



The Lived Experiences of “Tara, Basa!” Tutors: Challenges and Chances

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Abstract

This phenomenological study aimed to explore the personal experiences of tutors who committed to the “Tara, Basa!” Program at Cebu Normal University (CNU). This program aimed to improve the reading skills of elementary students in Cebu City with the view of addressing the most immediate problem of literacy. By conducting in-depth interviews with 15 selected tutors, thematic analysis was used to analyze the findings of the study-the thoughts and perceptions expressed by tutors on their experiences of tutoring. This study identified two main themes: Chances and Challenges, each with three sub-themes. The chances included personal and professional growth, parental and community support, and program appreciation and motivation. The challenges identified included classroom management and instructional difficulties, attendance and consistency issues, and resource and facility constraints. Tutors revealed strong satisfaction and meaning from their service through volunteering, stressing how much they impacted the reading ability of their learners. The study noted challenges like adapting to different learning needs and balancing academic demands with tutoring responsibilities. In general, the study stressed the essential role that volunteering played in educational programs, particularly highlighting double advantages-improved literacy for learners and good teaching practice for college students. This study recommended further exploration of tutor experiences with a view to enhancing the effectiveness of programs like the “Tara, Basa!” and improving exit education outcomes in similar situations.

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Introduction

The “Tara, Basa!” sought to enhance the reading comprehension skills of elementary pupils who were having difficulties in reading or who were non-readers. The goal of the program was to motivate children to learn how to read at an early age using a variety of appropriate and effective teaching approaches accompanied by resources and tasks that meaningfully engaged the children in the learning process. Campaigns that targeted children such as “Tara, Basa!” had become a prerequisite in programs that aimed to develop the reading skills of young children. Reading at an early age enhanced the language pathway which made a child more effective in academics and cognitive tasks at large (Wankiri *et al.*, 2020). Reading skills of primary level learners improved substantially due to systematic reading programs that were implemented (Maré & Mutezo, 2020) ^[27]. In the context of the Philippines and the whole course of creating literate communities, it was important to emphasize the role of volunteer programs in building a reading culture in communities, which correlated with the goals of the “Tara, Basa!” program (Mantang *et al.* 2024) ^[26]. These studies all pointed to something important to the “Tara Basa!” approach; there was a need for community involvement in any literacy campaign for it to succeed.

The Republic Act No. 7165, also known as the LCC Act, sought to promote and coordinate literacy activities in the Philippines. In addition, Republic Act No. 9155, or the Governance of Basic Education Act of 2001, articulated the mandate of providing

equitable access to quality basic education to all children across the Philippines and ensuring that no child is left behind in the educational quest. Targeting the area of early literacy is the collaborative "Tara, Basa!" tutoring composed of the Department of Education (DepEd) and the Department of Social Welfare and Development (DSWD) directed to improve the literacy of 4,865 elementary learners in thirty-four (34) public schools in Cebu City, particularly those affected by the COVID-19 pandemic. In this program, college students from the 2nd to the 4th year level worked as tutors and received a stipend of P500 per day for a period of 20 days. Parents who attended the teaching sessions were also given a daily allowance of P235 to facilitate their active participation in the education processes of children. Scheduled for implementation in July 2024, after a successful trial in the National Capital Region, the program aimed to build basic reading skills whilst availing of extended learning opportunities to families and communities to promote their participation in educating learners.

Volunteering aided in personal development but mainly through developing such traits like compassion, cooperation, and guidance (Camuyong, 2024)^[7]. Tutorial classes, cited by Narzoles and Palermo (2020)^[14], as an academic intervention, proved to be efficient and effective. Participants often described the experiences as satisfying and rewarding, thereby enhancing purpose and identity. Tutors in "Tara, Basa!" learned participation in activities for education and literacy, aiding their community and developing important life skills.

