

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;

1. Introduction

The reality is that many Filipinos struggle with reading comprehension and basic numerical literacy. A 2018 study discovered that, out of 79 countries, a group of 15-year-old Filipino kids had the lowest reading comprehension scores. In both math and science, they came in at 78. This study's key finding is that it suggests most individuals examined attended public schools (Child Hope Philippines, 2021). This highlights a widespread concern that most Filipinos struggle with essential reading and math skills. The study underscores the urgent need for comprehensive educational reforms and increased support for public education in the Philippines to address the fundamental challenge of inadequate literacy and numeracy skills among students, aiming for a more equitable and effective learning environment for all.

Currently, education is in a state of disorder; more than 90% of young people worldwide have had their education disrupted by COVID-19, resulting in the worst disruption to educational systems in history. Significant disparities between the nations and between various learner groups within the nations have also been exposed by the pandemic. The Transforming Education Summit was held due to a worldwide instability in

education concerning equity, inclusivity, excellence, and relevance. This global disaster, which frequently happens slowly and goes unseen, will have a severe impact on coming generations. They provided a once-in-a-lifetime opportunity to elevate education to the top of the global political agenda, inspiring action, purpose, unity, and solutions to restore lost learning from the pandemic and create change in a world that is becoming more vibrant (United Nations, 2022).

A community-based aid program called Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD) gives temporary workers, underemployed individuals, and displaced employees emergency employment for a minimum of 10 days and a maximum of 30 days, depending on the kind of work that can be done. 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." The types of projects are social, economic, and agro-forestry community projects. Social community projects improve infrastructure and public services. Economic community projects maintain, restore, and repair highways, overpasses, post-harvest facilities, common markets, and shared services. Agro-forestry community projects include reforestation, seedling preparation, and tree planting. To maintain consistency in mechanics and service fee costs for their wage payment throughout all locations, the TUPAD beneficiaries receive their payments through a money remittance service provider (DOLE, 2020).

Furthermore, this study examined the transforming education aspect and students' perspectives regarding the TUPAD-Reading Tutor Program's influence on residents and the local government in Valenzuela City. The Department of Labor and Employment at the national level and the Valenzuela City municipal government, specifically Congressman Rex Gatchalian's office, also significantly benefited from the data collection. The focal point of this investigation revolves around evaluating the program's implementation effectiveness. The insights from this research provide a comprehensive understanding of the current state and serve as a valuable resource and benchmark for future educational and developmental endeavors.

1.1. Background of the Study

Valenzuela City launched the Reading Tutor Program across various schools to elevate its implementation of the Department of Labor and Employment's Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD). Congressman REX Gatchalian's Office, in cooperation with DOLE, started the contract signing and orientation process for 365 reading tutors who are third- and fourth-year students at Pamantasang Lungsod ng Valenzuela (PLV). PLV was celebrating its 20th anniversary of founding at the same time as this event. The program, which focuses on solving literacy issues, seeks to support 1,342 learners around the city. Previous reading camps found that almost 8,000 kids had trouble reading and that, at the end of the camp, about 1,432 students still needed help. The DepEd's Curriculum Implementation Division offered an in-depth analysis of the Reading Tutor Program. Chief Education Supervisor Filmore R. Caballero stressed the need for tutors to prioritize communicating with the school principal and reading coordinator to understand the circumstances of their students. Congressman REX also emphasized the need to make sure that the PhP 3,000 DSWD Assistance to Individuals in Crisis Situations (AICS) program is properly utilized, as agreed upon with the parents, and to perform attendance checks. At the end of the program, tutors are also required to turn in a thorough documentation evaluation (Journal Online, 2023).

In 2010, the Department of Labor and Employment (DOLE) provided a TUPAD program for displaced workers and families who were victims of natural catastrophes such as typhoons, floods, and earthquakes. The impact of Typhoon Ondoy caused widespread devastation in Metro Manila, specifically in Pasig City, Quezon

City, the City of Manila, Muntinlupa City, and Marikina City. The largest flood levels are seen in those regions, which range from knee to neck to rooftop.

This project was started to help those who were unemployed and displaced and were affected by the global financial crisis (GFC), by former President Gloria Macapagal-Arroyo. To give beneficiaries and their families an immediate source of income, it also offers short-term paid work. The DOLE could anticipate displaced workers with temporary financial assistance through the TUPAD program, allowing them to resume their regular lives and recover from the damages caused by the crisis. Using the enlist beneficiaries' assistance, this initiative also helps the community with the cleanup, clearance, and rehabilitation of the affected areas.

The TUPAD program assists nationwide, and 325 beneficiaries have already benefited from its implementation in the NCR as of the first quarter of 2016. By providing them with short-term income support through the TUPAD, the Department of Labor and Employment (DOLE) was able to help displaced workers get back to their regular lives and recover from the worst of the disaster. (DOLE, 2016)

In 2017, the Department of Labor and Employment (DOLE) contributed funding to the government for the DOLE Integrated Livelihood and Emergency Employment Program (DILEEP) to promote inclusive growth by creating many jobs, lowering poverty rates, and assisting marginalized workers. One of the component programs implemented is the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers. (DOLE, 2017)

1.2. Statement of the Problem

This research examined the extent to which the local government's initiatives to improve citizens' quality of life have been carried out. To obtain the necessary information, data, and knowledge. The following research question was the focus of the study:

1. What is the level of awareness of the residents towards the implementation of the "TUPAD Program" in Valenzuela City.
2. Is there a significant difference between the level of awareness of the residents towards the implementation of "TUPAD Program" and their demographic profile?
3. What strategies does the local government of Valenzuela City utilize for the implementation of TUPAD program during the COVID-19 Pandemic?
4. How does the program improve the financial stability and well-being of beneficiaries during the COVID-19 pandemic?
5. Based on the results of the study, what recommendations can be developed to enhance and improve the implementation of the program?

1.3. Hypothesis of the Study

Ha: There is a significant difference between the level of awareness of the residents towards the implementation of the “TUPAD Program” and their demographic profile.

1.4. Theoretical Framework

This research was anchored on the Theories of Social Constructivism. According to Moodle (2015), it is a social community that builds things for one another and works together to create a little culture with shared objects and meanings. It emphasizes how the participants, including educators, students, and community members, collectively shape the educational experience. Through this program, they collaboratively build a learning environment by exchanging ideas, creating teaching tools, and establishing shared meanings around reading and tutoring. This collaborative effort encourages a small culture within the program where shared artifacts, such as teaching materials and techniques, hold importance for everyone involved. The learners, tutors, and the larger community contribute to creating a distinctive educational framework reflecting their shared understanding and goals.

Following the standard in the TUPAD-Reading Tutor Program, which addressed the collaborative framework, the students are more relaxed and skilled with the tutors, co-students, and the books or the kits they browse and use. An excellent tutor, functioning methods, and strategies of realizing in-game are the assets of the program, and reading-build performs a significant part.

Social constructivism provides an observation to analyze how educational programs utilize and how learning is facilitated within a specific framework. Regarding the TUPAD-Reading Tutor Program, allows for an assessment of how social interaction and collaborative learning come up with enhancement of reading performance among students in the community.

An educational program persistent in social constructivism theory encourages learning through active social interaction and collaborative experiences. By understanding group activities, peer discussions, and cooperative learning tasks, the program encourages students to establish knowledge effectively.

1.5. Conceptual Framework

The illustration shows the conceptual framework of the study. The study's actual methodological procedures, which provided the effective conclusion of evaluating the implementation of the TUPAD-Reading Tutor program in the City of Valenzuela, were subject to all the independent variable states used as the research input. The TUPAD-Reading Tutor program, an educational initiative that aided the Valenzuela community throughout the pandemic, was detailed in this study. Researchers used a semi-structured survey questionnaire to interview the program's local beneficiaries in Valenzuela City.

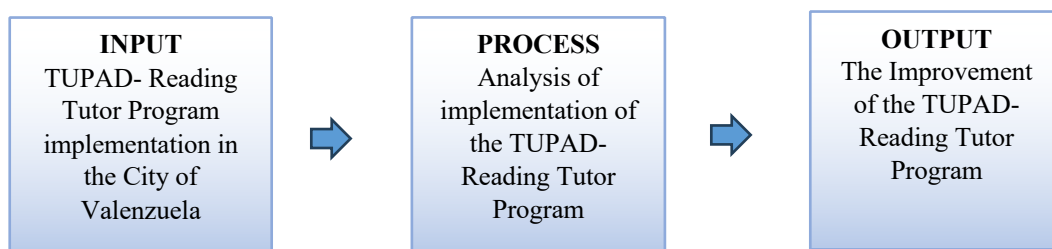


Figure 1. The Paradigm of the Study

1.6. Significance of the Study

This research comprises the information and knowledge required to assess the improvement of the TUPAD-Reading Tutor Program Implementation in Valenzuela City. The findings of this study provide insights to enhance and develop more ideas for the implementation of the program. Hence, it would be beneficial for the following:

National Government - The findings of this research have been instrumental in assisting the Department of Labor and Employment (DOLE) in refining as well as advancing innovative approaches for the program's application.

Local Government Unit - The study's findings offer an evaluation of the program's implementation effectiveness. This research is a foundation for Congressman Rex Gatchalian's office to establish or enhance the program's implementation strategies. It holds significance for the local government unit in guiding future decisions related to the program.

Academe - The results of this study are part of academic discussions, providing extra information on essential topics. The data collected during the research is a beneficial reference for students and scholars, adding valuable insights to the academic field. This study makes a meaningful contribution to the world of learning.

