of the program were also evaluated, and it was found that the financial aid provided by the TUPAD Program received the highest weighted mean (3.47) among all the statements. This suggests that the respondents agreed that financial support was crucial in helping families affected by job loss due to COVID-19. However, the statement concerning reduced worry about livelihood through the TUPAD Program exhibited a lower weighted mean (3.19), indicating agreement but not as strong as the former statement. Overall, the respondents' awareness of the program received a weighted mean of 3.35, indicating a strong statement among them.

The survey findings suggest that the TUPAD Program is widely known among the respondents, irrespective of age, gender, or location. However, the work status of the participants impacted their awareness, highlighting the need for targeted outreach or communication strategies to enhance program understanding among specific employment groups.

The data collected from the respondents revealed the positive impact of the TUPAD program in addressing the challenges brought about by the pandemic. The temporary employment provided by the program was seen as a crucial opportunity, offering an additional source of income without stigmatization. The financial support provided by the program significantly alleviated financial stress, positively impacting families by providing extra resources for various needs. The program also helped students, schools, and parents by providing academic assistance and addressing education challenges from multiple angles.

The policy implementers' insights on Valenzuela City's TUPAD program revealed a focus on providing financial assistance and temporary employment. The Reading Tutor initiative aimed to enhance educational outcomes and indirectly alleviate socio-economic stress by offering academic assistance to beneficiaries, underscoring the program's multifaceted approach in supporting educational and socio-economic aspects.

Conclusion and Recommendation

The TUPAD-Reading Tutor Program implementation study conducted in Valenzuela City provides several important findings. The large percentage of unemployed respondents illuminates the target population's employment situation. The survey shows that respondents strongly understood the TUPAD-Reading Tutor Program at the barangay level and were significantly aware of it. This research provides important insights into the ongoing efforts to enhance education through the TUPAD-Reading Tutor Program, laying the foundation for effective decision-making and strategic planning.

The researchers provided insightful recommendations to improve the TUPAD program's implementation for a broader beneficiary impact. These recommendations included providing specialized training and materials for people with educational backgrounds, carefully reviewing entries, and increasing the program's budget allocation to accommodate a more significant number of beneficiaries. The outcomes emphasize the value of focused awareness efforts and the need to evaluate volunteer roles and training before participating to ensure the program adequately meets the various needs of the people living in Valenzuela City. These recommendations improve the program's sustainability, impact, and transparency.

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