At the international level, it was indeed proven that volunteering did much in terms of affecting social cohesion and empowerment at the community level. Most organizations involving young volunteers worldwide found these young individuals turned into advocates for change in social issues and created bold commitments to service (Kennedy, 2020). It placed volunteerism on a global perspective, bringing into focus that "Tara, Basa!" and similar initiatives paid in the process of shaping local communities and inspiring a generation of socially responsible individuals. The Philippine National Volunteer Service Coordinating Agency (PNVSCA) outlined Republic Act No. 9418, or the Volunteers Act of 2007: as a means to institutionalize volunteerism and enhance citizen participation in social activism. However, this did not sufficiently cover the complicated aspects of educational volunteer programs. Evidence showed that while volunteering enriched a connection to the community, it can also have negative effects in particular, loss of intrinsic motivation when participation is compulsory, and the potential for untrained volunteers to displace local workers or reinforce dependence on international aid rather than foster sustainable community development. Therefore, "Tara, Basa!" Tutors' experiences are conceptualized within such a difficult landscape, emphasizing the need for more facilitative environments towards enhancing volunteer effectiveness and educational outcomes for students.

This research aimed to delve into the personal experiences of "Tara, Basa!" tutors at Cebu Normal University by using phenomenological methods such as theme analysis and in-depth interview to gain a holistic understanding of their experiences. The existing literature centers on the impact of literacy programs to learners. Researched by Del Rosario and Santos (2024)^[9] shows that in the Reading comprehension aspects, Filipino students ranked lowest when compared to

other countries in the 2018 Programme for International Student Assessment (PISA) results, and second lowest in Science and Mathematics. Moreover, the latest reading-based PISA results from 2022 show a bleak scenario, as they underlined the gap in educational skills across nations, particularly the disparity in literacy, in the Philippines (Descartin *et al.*, 2023)^[10]. However, there is not much analysis regarding the challenges, motivations, and coping mechanisms of "Tara, Basa!" tutors, especially in the context of the Philippine education system. Thus, this study aimed to fill this gap by gaining a deep understanding of the personal experiences of these tutors. This gap in research was addressed because improving the tutor volunteer experience involves making literacy programs like "Tara, Basa!" more effective in emphasizing what supports and resources are needed to keep tutor volunteers engaged and successful.

Philosophical Assumption

The ontological assumptions was underpinned in this study. It relates to the social construction of reality through the interrelations of volunteers and the learners they serve within the context of the community (Chergui *et al.*, 2020). Moreover, this study assumed that the lived experiences of "Tara, Basa!" Tutors draw from the motivations, backgrounds, and contexts of the communities within which they all worked. The experiences of each tutor is affected differently by the educational background, personal challenges, and socio-economic conditions of the learners they served.

Through qualitative interviews, the researchers strived to gain an understanding of the sense in which the tutors ascribe roles, along with the emotional and operational challenges that they undergo. This exploration seeks to understand how and in what ways their service has been an asset in shaping their growth and involvement in the community. Ultimately, insights from this study gave ways to shape the support in the educational effort for tutors.

Methodology Research Design

Phenomenology is a study of essences, and perception as the essence of consciousness (Carman, 2019)^[4]. According to Streubert and Carpenter (2011), cited in Lacea *et al.* (2021), as the process of rigorous, critical, and systematic study of phenomena. This research design phenomenologically studied the lived experiences of "Tara, Basa!" tutors at Cebu Normal University. It aimed to elicit the essence of their experiences in terms of personal growth, motivation, educational impact, challenges faced, and coping mechanisms.

Sampling Design, Respondents, Environment

Ames *et al.*, (2019)^[2], define purposive sampling as a quantitative research method that selects intentionally specific individuals or units depending on certain criteria linked to its goal, rather than randomly selecting. This research used purposive sampling wherein "Tara, Basa!" tutors had been intentionally selected. It is a suitable method as it allows the researcher to gather detailed perspectives from participants with pertinent experiences and viewpoints (Lohr, 2021)^[24]. Research respondents were limited to 15 tutor volunteers from Tara Basa, exploring their diversity of experiences. However, once data saturation was met, the next participant has no longer been interviewed. Data saturation occurs when further data gathering fails to yield new findings

or knowledge, indicating that the researcher has achieved an understanding of the subject as comprehensively as possible (Mwita, 2022) ^[29]. Moreover, interviews had been conducted at Cebu Normal University where the tutor volunteers are actually enrolled.