Respondents - The beneficiaries of the Reading Tutor Program are informed about the effectiveness of its implementation and its positive impact on enhancing the program and the quality of life for citizens.

Future Researchers - The ideas presented have been utilized as reference data for subsequent research. This study also served as a cross-reference, providing an overview, and facilitating the examination of related studies.

1.7. Scope and Limitation of the Study

This research determined the effectiveness of the TUPAD-Reading Tutor Program implemented in 42 elementary schools in Valenzuela City. The study's primary respondents are 3rd and 4th year Pamantasan ng Lungsod ng Valenzuela students who participated in the Reading Tutor Program and reside in Gen. T. De Leon, Lingunan, Malinta, Marulas, and Maysan. A survey questionnaire related to this study, consisting of the Likert

scale and Open-ended was provided to the respondents. All respondents were given the same questions to answer.

1.8. Definition of Terms

Bayanihan to Heal as One Act - Known as Republic Act 11469, it was signed into law in 2020. Due to the COVID-19 pandemic, a national health emergency was declared for the entire country of the Philippines. (Lawphil, n.d.)

DOLE Integrated Livelihood and Emergency Employment Program (DILEEP) - Marginalized workers through transitional emergency employment and promotion of livelihood and entrepreneurship, contributes to poverty reduction, and reduces vulnerability to the risks of the poor and vulnerable. (DOLE, n.d.)

Emergency subsidy - R.A. No. 11469, also known as the 'Bayanihan to Heal as One Act' granted an emergency subsidy or emergency subsidy program, provides a cash subsidy. (DSWD, 2020)

Tulong Panghanapbuhay sa Ating Disadvantage/Displaced Workers - Also known as TUPAD, Tulong Panghanapbuhay sa Ating Disadvantage/Displaced Workers (TUPAD), a program of the Department of Labor and Employment (DOLE), helps the Filipino people by providing jobs for displaced workers, temporary employees, and underemployed individuals for not less than 10 days but not more than 30 days (DOLE, 2020).

2. Review of Related Literature

2.1. Overview of the Government Social Assistance Program: Prospects and Challenges

In the Philippines, social protection is clearly defined as being headed by businesses that produce and provide services, as well as by governments. (Gonzalez & Manasan, 2015). The government occasionally introduces programs with social protection components, which shows that the government is crucial in ensuring its people receive the utmost protection from all social risks. The four primary components of social protection are labor market reforms, social welfare, social insurance, and social safety nets (ILO, 2020). The programs are run and supervised by numerous institutions and have a finite amount of financing dispersed across various areas. With this, it is consequently necessary for planning and implementing institutions to collaborate and coordinate more effectively. In line with its social protection, the Philippines has collaborated with UNICEF to promote sustainable development goals that are perceived to be achieved by 2030. Among these goals is the achievement of no poverty. UNICEF (n.d.) stated that this goal aims to eradicate families and individuals experiencing extreme poverty. The organization highlighted the need for the government to take action. Hence, the Philippines has been implementing social assistance programs to mitigate the risks of putting many people in poverty.

The Philippines has been combating poverty through social assistance programs in connection with sustainable development goals. These social assistance programs include platforms for education, access to healthcare, family aid, and economic improvement to decrease any more significant losses (Nichols, 2021). The Philippines has taken steps to manage its economy and people but needs to investigate potential loopholes to assess what action to take. Moreover, Reyes et al. (2011) stated that the challenge is that social assistance is still targeted based on the persistent idea of poverty, even though it has been shown that households enter and are dependent on shocks out of poverty, a problem they are facing. Consequently, social protection programs are intended to assist vulnerable people in maintaining an essential degree of well-being, managing risk, and dealing with adversity. Recognizing those people's susceptibility to poverty. The poor ought to be a crucial component

of social protection. (Pagueo et al., 2014). Vulnerable, non-destitute households benefit from protection against costly short-term shocks but do not require ongoing help. When a comprehensive social protection policy considers the requirements of both types of households, welfare gains arise (Janzen et al., 2016).

Social protection initiatives seek to eliminate poverty and vulnerability by utilizing public funds. Cash transfers have proven to be a successful social protection method in various settings but are exceedingly costly (Jensen et al. 2017). To support the claim, in a report by Muzones (2022), the current structure of the Philippine social assistance program is said to be reliable. The report emphasized that those who needed social protection in certain areas—almost every one of them as targeted beneficiaries—are already covered by some law. In this case, the Philippine government actively oversees what is needed and implements plans and actions for it, particularly for socio-economic needs.

Regarding the hurdles, an article identified three social protection challenges in Asia and the Pacific. The three areas are poverty and inequality, demographic change, and inclusive growth. The World Bank estimates that in 2013, 322 million people in East and South Asia, 1.2 billion people in Japan, and 2.2 billion people in China lived on less than \$1.90, \$3.20, and \$5.50 a day, respectively. Furthermore, as the percentage of older adults rises, future measures that ensure their financial security and access to high-quality healthcare are required. To meet the needs of an aging population and enable generational changes in care and support practices, social protection measures can be crucial (Barrientos, 2019).

Orbeta (2011) also looks at the difficulties facing social safety nets in the Philippines. It was determined that formal private sector wage workers are still under-covered, despite the system's expansion of statutory coverage to include their accounts, foreign workers, domestic workers, and even wives. The lack of coverage for employees in the informal sector persists.

Furthermore, it indicates that the social pension has a significant impact on the income and expenditures of recipients; however, at PhP 500 per month, it remains beneath the level required to ensure that older individuals can meet their basic requirements. It represented nearly a third of household income, indicating that it significantly contributes to these households. While the final location of household expenditures did not differ significantly between recipients and non-recipients, recipients reported having more money for food and spending more on health than non-recipients (Knox-Vydmanov et al. 2018).

According to Pescador (2019), it identifies implementation issues and challenges for 4Ps. The most severe outcome of the 4Ps is the rejection of beneficiaries to perform farm work for oppressive wages, the mendicancy and corruption of local officials, the exploitation of beneficiaries by loan bandits, and the “one-day millionaire attitude.” Access to the other factors of production and growth must also be vastly improved for a large portion of the population; more jobs must be created, and entrepreneurship must be encouraged to stimulate economic growth; to maintain, if not continuously improve, the impact evaluation evidence and a non-political selection process.

Moreover, Acupido et al. (2020) discovered that beneficiaries of the 4Ps needed help traveling from their barangay to the bank, where they withdrew cash grants. Some identified limitations, such as using ATMs as collateral, and only some beneficiaries comprehended the program concept. Parental beneficiaries struggle

with financial literacy, particularly when allocating funds for food, schooling, hospitalization or medication, and savings.

2.2. The socio-economic effectiveness of the government social assistance program

Poverty is a significant source of sickness and mortality. The provision of social assistance is one of the several critical strategies that governments use to mitigate the negative repercussions of economic deprivation. They assessed study results concerning the effects of financial assistance programs on health in developing economies using a systematic approach.

Social assistance programs in developed countries do not appear to be maintaining the health of socioeconomically disadvantaged populations. This could indicate that the impact of present programs is too small to counteract the detrimental effects of significant socioeconomic inequality on health (Shahidi, F. et al. 2019).

According to Howell, F. (2015), social assistance is described as actions taken by the government and non-government organizations to provide resources to those whose needs are justified by their vulnerability. It ought to be seen as an instrument for reducing poverty and enhancing the capacities of the most marginalized individuals, thus increasing social and economic participation and opportunity equality. In the past, social assistance programs were designed to help people cope with adversity and unforeseen circumstances. Therefore, it should be seen as an investment in working against poverty and advancing economic growth by utilizing the participation of disadvantaged populations in the economy. Social assistance must be viewed not merely as a means of addressing lingering concerns about human welfare but also as ensuring equality of opportunity.

Shao (2022) stated that based on the China Health and Retirement Longitudinal Study (CHARLS), it provides significant policy enlightenment to create suitable assistance policies and provides concrete information to improve economically vulnerable individuals and healthcare services by accurately using medical assistance and life assistance. In addition, financial assistance continues to move toward a wider range of possibilities, such as employment self-determination, daily living independence, and social relationship independence. Additionally, they conducted one of the few studies that covered a multitude of socioeconomic indicators and additionally examined separate features related to social networks and assistance in an elderly population (Weyers et al., 2008). They discovered differences in contact with assistance fulfillment and a higher occurrence in higher-income categories. According to Melchiorre et al. (2013), very old age has a connection with lower levels of income and weakened social networks. It is also stated that social assistance is more prevalent among older people with low socioeconomic standing. Furthermore, it emerged that receiving social assistance was associated with the absence of an identifiable advantage, despite variations in the demographic and socioeconomic attributes among beneficiaries and non-recipients (Shahidi, 2019).

Social networks and social support have been identified as critical social determinants of health. Social networks are thought to influence health by establishing health-related norms and attitudes, giving possibilities for social productivity, or serving as a psychological burden when resources are contradictory. Social support is thought to impact health by giving instrumental or emotional assistance to buffer stressful conditions and their adverse health repercussions. Beck, M. et al. (2008). Conclude that poor social networks and a lack of social support are more common among the socioeconomically disadvantaged.

The most viable path for lowering health inequities is through social policies that increase the availability and distribution of significant socioeconomic resources such as income, wealth, and employment. The current study intends to quantify the impact of low-income earners' health on social assistance recipients

in the United States and Canada (Hildebrand, V. et al. 2018). Businesses in the social economy are distinct from one another. However, their accounting practices are meant for businesses in the private sector that trade goods and services on the open market, not for them. Conventional accounting for social economy organizations generates the image that these organizations are resource users, distinct from the public and private sectors, rather than value creators and essential components of our society (Quarter et. al., 2003).

Leksin & Porfiryev (2016) emphasize the significance of analyzing how government programs are implemented, considering the growing use of the program approach in strategic planning, budgetary creation, and public administration at all levels. In budget planning practice, the Program-Target method was adopted more rigorously and operationally.

2.3. Income Support and Social Protection in the Philippines

Social protection refers to any public or private program that transfers money or consumption to the disadvantaged and protects the vulnerable from threats to their way of life, thereby improving the societal position and advantages of the marginalized. It lessens the vulnerability of marginalized, disadvantaged, and vulnerable people to social and economic harm. The primary objective is to refute the belief that social protection is exclusively suitable for developing nations and requires costly targeted transfers to economically inactive or vulnerable populations.

Additionally, it criticizes social protection policy's modest goals, which haven't changed much since the "social safety nets" language of the 1980s. It focuses more on "economic protection" against shocks to one's way of life than "social protection," as defined here (Devereux & Wheeler, 2004). Moreover, the current financial crisis has highlighted the difficulties social protection programs in various nations face. These issues are frequently not new; they have long been known about but have received inadequate attention, threatening sustainability. Large segments of the statutory eligible population are not covered, and there are also flaws in how the various systems are run and managed. Reforming social protection has thus emerged as a significant and ongoing development issue. (Orbeta, 2011)

Analysts and public policymakers, on the other hand, believe that social protection shifts the focus of anti-poverty policy away from the chronically poor. Social security focusing exclusively on risk can only partially respond to chronic poverty because the elements underlying chronic poverty go beyond risk and include structural and agency variables. (Barrientos & Hulme, 2005)

In addition, Wang (2016), social security and minimum wage benefits are essential protections against poverty and low income. Significant changes to minimum income benefits have occurred in developed and developing nations over the past several decades. The quantitative and qualitative analysis demonstrates that globalization, rising unemployment rates, and labor unions have prompted reforms to social assistance and minimum income benefits.

The government's social protection program is primarily supported economically by income redistribution to the most vulnerable, disadvantaged, and low-income members of society. In developing nations like the Philippines, social protection has long been a government priority. Over the past decade, social protection programs have developed and been implemented more successfully thanks to the establishment of a framework and strategy that have helped to effectively target programs and prioritize efforts. It is good to see evidence of declining poverty rates as well as advances in program design and execution. However, more needs

to be done to improve performance, increase coverage, and guarantee the consistency of social protection. (World Bank, 2018).

Moreover, income support decreases the proportion of reimbursements for antidepressant medications in a municipality, reducing the demand for child protection services. At the social policy level, the study suggests that the social welfare system's investment in income support for single-parent households may influence the demand for child protection (Hakkila et al., 2022).

Esguerra et al. (2010) examine potential methods for enhancing unemployment benefits. These include the launch of new initiatives, such as the selective growth and enhancement of some of the current initiatives, such as livelihood and public works programs, as well as the creation of comprehensive savings accounts or unemployment compensation savings accounts, which would broaden the scope of coverage and increase the number of workers covered. Various programs and their flexible applications will likely serve the country better than a single program.

According to Okamura and Someya (n.d.), apart from unemployment insurance, the Philippines has a wide range of social security programs and institutions, ranging from pensions to basic income support. The Philippines currently receives three-quarters of the World Bank's program portfolio in the field of social protection. The Philippine government understands that progress and, consequently, social protection must be continuously improved. It demonstrates the dedication of the government to enhancing social protection.

A human development program, the Pantawid Pamilyang Pilipino Program (4Ps), is the national government's approach to reducing poverty by giving families with low incomes grants for conditional cash transfers (CCTs) to support their children's education, health, and nutrition, especially for those under the age of 18. According to a study by Blanquiza and Berdin (2022), families were significantly assisted in education and health. Beneficiaries are pleased and optimistic that the 4Ps will be a permanent government program for them. The program's strengths include income enhancement, health, and children's education; instilling work-related values; obedience; respect for community members; domestic cohesion; and a passion for work. Weakness centered on the inadequacy of the amount for the household beneficiaries' other requirements.

The 4Ps program's implementation was assessed as very effective by the program's beneficiaries (Alibogha, 2018). Classified respondents based on sex, age, educational attainment, marital status, income, and occupation also found the program highly effective. Similarly, it was determined that the respondents were classified according to the categories; however, the results indicated no significant differences in their evaluations of the program's implementation, as they all found it to be highly effective.

The Government of the Philippines (GoP) released the Bayanihan to Heal as One Act in response to the national calamity caused by the COVID-19 pandemic. This act defines the provision of emergency subsidies to low-income and vulnerable households as part of a Social Amelioration Program (SAP). The SAP was intended to assist 18 million households that were disadvantaged or vulnerable, or more than 70% of the population. The eligible population included additional disadvantaged groups such as informal workers as well as the 4.4 million beneficiary households of the country's flagship safety net program, Pantawid Pamilyang Pilipino Program (4Ps, or Pantawid). Although the decision to initiate a huge SAP intervention was reached swiftly, there were notable delays in its execution (Cho et al., 2021).

The establishment of social protection is among the greatest social achievements of the 20th century. By preventing vulnerability and suffering, social protection systems allow citizens to live more dignified lives

and contribute to their society's overall security and well-being. In providing for the fundamentals of social and economic stability, social protection can address human survival needs (Garcia & Gruat, 2003).

The social protection program of the Philippines is comprehensive and proceeds to improve its conformity with international standards and progress toward universal coverage. Recent laws expand maternity protection, restructure the Social Security System (SSS), institutionalize unemployment insurance, and expand coverage requirements for migrant employees. The Philippines' Enhanced Social Protection Operational Framework identifies social insurance, social welfare, labor market interventions, and social safety nets as the four main components of social protection (ILO | Social Protection Platform, n.d.).

Although the Philippine government's expenditures on social protection have increased in recent years, they still lag those of other developing nations. Social safety net expenditures were dominated by DSWD's SocPen program, primarily because of its increased coverage. Even though social insurance has received increasing budgetary support, relatively modest coverage rates must be increased. Labor market interventions are the least significant contributor to social protection expenditures (Sicat, 2021).

The Philippines must make significant progress in enhancing workers' access to social protection, as this is a nation vulnerable to both natural calamities and economic instability. Considering women's participation in the labor force is significantly lower than men's, it is imperative to concentrate on their access to social security programs. According to a study by Tabuga et al. (2021), the lack of income security due to the unstable and casual character of many jobs in private businesses, households, small businesses, and agriculture appears to be the primary obstacle to expanding social insurance.

The status and challenges of social protection in the Philippines were examined (Orbeta, 2011). It revealed that the need for a firm connection between contributions and benefits, particularly for the SSS, poses an ongoing threat to the program's viability. The funds are also subject to constant political pressure to finance social programs with uncertain returns, which may differ from their obligations' long-term nature. Additionally, it is necessary to increase the return on investment of the reserve funds perpetually. Lastly, there is a need to investigate the rising operating expenses, as they are among the highest in the region.

2.4. Implementation of the Tulong Pangkabuhayan para sa Ating Disadvantaged Workers (TUPAD) program as socio-economic recovery during the pandemic

Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD), a program of the Department of Labor and Employment (DOLE), helps the Filipino people by providing jobs for displaced workers, temporary employees, and underemployed individuals for not less than 10 days but not more than 30 days. (DOLE, 2010). In this case, TUPAD was established to help the Filipino people cope with their financial needs—not by giving cash assistance but by providing job employment. Furthermore, the TUPAD program is crucial for the Filipino people who face urgent problems with their source of income. Some of these are fortuitous events, such as natural and extreme man-made disasters.

In addition to this, DOLE has partnered up with the International Labor Organization (ILO) with the TUPAD program. According to ILO (2021), DOLE's TUPAD program cushioned the Filipino people. Utilizing cushions allows people to rest from the worries brought on by the pandemic and the causes of being laid off from work. This description implies how crucial the program is for those who do not know how to cope

economically. ILO (2021) has also discussed how DOLE provides socio-economic assistance and protection against the pandemic. Hence, through the program, DOLE added a new layer of protection among its people.

In venturing into the socio-economic program amid the outbreak of the Corona Virus Disease 2019 or COVID-19 pandemic, the TUPAD initiative was essential to the socio-economic recovery of the Filipino people. According to the article by Freznosa (2022), TUPAD sparked new hope for those displaced workers during the pandemic. The article highlights how the beneficiaries became uneasy during the outbreak. However, the program has caused them to gain confidence in living their lives. The report further discussed that the beneficiaries were adamant about backing out despite the virus threat. Hence, this connotes the program's importance for them as it helps them leverage their lives amid the pandemic.

The existence of the TUPAD workers widely benefited the informal Filipino workers. These informal workers are classified as employees without secured employment contracts or a social safety net. In this case, they are the individuals that do not pay any job loans or insurance, hence suffering from the cause of the pandemic. Dreyer & Nygaard (2020) stated that these informal workers were the heart of the TUPAD program during the pandemic. The supply chain of businesses was disrupted, thus affecting these employees who do not possess any contracts for safety. Nevertheless, this program has given a chance to this vast pool of the informal worker sector.

Furthermore, despite having the program prioritize the informal sector, DOLE (2021) has mainly considered the formal sector. They extended their budget for those laid off and lost their jobs within the private sector of the industry. This was considered as formal workers may also become displaced workers if job recovery assistance is not provided. The Philippine economy does not want another factor to increase the unemployment rate. Hence, they saw the problem as inclusive, resulting in formal workers being a part of the socio-economic assistance.