Research Instrument

As a phenomenological study, the primary instrument within this research has ultimately been the researcher herself, supplemented with a semi-structured interview guide. The semi-structured interview guide has been used for the conduct of interviews, allowing guided discussions while permitting much flexibility into responses from the participants regarding personal growth, challenges encountered, and the tutor volunteer experience's subsequent effect on academic success of the beneficiaries in the study (Ruslin *et al.*, 2022) ^[32]. The open-ended discussion format would ensure that participants elaborated in major areas concerning their experiences (Olatunte, 2021). This level of flexibility was most important in order to accommodate the whole array of diversity and richness of life experiences as lived by the tutor volunteers. Further, research tools like audio-recorders, smartphones, laptops and internet resources was useful during the process of research.

Data Gathering Procedure

This research was conducted by employing qualitative methods for data collection. The research procedure was completed in five steps. First, ethical clearance was sought from the review board of Cebu Normal University. This is to ensure that they had been in compliance with the absolute regulations regarding the treatment of human subjects. Second, information was given to the participants on the study purposes/procedures, risks, and benefits. Third, consent was granted by these interviewees. Fourth, the interviews were conducted face-to-face at the Cebu Normal University or online via a secure platform according to the participants' preference and availability. Each interview was presumed to span between 30 and 45 minutes long in order to elicit a complete picture of the participants' experiences. Each session would only had documentation if the participant allows such as an accuracy and thorough analysis of the data collected. Last but not least, participants received a small token of appreciation for their time and commitment.

Data Analysis

Thematic analysis was treated as important qualitative research approached which researchers followed in order to retrieved evidence. Such thematic analysis includes reading and re-reading transcribed information to recognized themes (Castleberry & Nolen, 2018) ^[5]. An intense rigorous thematic analysis approached manufactures insightful and trustworthy findings (Nowell *et al.*, 2017). Thematic analysis was theoretically flexible to such an extent that it could identified, describe and interpret patterns (themes) in a dataset in great detail (Braun & Clarke, 2006). Thus, this paper analyzed qualitative data collected through semi-structured interviews with "Tara, Basa!" tutors through thematic analysis as proposed by Braun and Clarke. Thematic analysis consists of six steps. First, becoming familiar with the data: reading and re-reading the transcripts. The second is generation of initial codes-systematically labelling meaningful data segments. Third, was to search for themes by grouping these codes into broader patterns. Fourth, reviewing and refining themes to

ensured they accurately reflect the data. Fifth, define and name each theme to capture its essence. Finally, produced a report using selected data extracts to illustrate each theme and how they relate to the research question.

Rigor of the Study

Rigor in this phenomenological study of the "Tara, Basa!" tutors involved confronting issues of credibility, dependability, confirmability, and transferability. The credibility of the study was established through interviews designed to provided a complete understanding of the experiences and interpretations of the tutor volunteers in the light of the data collected (Huvila, 2020) ^[17]. Dependability was maintained through consistent application of the research design and rigorous documentation of the entire research process for later replication in future study (Janis, 2022) ^[18]. Confirmability was made through a conduct of peer reviews in which colleagues examine the research process and findings to ensure that the outcomes are referenced to the data and minimize researcher bias (Nguyen *et al.*, 2021) ^[30]. Transferability was assisted through provision of a rich description of the physical and human elements involved so that readers can assess the relevance of the results in different environments (Munthe, 2020) ^[28]. These strategies contributed to further increased the accuracy, dependability, and significance of the study.

Ethical Consideration

Ethical considerations in researched were crucial to shape the researched designs and methodologies protecting the rights and welfare of studied participants. In the current study, ethical concerns such as identifying and addressing possible conflicts of interest was made in order to uphold the integrity of the findings. Participants was provided informed consent after having been fully briefed on the objectives of the study, the need for their participation, and the safeguards put in place to ensured their privacy, confidentiality, and anonymity. The data was only accessed by the research team in order to safeguard private information. The research explored possible risks of participation and employed strategies aimed at minimizing those risks while highlighting the benefits of the research to both participants and society at large. All recruitment has been done openly with the provision of additional incentives such as cellphone charms to encouraged participation in the study without coercing them at all, following the ethical guidelines set by the institution to guarantee ethical researched practices.