Aside from the workers of both the informal and formal sectors, the TUPAD program was also created to support other business industries. According to a report from CNN (2020), the program does not only provide jobs but also gives actions for job retention. Specifically, the program was established to partner with livelihood projects. This includes supporting the platforms for delivery services. Businesses like Lalamove and Grab have also benefited from them, as the TUPAD program has committed to using their services to move food and equipment assistance from one place to another, including job assistance. With this, it can be agreed that the TUPAD program displays flexibility, whereas it extends its capability to help as much as it can.

Social inclusion was evident among the program's wide array of people. Villarin (n.d.) stated in his study that the Philippines is vulnerable during the pandemic strike as a developing country. However, it was highlighted that the vulnerability of the people and their communities was aided and protected from being diminished by the fortuitous event. The consideration of inclusion is a crucial factor that the government has overlooked. Promoting actions such as the "Bayanihan" or acting act one to heal as one is an intelligent move to market the importance of inclusion and not allowing to leave someone behind amidst the vulnerability of everyone (Villarin, n.d.). In this case, it implicates how the TUPAD program acted as one of the platforms for social inclusion amid the pandemic in the Philippines.

Within the mass benefits and challenges faced by the TUPAD program during the pandemic, the program's establishment connotes one thing: the TUPAD program offers lessons for future resilience in protecting the Filipino people (Cho & Johnson, 2022). The program implies that it prepared the Philippine government to what extent a program should be to have enough good coverage. It also taught the government to be timely in delivering aid, assessing the accuracy target of a specific program being built, and estimating

the amount of help needed (Cho & Johnson, 2022). Hence, all these lessons were lifted from the COVID-19 response, aided by the TUPAD program.

Manasca et al. (2023) state that implementing the TUPAD program of DOLE has lessened the gap between inequality during the pandemic, reduced a part of the unemployment rate, and mitigated the risks of experiencing extreme poverty among Filipinos. Manasca et al. (2023) further described the program as a strategic move as it entailed activities that aimed to heal the scar of the COVID-19 pandemic, build a sense of resiliency, and promote a comprehensive recovery for everyone.

2.5. Synthesis

The COVID-19 pandemic has caused a significant impact on education worldwide, providing historically new challenges for students worldwide. Disparities between nations and between demographic groupings have come into sharper prominence because of this crisis. To address these issues and concerns about equity, inclusivity, quality, and relevance in education worldwide, the Transforming Education Summit was held. The impact of this crisis on the future of children and teenagers worldwide is significant and cannot be ignored.

Moreover, one of the main causes of sickness and mortality is poverty. Many of the numerous vital strategies governments employ to lessen the negative impacts of financial crises involve the distribution of social financial assistance. They used a systematic approach to evaluate research findings about how assistance programs impact health in developing countries. The Philippines has been combating poverty through social assistance programs in connection with sustainable development goals. To prevent any such major losses, these social assistance programs offer platforms for family help, education, healthcare access, and economic improvement.

Furthermore, the Department of Labor and Employment implemented the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD). The TUPAD program is designed to provide emergency employment to displaced workers, the unemployed, and the underemployed. The program was established to partner with livelihood projects. It also decreased the disparity in poverty during the pandemic, along with a portion of the unemployment rate and the likelihood of extreme poverty among Filipinos. Despite the TUPAD program's numerous advantages and challenges during the pandemic, one thing is implied by the program's creation: it provides lessons for future resiliency in protecting the Filipino people. The program was strategic because it included exercises meant to mend the COVID-19 pandemic's scar, foster resilience, and encourage full recovery for all participants.

3. Methodology

3.1. Methods of Data Gathering

Mixed-method design is a research approach that uses both quantitative and qualitative research techniques. It has been shown that using this approach enables one to comprehend a research area more completely as it collects and analyzes data from different sources. The study adopted the mixed-methods approach in data gathering of TUPAD-Reading Tutor program's beneficiaries, in Valenzuela City, as its implementation. Questionnaires were employed to obtain quantitative data, and interviews were undertaken to collect qualitative data. The data were gathered through quantitative and qualitative methods. The study proved that the numerical data from the examination produced statistical patterns and definite results concerning the beneficiaries' advancing in reading ability and overall program success. Meanwhile, the qualitative data

gathered through interviews offered refined perspectives and personal narratives, expound on the individual experiences, challenges, and distinct ways in which the program involves the beneficiaries' learning journeys. The combined analysis of both types of data revealed a complex understanding of how the program contributed to enhancing reading capability while emphasizing areas for more improvement, ultimately in the long run maintaining the program's importance in promoting literacy development within the community.

Moreover, George (2022) used a mixed-methods approach to address the research topic. Given the mixed-methods approach, research has been used in the social, behavioral, and health sciences especially in cooperative settings and comprehensive examinations of situations or societies, it can provide more detail than a single study that is either qualitative or quantitative.

Table 1. Methodology Matrix of the Research

Research Questions	Objective	Data Sources	Tools	Analytical Tool
What is the level of awareness of the residents towards the implementation of "TUPAD Program" in Valenzuela City?	To identify the level of awareness of the respondents towards the implementation of the "TUPAD Program"	TUPAD-Reading Tutors	Survey	Descriptive Analysis
Is there a significant difference between the level of awareness of the residents towards the implementation of "TUPAD Program" and their demographic profile?	To determine the significant difference between the respondents' level of awareness towards implementing the "TUPAD Program" and their demographic profile.	TUPAD-Reading Tutors	Survey	Inferential Analysis
What strategies does the local government of Valenzuela City utilize for the implementation of the TUPAD program during the COVID-19 Pandemic?	To know the program implementation of the local government	Policy Implementers (Office of the Congressman, District 1)	Semi-Structured Interview	Content Analysis
		Policy Implementers (Office of the Vice Mayor)	Semi-Structured Interview	Content Analysis
How does the program improve the financial stability and well-being of beneficiaries during the COVID-19 pandemic?	To determine the impact of the program on the beneficiaries	TUPAD-Reading Tutors	Survey	Descriptive Analysis
Based on the results of the study, what recommendations can be developed to enhance and improve the implementation of the program?	To develop a framework for the enhancement of the program	Experts	Semi-structured Interview	Content Analysis
		Secondary Data Sources	Document Review	Document Analysis

3.2. The Case Study Site

Valenzuela is a growing industrial and commercial center, ranking 6th in the region and 11th nationally in terms of population, including a land area of 44.59 sq. km. and a projected population of 675,979 in 2021. It's crucial location in the region's eastern part positions it along the side of Caloocan, Malabon, and Navotas while sharing its eastern border with the province of Bulacan. Its prosperous economy, driven by the manufacturing, commercial, and transportation sectors, is reflected in the total income of PHP 5,179,506,003 in 2019. The city accommodates 19,912 registered businesses that employ a solid workforce of 277,747 individuals, making it the 10th most successful city in the National Capital Region (Valenzuela City, n.d.). In the year 2020, the population of Valenzuela achieved an impressive total of 714,978 residents (PSA, 2020).

This research examined the effectiveness of the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers TUPAD-Reading Tutor program in Valenzuela City. Valenzuela City serves as the research site due to its various socio-economic landscapes and remarkable workforce. TUPAD is a government initiative designed to assist disadvantaged or displaced individuals, especially during the time of the pandemic. This study provides a valuable understanding of the impact and outcomes of TUPAD Reading Tutor Program implementation in an urban setup. It is to evaluate the program's effectiveness, identify challenges, and highlight areas for improvement. The results of this research contribute to the existing studies on social welfare programs and inform policy recommendations to enhance the effectiveness and improvement of TUPAD along with the initiatives in addressing the needs of disadvantaged and displaced workers.

Valenzuela City consists of two districts and a total of 33 barangays. However, this study area focuses particularly on five barangays, including Barangay Gent. T. De Leon, Lingunan, and Malinta, Marulas, and Maysan. The choice of these barangays was determined by considering the population and budget allocation for the TUPAD program beneficiaries. The selection process elaborates the barangay with the highest population and budget allocation, one with a middle range and another with a lower range. The data for these factors were obtained from the congressmen representing the respective districts. By anticipating this information provided by the congressmen, the selected barangays were considered relevant for the study due to their population size and the allocation of resources for the TUPAD program.



Figure 2. Valenzuela City Map

3.2.1. Profiles of the Study Site

Valenzuela City acts as a suitable area to gather data for this research. Those are residents of the city and TUPAD Reading Tutor Program beneficiaries. The Valenzuelanos provide certain data to prove the validity of the study. However, there are requirements that the respondents must attach to. They must live in certain areas, including Gen. T. De Leon, Lingunan, Malinta, Marulas, and Maysan. Respondents can be of any gender if they complete the demand and range from 18 to 59 years old.

Table 2. Beneficiaries and Budget of the TUPAD-Reading Tutors Program (2022)

Barangay	Reading Tutor Population	Budget	Target Respondents
Gen. T. De Leon	55	627, 000.00	20
Lingunan	20	228, 000.00	20
Malinta	31	353, 400.00	20
Marulas	24	273, 600.00	20
Maysan	20	228, 000.00	20

The five barangays were chosen in Valenzuela City by the researchers. The chosen barangays are Gen. T. De Leon, Lingunan, Malinta, Marulas, and Maysan. The process of choosing is diverse in that barangays from the high, medium, and lowest population levels and allocation budget ranges are included. The researchers seek to represent a variety of views and experiences. This approach enabled the researchers to identify applicators from among the respondents who had the experience and built up a complete database. The researchers picked out this barangay where to conduct their study since some sites in this barangay have distinct characteristics and socio-demographic profiles. These sites were chosen to take into consideration issues like the five barangays with high, middle, and lower populations and budget allocation among others. The study was structured to comprehensively investigate the study through the consideration of the whole population and the possible respondents.