Results and Discussion

The tutors of the program Tara, Basa! had greatly developed professionally and learned new approaches to learn, indicating an overall influence that was deeper than the practical methods of teaching. It was a program designed towards improving literacy and the students' development which allowed the tutors to refine their techniques, faced obstacles and interact with different people. Its design was such that it not only focuses on academic achievement but also on the emotional/psychological and career development, teaching skills, building community and adaptability to constraints. It was in this context and against this background that this report presents the lived experiences and reflections of the participating tutors, particularly in terms of the outcomes of the program, its strengths and weaknesses and how it may have been implemented in the future. This study

identified two main themes: chances and challenges, each with three sub-themes.

Challenges 1: Classroom Management and Instructional Challenges

Teaching methods and strategies used to maintain an effective learning environment in order to maximize student engagement and minimize disruptive behaviors are classified as classroom management (Franklin & Harrington, (2019)^[12], 'Classroom Management'). Furthermore, effective classroom management was influenced by the selection of teacher instruction, the clarity of their expectations, and the flexibility of responses to students' behaviors and needs. Tutors on the program had a challenge with the management of student behavior but employed strategies for their active participation. These were supported by the responses of the following:

"The greatest challenge gyud noh kay kanang unsaon judo g tudlo gyud sa mga bata like wala pa silay idea gani or kana dili pa jud sila kahibaw mo basa. Mo start jud ka from scratch..."

"The greatest challenge for me is how to teach the children where they don't have an idea or they really don't know how to read. You need to start from scratch."
—Informant 3

"usahay mag guol ko kay kanang di naku ma control ang mga bata like ako ingon hilom nya igka taud-taud mag tabi napud sila, feeling nako kay murag need pajud ko og kanang skills sa akong classroom management..."

"Sometimes I feel sad because I can't control the children, like when I say quiet, they stay quiet for a minute, but after that they talk again. I feel like I need more skills for my classroom management."
—Informant 9

"...ako experience pag Tara, Basa! Noh, at first, gatuo jud ko nga sayon ra kay mga bata raman gud but then pag-first day gyud nako kay grabe gyud siya ka- challenging. Kay mga students gali kay lain-lain gyud silage mga gikikanan gali like mga attitudes in-ana."

"My experience in Tara, Basa! At first, I thought it was simple because they are just kids, but my first day was very challenging. Because the students have different backgrounds and personalities."
—Informant 15

The experiences that these tutors had encountered served as proof for the complicated and all-too-real complexities of classroom management and teaching challenges in the classroom. According to informant 15, especially for learners who came from a very low base, handling diverse learners needed patience and advanced class management skills. Informant 3 also entails the challenges on teaching learners since she would need to start from scratched. All of these were parts of what made teaching multidimensional. The reflections of informant 15 on students' various backgrounds and mindsets further illuminated the reality that teachers needed to be flexible and culturally sensitive in their approaches. Such experiences also align with Franklin and

Harrington's (2019)^[12] assertion that good classroom management was contingent upon classroom clarity, strategic adaptability, and engaging techniques. There was a need for such training and resources for tutors to made them better equipped in meeting the challenges of their classrooms and providing a supportive and productive learned environment for all students.

Challenges 2: Attendance and Consistency Challenges

The attendance and consistency in learning environments would highly center such influences and learned outcomes for students. Regular attendance had an association with performances in academics; thus, it continued the engagement and support for the students in this study (Kearney & Graczyk, 2020)^[20]. Whereas absenteeism broke continuity in learning, it had been known to became one of the obstacles for the student to the success of their academic endeavors (Gotffried, 2019). Within the program, lack of consistency in attendance was a key challenged affecting the students' learning. Some students missed classes often, thereby slowing their academic growth. This was evident in the following statements:

"...akong students supposedly kay 10 pero ang nanungha kay 6 ra sila..." "I was supposed to have 10 students, but only 6 of them showed up."
—Informant 5

"Kay kuan man gud ang uban man gud nga mga bata kay moabsent sila og posttest then unsa man uy naa ni siyay na learn or wala."