3.2.2. Profile of the Respondents

This study conducted surveys amid residents living in Barangay Gen. T. De Leon, Lingunan, Malinta, Marulas, and Maysan. The target participants were 100 TUPAD-Reading Tutors, and 20 tutors from each of the five communities responded to the questionnaires distributed. The printed survey questionnaires given to the participants were sequentially numbered with reference codes to facilitate tracking and verification of responses on each sheet. The researchers conducted the surveys through an organized house-to-house approach.

Table 3. Surveys: Socio-Demographic Profiles of the Respondents

Barangay	Target Participants	Reference Number	Date Surveyed
Gen. T. De Leon	20	001-020	October 14 -26, 2023
Lingunan	20	021-040	September 20 – 24, 2023
Malinta	20	041-060	October 27 – November 04, 2023
Marulas	20	061-080	October 26 – November 04, 2023
Maysan	20	081-100	September 21 – October 26, 2023
Total	100	001-100	

As the researchers surveyed the field, the survey consisted of some personal information about the 100 respondents based on their socio-demographic profiles. Details include age, gender, location, and work status. In terms of the age group of 100 respondents, the majority are 20-22 years old, which is 68% of the respondents. Therefore, 20-22 years old is the age of the TUPAD-Reading Tutor, who comes from the five (5) barangays of Valenzuela City. In terms of gender, 74 respondents, or 74% of the total response, are female out of one hundred respondents' responses. Thus, most of the answers were from the female TUPAD-reading program tutors.

Regarding location, the five (5) barangays equally divided their respondents, with 20 target participants per barangay consisting of Gen.T. De Leon, Lingunan, Malinta, Marulas, and Maysan. Therefore, the researchers reached the target of the study. In terms of work status, 76% of the respondents are unemployed, and the rest of them, 24%, are underemployed. Therefore, the TUPAD-Reading Tutor program is unemployed, mainly students.

Table 4. Criteria for Identifying Target Participants for Effective Implementation of the TUPAD-Reading Tutor Program in Valenzuela City

Criteria	Remarks
Beneficiaries of the TUPAD program	The program's beneficiaries are the 3 rd and 4 th year students of Pamantasan ng Lungsod ng Valenzuela.
Gender	Male or Female can be the respondents to answer the survey questionnaire.
Unemployed/Underemployed	The program's respondents and beneficiaries are the unemployed or underemployed youth throughout the pandemic.

3.2.3. Profile of the Key Informants

In this study, the researchers administered semi-structured interviews with the respective policy implementers in a face-to-face manner within their offices. In the Office of the Congressman of District 1, Valenzuela, the Project Coordinator (TESDA/DOLE-TUPAD) was assigned to coordinate the project.

In association with the Office of the Vice Mayor, Valenzuela, the Education 360 Project Coordinator, was tasked with coordinating the project. All two policy implementers responded to the separate sets of semi-structured interviews and follow-up questions while recording with their permission.

Table 5. Interviews: Backgrounds of the Key Informants

Key Informants	Place	Position	Functions	Years in the Position	Education	Date Interviewed
Policy Implementer	Office of the Congressman of District 1, Valenzuela	Project Coordinator (TESDA/DOLE-TUPAD)	Project Coordinator	Ten	College	November 8, 2023
	Office of the Vice Mayor, Valenzuela	Education 360, Project Coordinator	Project Coordinator	Twelve	College	November 16, 2023

3.3. Data Collection

This study used three instruments for resources: a document review, a survey questionnaire (Likert Scale), and a literature review. By acquiring this methodology, the researcher focuses on understanding the problem at hand completely. After gathering data, the results were analyzed and interpreted to explain the effectiveness and improvement of the TUPAD-Reading Tutor program implementation in Valenzuela City. The researchers used a survey questionnaire to examine the effectiveness and improvement of the TUPAD-Reading Tutor program implementation in Valenzuela City. Document review allows the researcher to gain a comprehensive perspective on the content.

On the contrary, the information gathered through survey questionnaires (Likert Scale) allowed us an enhanced understanding and perspective of the TUPAD-Reading Tutor beneficiaries residing in Valenzuela. The literature review further provided a thorough synopsis of formerly published research, and the article presented a comprehensive overview of the literature on a specific theme and synthesized earlier works to sustain the basis of knowledge (Paul & Criado, 2020). A literature review assisted researchers in identifying and analyzing appropriate information to compare the findings of previous research in a specific field in the socioeconomic program.

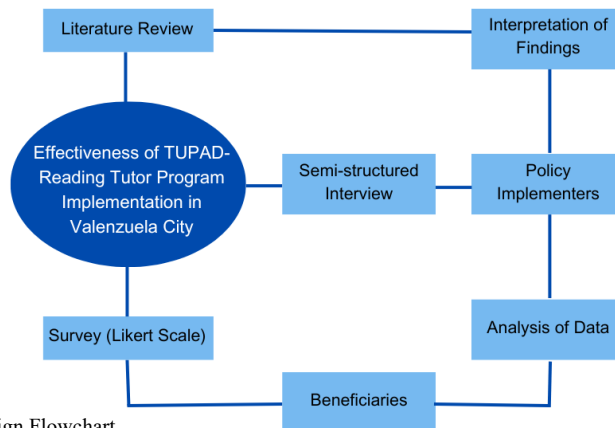


Figure 3. Research Design Flowchart

3.3.1. Secondary Data Sources Reviews

This study focused on data gathered, analyzed, and provided by individual authors from distinct sources, including government publications, publicly accessible databases, and survey questionnaires. It used two data sources: a data and document review and related literature and study review; an examination of relevant online publications, papers, and studies; and an analysis of data and documents, including digital and tangible records from local government agencies and units. The two sources were used as supplemental data during the information-gathering process and were analyzed using descriptive analysis. The data and document review required examining both hard copy and electronic documents from local government agencies and units, and the literature review went into relevant internet publications, articles, and studies.

3.3.1.1. Data and Document Review

A document review served as a guide for this study to analyze relevant data and legal documents to determine the program implementation of the TUPAD-Reading Tutor program in Valenzuela City. The researchers gathered data, documents, and records from the city government, specifically in the office of the 1st district of Valenzuela congressman, to provide broader context and information about the program being implemented. The documents included the population per barangay in Valenzuela City and the program information.

3.3.1.2. Related Literature and Study Review

Aside from the City Government of Valenzuela data, the researchers also utilized secondary data to supply additional insights and information to allow them to contextualize the data from other sources. The table below shows the research methodology matrix, which outlines the various data sources and methods used in this study, including the interview, survey, government data, documents and records, and secondary data.

3.3.2. Surveys

To effectively collect local knowledge regarding the TUPAD-Reading Tutor program from the City of Valenzuela, it was necessary to involve the residents of Valenzuela City, specifically the program's beneficiaries. Therefore, making the right target participants' choices was crucial. The researcher chose their participants according to the socio-demographic profile of the residents of Valenzuela who were beneficiaries of the program. The researcher provided a closed, open-ended questionnaire to assess respondents' views. Therefore, the data collection in the study questionnaire was conducted through an in-person survey.

3.3.3. Interviews

In this study, the researchers interviewed in person and used a semi-structured approach that involved two-way questioning in which both the interviewers and the target respondents were open to a comprehensive conversation. During the interview, the researchers asked the respondents questions to acquire information on the topic. The respondents were the Local Government Unit, policy implementers, and experts. The interview was performed face-to-face as the researchers began delivering questions immediately, and the interviewees committed with adequate time. The interview results were recorded and transcribed with the respondents' consent, ensuring reliability and accuracy. After the interview, the data was evaluated to identify significant patterns to address the study topic.

3.3.3.1. Policy Implementers

The researchers interviewed the local implementers, the congressman's office in the first districts, who oversaw administering and regulating the TUPAD-Reading Tutor program in the City of Valenzuela. The local policy implementers provided comprehensive insights and data about the TUPAD-Reading Tutor program and its beneficiaries. The interviews with the authorities allowed the researchers to understand the program implementation in the City of Valenzuela. One of our key informants and policy

implementers is Ms. Jo Ann Bocado, a project coordinator of TESDA/DOLE-TUPAD in the first district of Valenzuela City. Her insights and the data that the researcher gathered from her are essential and one of the keys to answering our statements about the problem. The office of Congressman Rex also partnered with the office of the Vice Mayor, which helped them make the Reading Tutor in the TUPAD program successful.

3.4. Data Analysis

This research applied mixed methodology to data gathering procedures to institutionalize the effectiveness of the TUPAD-Reading Tutor program implementation. The quantitative data collected through surveys was assessed using descriptive statistics, which allowed for the identification of important program beneficiaries' characteristics as well as their assessment of a program's effectiveness. Additionally, the qualitative data obtained from key informant interviews and focus group discussions underwent content analysis to uncover recurring themes, emerging patterns, and valuable insights regarding the program's impact on livelihoods and overall socio-economic well-being. The combination of quantitative and qualitative data analysis provided a holistic understanding of the program's effectiveness, contributing to evidence-based policy recommendations and potential program improvements.

3.4.1. Document Analysis

This necessitates reviewing and interpreting data, much like other analytical techniques used in qualitative research, to extract meaning, gain insight, and generate empirical knowledge. The process of methodically analyzing and evaluating printed and electronic (computer-based and Internet-transmitted) material documents is known as document analysis (Corbin and Strauss, 2008).

Additionally, document analysis can help resolve some ethical dilemmas brought up by other qualitative methods. One would expect there would be a wide variety of publications on the topic because it is a useful research technique (Morgan, 2022). This serves as a critical methodological tool, allowing researchers to evaluate program documents and electronic materials systematically. This approach enables a comprehensive understanding of the TUPAD-Reading Tutor Program's difficulties, facilitating the extraction of meaningful insights and contributing to the empirical knowledge necessary for an in-depth analysis of the program's results on education transformation in Valenzuela City.

3.4.2. Content Analysis

The techniques vary mainly in their ability to handle dependability threats, coding rules, and code history. In classical content analysis, coding categories are directly formed from the text data. Starting codes for the study are determined by relevant research findings or a theory when employing a directed technique. Summative content analysis counts and compares keywords or other data points before interpreting the context. The content analysis shows three different techniques instead of simply one: conventional, guided, or summative (Hsieh and Shannon, 2005).

Additionally, the frequency of particular words, phrases, topics, or concepts in a collection of historical or modern literature can be determined by content analysis. (Luo, 2022). Content analysis was used by researchers to get additional insight into the objectives, themes, and results of communication content. This method identifies significant themes, objectives, and communication dynamics within the textual data, providing valuable insight concerning the transformative result of the TUPAD-Reading Tutor Program on Valenzuela City education.

3.4.3. Descriptive Analysis

According to Villegas (2022), this approach identifies patterns and relationships in both current and historical data. Since it just finds patterns and connections, it is occasionally referred to as the most basic data analysis. For patterns that meet all the data requirements to emerge, a sort of data analysis called descriptive

analysis aids in the description, illustration, or tasteful summarization of data points.

The present knowledge of capacities, needs, practices, policies, individuals, and situations is distinctly defined and useful to a given research issue or policy question. Data simplification occurs during descriptive analysis. (Loeb et al., 2017). It plays a key role by summarizing data points related to program capabilities, needs, practices, policies, and context. Using this approach, strategies and relationships can be established, allowing for a better understanding of program dynamics and informed policy recommendations for Valenzuela educational transformation.

3.4.4. Quantitative Analysis

In this research, the statisticians dig into the *Kruskal-Wallis H test* and the *Mann-Whitney U test* as quantitative studies. The Kruskal-Wallis H test, also known as the "one-way ANOVA on ranks," is a nonparametric rank-based test that can be used to know whether there are statistically significant differences between two or more groups of an independent variable for an ordinal or continuous dependent variable. A one-way ANOVA is thought to have a nonparametric substitute in this case. However, one alternative to the independent sample t-test is the nonparametric Mann-Whitney U test. To assess two sample means from the same population and determine if they are equal, a nonparametric test is utilized. When the t-test assumptions are not satisfied or the data is ordinal, the Mann-Whitney U test is typically used. Based on how the survey results were interpreted, the statistician calculated the weighted mean and standard deviation for the Likert scale items the researchers conducted.

3.4.5. Framework of Analysis

In this research, the researchers applied the triangulation method. This approach involved utilizing various datasets, processes, and theories to address the research question, thereby strengthening the reliability and credibility of research findings while minimizing potential research biases. Triangulation was applied to the study's qualitative and quantitative aspects, resulting in a mixed-methods design. The collected, analyzed, and interpreted data underwent a three-step process. First, the researchers conducted reviews of secondary data sources, drawing upon relevant government data, documents, and existing literature and studies related to the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD), specifically the TUPAD-reading tutor program. These secondary sources served as additional data references.

The second method involved administering various survey questionnaires to the residents of five selected barangays who participated in the TUPAD-Reading Tutor Program of Valenzuela City. The questionnaires were structured into three parts: Part One focused on Socio-Demographic Profiles, Part Two A utilized a Likert Scale, and Part Two B consisted of Open-Ended questions. And last, the third method encompassed semi-structured interviews conducted with chosen informants. Thorough questions were formulated for each informant to gather perception and recommendations, contributing to a comprehensive understanding of the research matter.

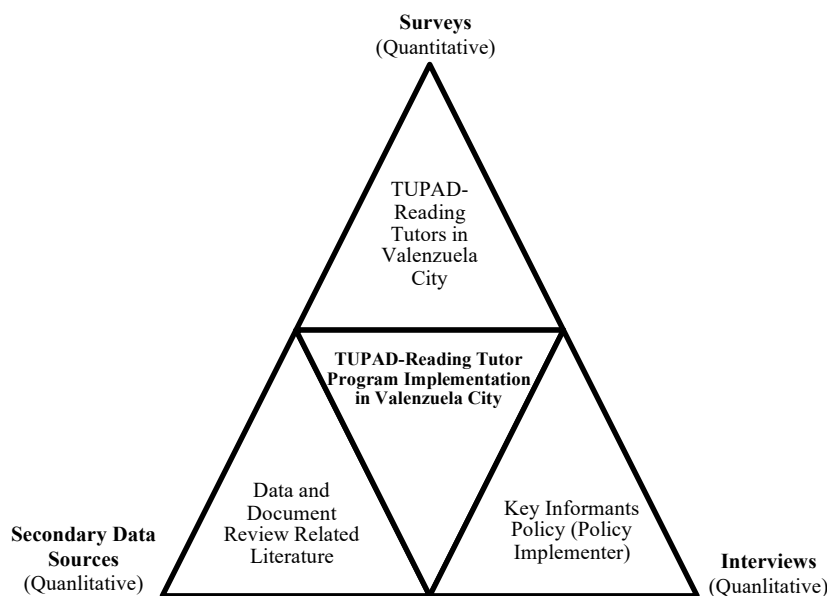


Figure 4. Framework of Analysis Used in the Study

3.5. Statement of Ethical Consideration

In conducting this research, ethical considerations were held into account to assure that the rights and safety of all participants were protected. The research has been acknowledged by the academic institution's research evaluation committee, and all participants have given informed consent before participating in the study. Any personal information collected in the research remained confidential and only used for this research. The collected data were scrutinized and reported in a way that did not reveal the participants' identities. Moreover, the research attaches to all relevant ethical guidelines and standards, including those related to data privacy, informed consent, and fair treatment of participants.

4. Presentation, Analysis, and Interpretation of Data

The results are presented in the tables for the research problems mentioned in the study.

4.1. The Level of residents' awareness towards implementing the "TUPAD Program" in Valenzuela City during the COVID-19 pandemic.

In this part, the researchers' findings about the residents' awareness of the program's implementation during the pandemic.

Table 6. Level of Resident Awareness

Statement	Weighted Mean	S.D.	Verbal Interpretation
The implementation of the TUPAD program in our area is well done.	3.42	0.69	Strongly Agree
The process of participating in the TUPAD program is fast and efficient.	3.32	0.68	Strongly Agree
Being part of the TUPAD program has reduced my worries about my livelihood.	3.19	0.72	Agree
The TUPAD program helped me mitigate the negative effects of COVID-19.	3.24	0.75	Agree
The TUPAD program effectively assisted those who stopped working due to COVID-19 quarantine.	3.36	0.68	Strongly Agree
The financial assistance from the TUPAD program was valuable in supporting my family affected by job loss or reduced income due to COVID-19.	3.47	0.61	Strongly Agree
The program helped me find work/livelihood again.	3.23	0.76	Agree
Being part of the program in our community provided me with new knowledge and experience.	3.38	0.66	Strongly Agree
The program helped increase my budget as a beneficiary during the pandemic.	3.42	0.63	Strongly Agree
I was happy with the impact of the TUPAD program in the city of Valenzuela during the pandemic.	3.39	0.66	Strongly Agree
Total	3.35	0.59	Strongly Agree

Note: Strongly Agree (4.00 – 3.28), Agree (3.27 – 2.52), Disagree (2.51 – 1.76), Strongly Disagree (1.75 – 1.00).

The table presented the respondents awareness of the TUPAD program implementation during the COVID-19 pandemic. It shows the highest weighted mean of (3.47) with a verbal interpretation of (strongly agree).

Financial assistance aims to offer short-term financial aid to individuals who are jobless due to circumstances beyond their control. It's worth noting that not all individuals who have lost their jobs are eligible for this assistance (Damp, 2018).

Nevertheless, the verbal interpretation of (agree) corresponded with the lowest weighted mean of (3.19). The parameter "Level of Awareness" has an overall weighted mean of (3.35) and a verbal meaning of (strongly agree).

The question is, "Did implementing the Reading Tutor of the TUPAD program address the economic and social concerns caused by the pandemic?" The key informant in the Office of the Congressman (District One) answered that it addresses the socio-economic concerns, but only because it was 570 per day in 4 hours of sweeping or during the pandemic; it was just a giveaway as if it were financial support; during the post-pandemic, it helped financially but temporarily. Moreover, the beneficiaries agreed that the implementation of the TUPAD Program in their area is well done, which is reflected on the Likert survey questionnaire, which got a weighted mean equivalent to 3.42 with a verbal interpretation of Strongly Agree. In addition, the program's financial aid played a crucial role in helping the families of those who lost their jobs or suffered a decrease in income due to the pandemic, which got a weighted mean equivalent to 3.47 with a verbal interpretation of Strongly Agree. In conclusion, the residents appreciate the support they receive and are motivated to make the most of the opportunities presented to them, even if only temporary financial aid.