"Some of the students are absent, and they really did learn or not?"
—Informant 13

Attendance and consistency highly enabled students to narrow down learnings for meaningful outcomes being achieved, as steady contacts bring about continuity and reinforcement of such knowledge (Kearney & Graczyk, 2020)^[20]. The "Tara, Basa!" program had created a great challenge claiming that, for some students who often abstained, progress could be hindered. Irregular attendance was one of the hurdles in the "Tara, Basa!" program; some students had difficulties finishing their work due to absences from class. This was the experience for tutors like informant 5 who only had 6 out of her 10 students attending sessions regularly. For informant 13, she had even posed a question to herself if the students would have been learning despite their absence. This experience revealed how important is consistent attendance in maintaining academic momentum. It further discusses the need to have strategies with attendance issues such as parental involvement or incentives for participation. These challenges must be overcome in order to provide equal opportunities for learning and maximize the benefits of the program on students' educational development.

Challenges 3: Resource and Facility Constraints

The limitation of resources and relevant facilities was found as a challenge limiting effectiveness of the Tara, Basa! program and was supported by extant literature regarding the effect in resource-poor educational settings (Madani, 2019)^[39]. Lack of some vital materials and the right spaces also

contributed to the quality learning experiences for students, according to participants. These were supported by the responses of the following:

“...dili man gud favored ang 1-month ra like di siya maka cater gyud ba na maka enhance dayon...ang time na allotted kay kulang...”

“1 month is not favored; it cannot cater and enhance. The time allotted is not enough.”

–Informant 2

“The following days, among gipoblema na is among materials. So, kanang factor kay siya sa pagtudlo namo kay dili mi kasugod dayon kung wala mi materials which is kanang ilaha dapat iprovide. After that, and in the next days, my experience had pros and cons. In the pros, I could practice my teaching style and interact with students to improve my communication skills. However, sa cons kay kanang draining kay siya. During my experience, we also interacted with parents. Once, there was a problem sa usa ka parent due to time constraints; if malapas sa time nga kanang dapat manguli na sila kay murag moreklamo sila, so I felt challenged with that.”

“The following days, our problem is our materials. It factors when we teach because we can't start if we don't have materials, which they should have provided. After that, and in the next days, my experience had pros and cons. In pros, I could have practiced my teaching style and interacted with students to improve my communication skills. However, for the cons, it's draining. During my experience, we also interacted with parents. Once there was a problem because of the parent due to the time. If we go beyond the time where they are going to go home, they complain, so I felt challenged with that.”

–Informant 14

Resource and facility constraints significantly influenced the effectiveness of the Tara, Basa! program, echoing challenges frequently cited in resource-limited educational settings (Madani, 2019)^[39]. Tutors like informant 2 and informant 14 confirmed that insufficient time allocation and a lack of materials disrupted the teaching process, limiting opportunities for student enhancement. Informant 14 noted the necessity of resources for starting lessons promptly, as well as challenges in managing parental expectations due to scheduling conflicts. Such limitations aligned with broader findings on the negative impact of inadequate resources on teaching outcomes, including reduced engagement and adaptability. These experiences brought out the considerations of dealing with logistical and material shortcomings through better funds allocation, advanced planning, and engagement of all stakeholders so that such programs meet expected educational objectives.