4.2. *The Significant difference between the residents' level of awareness towards the implementation of the "TUPAD Program" and their demographic profile*

In this part, there is a significant difference between the respondents' level of awareness of implementing the program and their demographic profile. It consists of age group, gender, location, and work status from the five (5) target barangays.

Table 7. The significant difference between the residents' level of awareness

Variable Tested	Test Statistics	p-value	Interpretation
Age group	1086.500	0.991	There is no significant difference
Gender	3.903	0.272	There is no significant difference
Location	3.929	0.416	There is no significant difference
Work Status	673.000	0.040	There is significant difference

Note: Test at 0.05

The respondent's degree of awareness regarding the "TUPAD Program's" implementation and their demographic profile varied significantly, as the table illustrates. A p-value of 0.416 was obtained for the factors "Level of awareness * Location, $p = 0.416$ ", "Level of awareness * Gender, $p = 0.272$ ", and "Level of awareness * Age group," based on the results of the Kruskal-Wallis H Test. The null hypothesis cannot be rejected since the obtained p-values are greater than 0.0. Therefore, there is no significant difference between the level of awareness of the residents towards the implementation of the "TUPAD Program" and their demographic profile, specifically the age group, gender, and location of the respondents. However, the obtained p-value for the parameter "Level of awareness * Work status" is 0.040. Given that the p-value obtained is less than 0.05, the null hypothesis is rejected. Thus, there is a significant difference between the residents' level of awareness regarding the "TUPAD-Reading Tutor Program's" implementation and their demographic profile, particularly regarding the respondents' employment position.

4.2.1. The Demographic profile of the respondents

Table 8. Distribution of the respondents in terms of Age group

Age Group	Frequency	Percent
20 – 22 years old	68	68%
23 – 25 years old	31	32%
Total	100	100%

The table shows the distribution of the respondents in terms of age group. With a total count of 100 respondents, 68% of the responses are 20–22 years old (with a total count of 68 respondents), and 32% of the responses are 23–25 years old (with a total count of 32 respondents).

Table 9. Distribution of the respondents in terms of Gender

Gender	Frequency	Percent
Female	74	74%
Male	23	23%
LGBTQIA+	2	2%
Prefer not to say	1	
Total	100	100%

The table shows the distribution of the respondents in terms of gender. With a total count of 100 respondents, 74% of the responses are female (with a total count of 74 respondents), 23% of the responses are male (with a total count of 23 respondents), 2% of the responses are LGBTQIA+ (with a total count of 2 respondents), and 1% of the responses prefer not to say (with a total count of 1 respondent).

Table 10. Distribution of the respondents in terms of Location

Location	Frequency	Percent
Gen. T. De Leon	20	20%
Lingunan	20	20%
Malinta	20	20%
Marulas	20	20%
Maysan	20	20%
Total	100	100%

The table shows the distribution of the respondents in terms of location. With a total count of 100 respondents, each barangay has 20% of the responses.

Table 11. Distribution of the respondents in terms of Work Status

Work Status	Frequency	Percent
Unemployed	76	76%
Underemployed	24	24%
Total	100	100%

The table shows the distribution of the respondents in terms of work status. With a total count of 100 respondents, 76% of the responses are unemployed (with a total count of 76 respondents), and 24% of the responses are underemployed (with a total count of 24 respondents).

Table 12. Distribution of the respondents in terms of Knowledge about the “TUPAD-Reading Tutor Program”

Knowledge about the “TUPAD program”	Frequency	Percent
Yes	93	93%
None	7	7%
Total	100	100%

The table shows the distribution of the respondents in terms of knowledge about the program. With a total count of 100 respondents, 93% of the responses are aware of “TUPAD-Reading Tutor Program” (with a total count of 93 respondents), and 7% of the responses are unaware of “TUPAD-Reading Tutor Program” (with a total count of 7 respondents).

Table 13. Distribution of the respondents in terms of How did you learn about the “TUPAD Program”

TUPAD program	Frequency	Percent
Relatives	19	19%
Neighbor	24	24%
City Announcement	7	7%
Barangay	27	27%
Others	23	23%
Total	100	100%

The table shows the distribution of the respondents in terms of knowledge about the program. With a total count of 100 respondents, 27% of the responses were aware of the program from the barangay (with a total count of 27 respondents), 24% of the responses were aware of the program from the neighborhood (with a total count of 24 respondents), 23% of the responses were aware of the program from other sources (with a total count of 23 respondents), 19% of the responses were aware of the program from relatives (with a total count of 19 respondents), and 7% of the responses were aware of the program from the city announcement (with a total count of 7 respondents).

4.3. The Strategies of the Local Government Unit of Valenzuela City to Utilize Program Implementation

The following are the strategies and supporting details of the Local Government Unit of Valenzuela City on how they utilized the implementation of the TUPAD-Reading Tutor program. The local government used a variety of measures to ensure that TUPAD program recipients continued to receive financial assistance. The government held assemblies to distribute critical information, which may include updates on financial assistance prospects or avenues for additional support under the TUPAD program. These initiatives attempted to raise knowledge and accessibility to financial help, as well as ensure the sustainability of support systems, particularly in educational resources and the transmission of critical information for the poor. It is cited in the legislative proposal for a budget to strengthen the TUPAD program, which is now awaiting approval before it can be implemented. Their focus was on providing critical educational resources to ensure tutors have the tools they need for effective instruction, to improve the quality of education delivered to program recipients. Moreover, the beneficiaries answered, "*Ang aming kontribusyon sa mga benepisyaryo ay ang pagbibigay ng mga materyal na pangangailangan na makakatulong sa pagtuturo sa mga bata, lalo na sa darating na mga modyul mula sa Synergeia Foundation.*" They are also responsible for the salaries of the student teachers and conduct assemblies. The implementation of the TUPAD-Reading Tutor program addressed the socio-economic concerns caused by the pandemic, which the local government emphasized.

The implementation of the TUPAD-Reading Tutor program addressed the socio-economic concerns caused by the pandemic, which the local government emphasized. The beneficiaries answered, "*Parang ano na lang siya, financial support na lang dahil nag pandemic.*" It helped financially but temporarily. On the other hand, "*Layunin nito na makatulong sa pagpapagaan ng sosyo-ekonomikong stress sa pamamagitan ng pagbibigay ng tulong na pang-edukasyon sa aming mga benepisyaryo.*" It addressed the concerns, but it is just temporary financial support.

4.4. How does the Program Improve the Financial Stability and Well-Being of Beneficiaries?

The collected data from 100 respondents, most of them answered the first question, "How would you say that the TUPAD program truly provided an opportunity to help you with the pandemic?" "That the TUPAD program has undeniably brought numerous opportunities for personal life and the community. One significant aspect is the opportunity it provides for temporary employment, offering an additional source of income to meet the daily needs of beneficiaries. The view of temporary work as only negative or an indication of labor market segmentation has changed. Alternatively, strategies for encouraging dedication and productive conduct that are advantageous to all parties concerned can be developed (De Cuyper et al., 2011). The financial support from TUPAD has been crucial, especially during the challenging times of the pandemic, alleviating potential financial stress. The program has substantially impacted the respondents' families, providing an extra budget to address various needs, and positively influencing daily expenses. The cash assistance received has become an integral part of the respondents' educational budget, assisting in the purchase of essential school supplies, particularly during the transition to online classes. Sari (2019) stated that educational assistance improves educational outcomes. The direct targeting system benefits the key actors—students, schools, and parents—and addresses education challenges from both the demand and supply sides. Reading tutors enriched the teaching field's knowledge of the respondents. Through TUPAD-Reading Tutor, respondents actively contributed to addressing the needs of their community, particularly among those without employment and those affected by the pandemic.

4.5. Framework Development

Valenzuela City has significantly expanded its implementation of the Tulong Panghanapbuhay sa Ating Disadvantaged/Displaced Workers (TUPAD) program administered by the Department of Labor and Employment in response to dynamic changes in the educational landscape and a solid commitment to the well-being of disadvantaged and displaced workers. A powerful instance of this dedication is launching the Reading Tutor Program, a joint effort between the city, DOLE, and Congressman REX Gatchalian's office. The city's commitment to education and community welfare is demonstrated by the recent involvement of 365 reading tutors from Pamantasan ng Lungsod ng Valenzuela (PLV) third- and fourth-year students in the contract signing and orientation event.

The Reading Tutor Program's primary objective is to assist 1,342 students in the city with their education, particularly addressing literacy challenges. In light of this, our proposed policy framework aspires to formalize and streamline the essential components of the program. In the study, it was found that some participants complained about restrictions in the scope of programs as well as the requirement for equal participation. Among these factors was insufficient training and learning materials, which forced those involved to change their teaching techniques. Questions were raised regarding the adequacy of instruction time and a suggestion for a monitoring system to ensure that students spend an appropriate amount of time teaching. Some schools rely on parents and community volunteers to support ongoing programs and students' needs. It is important to note that even though volunteers can never take the place of qualified teachers, they can be used well if necessary. They may leave their duties to read with children on occasion; nonetheless, such an approach will not resolve problems with a child's reading ability significantly. For volunteers to improve reading skills among at-risk pupils, they must work within a comprehensive tutoring program that has supportive supervision and staff training exercises that are both efficient and effective.

This proposed framework development is intended to provide a strong foundation to enhance and improve existing frameworks. It is to serve as a strong foundation to encourage a comprehensive assessment of its results in Valenzuela City. This strives to establish its goals for the good of society. It also strives to improve the literacy rates of elementary school learners using well-trained reading tutors. This promotes community participation by including local teachers, parents, and other volunteers in the implementation process to create a learning community where all can contribute. This is to develop an easily duplicable and adaptable approach that could be replicated in other areas, thereby ensuring long-term impact.