Chances 1: Personal and Professional Growth

This theme highlighted the effects of the "Tara, Basa!" program for the personal development and training of tutors. In many cases being involved in teaching programs enabled positive attributes such as flexibility, accountability and self-confidence. As

Weinberg *et al.* (2021) points out, such qualities are developed through real-world teaching practice because in this context they are forced to work with different learners and analyze strategies that should be used in order to help learners learn. Student tutors stated that their participation in the program enhanced them in numerous ways. Dispersed responsibility, increased flexibility and more effective teaching methods were common amongst the tutors and they established a greater sense of responsibility. Such characteristics are appropriate for teachers who have to adapt their approaches for different students' learning requirements. These were supported by the responses of Tara, Basa! Tutors that:

“...ang mga research speaker namong gipaminaw kay from DepEd, DSWD and other relevant sa organization...so we are oriented sa mga ahm goal gali og objectives sa kani na Tara, Basa! Program...”

“The research speakers that we have listened to are from DEPED, DSWD, and other relevant organizations. So, we are oriented to the goals and objectives of the Tara, Basa! Program.”

–Informant 8

“...ahh another naka puno sa akong ka kulba kay ahm...nagbuwag me sa akong friends nga tutor pud kay lahi-lahi man nga na assign sa schools sa amoa, so me, I was assigned sa Pasol Elementary School...after a few days kay na kaya raman diay like I solely handled it them maenad rajud gani...”

“Another reason why I was nervous is that my friends and I were separated, who is also a tutor, because we were assigned to different schools, and I was assigned to Pasil Elementary School. After a few days, I solely handled it, and I just get used to it.”

–Informant 8

“...nakita jud nako ang improvement sa mga bata, so, meaning kanang effective ko nga teacher...”

“I've really seen the improvement of the children, so that means I am an effective teacher.”

–Informant 9

“I know BSEd, secondary akong gi kuha but teaching elementary was my biggest step to become to really experience being a teacher. Wala man gyud ko ka experience ani, lahi man gyud ang setting kung mag adto ka sa classroom like mag report, lahi man na ikaw gyud mag teach. Like fulfilling kayo siya ig ka human sa klase...”

“I know that my course is BSED secondary, but teaching elementary was my biggest step to becoming and to really experience being a teacher. I don't really have an experience with the different settings in the classroom, like it's just reporting; it's different when you are the one to teach. Its fulfilling at the end of the class”

–Informant 4

The experiences described completely indicate immersion programs in training tutors in crucial aspects like flexibility, self-confidence, and accountability, as stated by Weinberg *et al.* (2021) ^[34]. Examples of the experiences of tutors, like informant 8 and informant 4, with the obstacles and rewards of adapting to new environments and teaching diverse learners suggested development in resilience techniques along with teaching efficacy. Equally, Informant 9 stated that her experienced of seeing students improved substantiates the essence of positive reinforcements to educators in their effectiveness. These experiential narratives highlighted how experiential learning bridges theoretical knowledge with practical application to prepare future educators for navigating potentially complex classroom dynamics. This finding suggested the importance of such programs in equipping tutors to adapt to various teaching contexts and developing a greater understanding of their roles as educators.

Chances 2: Parental and Community Support

Parental and community support was an essential one, especially in educational programs, to enhance student motivation as well as teacher satisfaction. In a research study by Avnet *et al.* (2019) ^[37], parental and community involvement has a tremendous positive influence on student success, such as the overall effectiveness achieved by educational programs. Tutors was saying much about what parents had done in contributing to the success of the program. It was noted that parental involvement motivated students and encouraged tutors more.

“Suportado gyud kaayo ang mga parents... makita gyud nimo nga happy sila sa program... dako kaayo og tabang kay naa gyud sila mosupport.”

“The parents were very supportive. You can see in them that they are very happy with this program. They are a really big help because they are there to support”
–Informant 10

“ kanang ang parents pud didto kay nindot kay mga parents sa students kay kanang ang malubog kay kuan mana siya na part sa busay bugnaw- bugnaw mana siya dira so daghan kaau na kanang mananom og mga flowering ana so ang mga mama sa students kay kanang murag token of appreciation namo kay ila me gi tagaan og flowers tagaan me og mga saging, buko ing ana gud nya mo ana sila nga” maam snack sa ari maam”

“The parents of the students, the Malubog Elementary School is part of Busay where the temperature is slightly cold, so there are many who plant flowers and so on. The parents of the students gave us a token of appreciation; they gave us flowers, bananas, and coconuts like that, and they also said, “Come, have a snack here, ma’am.”
–Informant 5