This proposed framework development is anchored in the Bayanihan to Heal as One Act, otherwise known as Republic Act 11469, which recognizes the collective obligation to address the challenges caused by the pandemic. It aims to conform to national directives while contextualizing Valenzuela City. This framework will make it possible to contribute to the ongoing efforts to improve and transform education through the TUPAD-Reading Tutor Program.

4.5.1. Problem Identification

The study emphasizes significant challenges such as some of the participants lacked the appropriate screening and training to carry out the program. Thus, it loses its effectiveness for the students. Addressing these challenges, the participants must through thorough screening and training to establish the effectiveness of the program's strategies.

4.5.2. Implementation of the Proposed Policy Enhancement

The proposed policy framework will improve program implementation; it will lessen the need for interventions for students with low reading literacy while helping reading tutor participants improve their skills and receive financial assistance to ease their financial burden.

They will direct and execute the program's proposed measures, collaborating with other departments. They will contribute to the program's development by utilizing expert insight, innovative solutions, and resources to help address issues.

4.5.3. Stakeholders/Offices Involved in the Implementation

The implementation of this proposed framework development recognizes the responsibilities and looking forward to acknowledging the bureaus and departments taking a crucial role in this program. This requires a strategic partnership at both the local and national levels. The local administration of Valenzuela City is the most important for its development. The collaboration among the departments can encourage more communities to support the program.

The Department of Labor and Employment (DOLE) works by emphasizing program design that complies with the guidelines. The Department of Education (DepEd) can offer educational resources and share its experiences in curriculum and training for educators. The offices of Congressman Rex Gatchalian and Pamantasan ng Lungsod ng Valenzuela have a better partnership that advocates for necessary resources, supports the initiative, and provides student tutors, which is an essential educational partner at the local level. At the national level, the Department of Social Welfare and Development (DSWD) works for the improvement of the general welfare of students and their families to ensure money from the Assistance to Individuals in Crisis Situations (AICS) is adequately utilized. This cooperative strategy highlights the significance of cooperation for program enhancement in Valenzuela City.

4.5.4. Monitoring and Evaluation

Implementing this policy framework was monitored and evaluated after the program. The DepEd, specifically the school division, in partnership with the TUPAD-Reading Program, will submit a yearly report to the policy implementers that outlines progress made and identifies any challenges or areas for improvement. To effectively monitor the enhancement of the proposed policy framework, the following strategies are recommended:

- Real-time observation enables reading tutors to monitor students, identify challenges, and adjust teaching methods, ensuring necessary support and immediate intervention.
- Conduct a regular survey and interviews to identify the strengths of the program for improvement, utilizing a mixed approach of both qualitative and quantitative methods for data collection.
- Conduct a reading tutor training and capacity building can enhance and facilitate smoother implementation for improved outcomes.
- Additional budget allocation for the program can facilitate more participants and improve the performance in the implementation of the program.

The effectiveness of the proposed framework development was analyzed through the mixed approach of qualitative and quantitative methods. The qualitative methods involved administering surveys with different types of questions. The quantitative methods involved administering interviews with the key informants. This helps the other cities to adapt and execute a more comprehensive and innovative program.

5. Summary, Conclusion, and Recommendations

5.1. Summary of Findings

Concerning the impact of the TUPAD Program, the respondents generally had a common reaction to determining its significance. In this time of financial crisis due to the pandemic, the key informant mentioned that the aid program was of great help to poor families dealing with the loss of employment and diminishing

returns from their livelihood. Though the TUPAD Program has some problems and drawbacks, of which one is the ease referred to some of the beneficiaries, it was mostly an essential help.

Evaluation of the TUPAD Program entirely proved the program had a considerable impact on the society affected in high regard by the pandemic crises. In specific, financial help has been picked as vital support and in order of indication, in support for a family, the employment crises, and minimal earnings using a beacon. There are immense drawbacks in this regard, no matter what the aspect. With concern to the pandemic, nearly the same need only a possibility to help the participants mostly in a relatively good effect as it served as a ray of hope.

The analysis of residents' awareness of the "TUPAD-Reading Tutor Program" in Valenzuela City revealed interesting data concerning demographic factors. Surprisingly, aspects such as age, gender, and location proved to have no significant influence on residents' awareness of the program, as evidenced by non-significant p-values from the Kruskal-Wallis H Test. However, employment status appeared as a significant component, demonstrating an important connection to awareness levels. Individuals who were unemployed or underemployed showed a substantial difference in their awareness, indicating a direct relationship between employment status and program understanding.

Further analysis found a broad demographic mix among respondents. The majority were between the ages of 20-22, with a considerable fraction between the ages of 23-25. Females made up a large percentage of the population, followed by men and people of other gender identities. Geographically, respondents were distributed evenly over Valenzuela City. Work situations significantly varied between respondents, with a substantial proportion without employment. Unexpectedly, almost everyone was aware of the "TUPAD-Reading Tutor Program," with numerous sources contributing to their knowledge, including local channels such as barangays, neighbourhoods, and city announcements, demonstrating a varied variation of information paths.

The Valenzuela City Local Government Unit established many initiatives to assist individuals through the TUPAD program. Financial help was offered to people who had lost their employment or were unemployed, with a focus on financial aid as a source of support. They also secured a steady supply of necessary educational materials for tutors participating in the program and scheduled assemblies to distribute crucial information, perhaps including updates on financial assistance and other possible support routes. These initiatives attempted to maintain the program's support system, in terms of educational resources, and to raise beneficiary knowledge of available financial aid.

The Reading Tutor project within the TUPAD program had several objectives during the crisis. However, due to the delay in budget approval, the proposal focused on retaining the financial aid by the program as per the DOLE goals. In addition, the program dealt with controlling the school material provisions for the tutors to manage the required materials for teaching. Those two objectives were focused on promoting educational quality and helping the beneficiaries indirectly via educational support. In dealing with the socio-economic issues, even though the primary focus of the Reading Tutor project was educational developments, it indirectly aspired to reduce the socio-economic stress via educational support for the beneficiaries. Even though there were different views on the impact of the Reading Tutor project in solving the financial needs within and after the crisis, temporary financial help was the common point stated by one of the respondents.

The 100 recorded responses indicated a very high attitude toward the impacts of the TUPAD program during the pandemic. Most of the 100 of respondents focused on the various importance of the program to them, mostly, they were provided chances and benefits at a personal level and in their village. The one-month job opportunity provided by the TUPAD program can be considered as an essential influential positive criterion,

directly challenging the concept of temporary labor as completely bad and suggesting possible strategies to inculcate dedication and productivity in the workers. The aid by the program was crucial to a nominal extent during the tough time of the crisis, due to which most of the respondents did not face higher socio-economic issues. The significant decrease in relative economic distress can be seen because of the help. The aid helped the families by subsidizing regular financial spending which was a great advantage. Also, the aid was a crucial part of the educational expenses in assisting the purchase of essential school supplies during online learning classes. Furthermore, the TUPAD-Reading Tutor component increased respondents' expertise in the teaching profession and enabled them to actively participate in solving community needs, particularly among those afflicted by unemployment and the pandemic's consequences.

The responses emphasized the program's multifaceted impact, demonstrating how TUPAD's temporary employment, financial assistance, educational assistance, and Reading Tutor initiatives collectively played a crucial part in improving the lives of beneficiaries and addressing pressing community needs during the difficult times brought on by the pandemic.

5.2. Conclusions

Employment status, being classified as either employed or unemployed revealed many unemployed respondents. Awareness of the TUPAD- Reading Tutor Program is substantially apparent. Employed respondents were able to ascertain the tutorship program better, with high reliability at the barangay level. Based on the above two findings, we conclude that the TUPAD-Reading Tutor Program has conveyed awareness to the residents of Valenzuela City, and the residents at the barangay level.

The reading tutor program has given acknowledgment to the employed residents of the city, and the employed residents at the barangay level. The appropriate advertisements should be regarding the tutorship program. You may also see survey questionnaire examples & and samples.

In conclusion, this research contributes valuable insights to the ongoing efforts to transform education through the TUPAD-Reading Tutor Program, providing a foundation for informed decision-making and strategic planning in the context of Valenzuela City.

5.3. Recommendations

The researchers suggest several enhancements to optimize the TUPAD-Reading Tutor Program. Continuous improvement can greatly benefit from the establishment of an organized feedback mechanism that includes regular assessments and insights from stakeholders and participants in the program. Establishing alliances with nearby academic institutions can also provide extra funding and assistance, which will help the program be successful. To ensure the long-term success of the program, community involvement efforts should be designed to generate a sense of sustainability and ownership among the local community.

The TUPAD program should be improved upon by researching and thoroughly scrutinizing the participants to evade duplicate entries. Training materials should also be used for the implementers of the program. Including different learning and implementation materials will help those with an educational background, particularly students. The TUPAD program or any other program should always be improved by increasing the budget. Including some extra money in the budget for the program will help more and more people to benefit from it. This way, the program can help more needy people in our country, offering them sustainable employment. It is also effective to incorporate the targeted skills training and vocational programs

to create the employment perspective for the programs. Create a monitoring and evaluation system observing the performance and outcome of the programs.

Introduction to evaluation system by technology-based tools creates beneficiary progress of the programs. Moreover, this is also user-friendly. Digital platforms should be introduced to make these services more effective easy to access and updated. It also helps to create a feedback mechanism for the beneficiaries.

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