Parental and community support served as a cornerstone for successful educational programs, enriching both student motivation and tutor satisfaction. This was confirmed by “Tara, Basa!” tutors like informant 10 and, informant 5 emphasized the unwavering support of parents, manifested through active encouragement and thoughtful gestures such as snacks and tokens of appreciation. Such experiences

resonated with Avnet *et al.* (2019) ^[37], who emphasized parent involvement as positively impacting students' success and programs. The discussion demonstrated how the partnerships between parents, communities, and tutors create a place for learning in an atmosphere of mutual respect. The findings showed how the quality of the partnership with parents and communities improved educator morale and student growth while also ensuring sustainability of school programs.

Chances 3: Program Appreciation and Motivation

Program appreciation was defined as the feeling of importance of the program by the participants and the usefulness of the program. It shows the extent to which the participants feel that they had gained skills or knowledge which contributed to their overall personal or professional development. On the other hand, motivation was defined as the factors, either internal or external, that cause participants to actively seek the program. It tends to be a precursor of the level of engagement, the number of participants who complete the program, and the program's perceived effectiveness. Intrinsic and extrinsic forms of motivation span a range including others liked Hefferman *et al.* (2019) ^[40] said that the intrinsic motivation talk about satisfaction and development while the extrinsic motivation talk about rewards and recognition. These was supported by the response of the following:

“Akong naexperience sa Tara Basa kay kanang nice siya kay akong place na naassignan kay nindot because in the city ra and then duol rasad sa amoa. So, like kanang accessible rasad sa akoang part. And nice sad siya because kanang naay cash incentive and then nice siya beicause diba future educator man ta so magamt siya in the future. For example, kong magpracticum mi so naay miy experience sa pag-teache sa mga bata. And also, ang advantage sad ana kay if mo fourth year mi kay naa mi minus na uhghm... pila ka hours sa among practicum.”

“My experience of Tara, Basa! is nice because the school where I was assigned is in the city and also near our house. So, accessible for my part. It's also nice because we have cash incentives. Also, as a future educator, I can use this experience in the future. For example, when our practicum starts, we have experience teaching the children. And also, the advantage is that I'm going to be in my fourth-year next year, so it will minus the hours of our practicum.”
–Informant 12

Program appreciation and motivation significantly shaped participants' engagement in the Tara, Basa! program, demonstrating its value for personal and professional growth. Participants liked Informant 12 confirmed the program's benefits, including accessibility, financial incentives, and practical teaching experience that aligns with future professional requirements. The integration of intrinsic motivation, such as gaining relevant teaching experience, and extrinsic motivation, liked cash incentives, enhanced tutors' active participation. These findings echoed Hefferman *et al.*'s (2019) ^[40] assertion that motivation, whether intrinsic or extrinsic, brought engagement and the perceived utility of programs. The implications highlighted the importance of designing educational initiatives that balanced personal

growth opportunities with tangible incentives, fostering sustained participation and program appreciation.

Conclusion and Recommendations

The "Tara, Basa!" program offers perspectives on the challenges and opportunities faced by tutors, which heightens its impact on both professional and personal growth. A set of challenges from classroom management to student attendance and the lack of resources made the learning environment less effective. These challenges were, however, met with good opportunities for growth in newfound flexibility, confidence, and effectiveness in teaching. Support from parents and the community has become a major drive for the motivation of students and tutors, while the design of the program molded with practical teaching experience and monetary incentives fostered a sense of appreciation and motivation amongst the tutors. Recommendations for improvement included better classroom management through more training, more parental involvement in attendance, better resourcing of the program, increasing community participation, and a balance between intrinsic and extrinsic motivators. Future research could assess the long-term effects of the program on tutors' professional development and student outcomes, beyond evaluating the effectiveness of specific interventions aimed at challenges. Hence, though many challenges confronted the "Tara, Basa!" program, it has an incredible impact on the development of both the students and the tutors; some of these must be improved for this program to achieve a wider educational impact.

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