



De La Salle University – Dasmariñas  
GRADUATE PROGRAM

**THE EXPERIENCES OF VOLUNTEER TEACHERS  
IN THE E-TULAY PROGRAM**

A Master's Thesis  
Presented to  
the Faculty of the  
Graduate Studies of Education  
De La Salle University-Dasmarinas

In Partial Fulfilment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Religious and Values Education

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December 2023



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**ABSTRACT**

Title of Research: **THE EXPERIENCES OF VOLUNTEER TEACHERS IN THE E-TULAY PROGRAM**  
Author: **ROMMEL D. ORIBELLO**  
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The main focus of this research is the lived experiences of volunteer teachers in the E-*Tulay* program. This study aimed to answer the following questions: 1. What are the experiences of volunteer teachers in the E-*Tulay* Program? 2. What is the essence of being a volunteer teacher in the E-*Tulay* Program? 3. What is the meaning of the experiences of volunteer teachers in the E-*Tulay* Program? 4. What are the implications of these experiences to their personal and professional lives? Six co-researchers for this study were all volunteer teachers in E-*Tulay* from 2021 to 2023. The lived experiences of the primary researcher were also included in the dataset following the hermeneutical phenomenological framework and methodology which was used to guide the study.

Based on the interpretation of the generated lived experiences, symbolic representations of being an E-*Tulay* teacher, internal and external forces that affect volunteerism, *pakikipagkapwa-tao*, personal and professional growth of volunteer teachers, volunteers' acknowledgments, and rewards and spearheading E-*Tulay* in action emerged as the core themes. Furthermore, the composite textural-structural description exposes



the constant idea of change, commitment, and contribution in the lived experiences which comprise the essence of being an *E-Tulay* volunteer teacher. A poem based on the lived experiences of the volunteer teachers was composed based on the core themes and essences, representing the synthesis of the lived experiences of the co-researchers.



**APPROVAL SHEET**

This thesis entitled, **The Experiences of Volunteer Teachers in E-TULAY Program**, prepared and submitted by Rommel D. Oribello in partial fulfillment of the requirements for the degree of Master of Arts in Education, Major in Religious and Values Education, has been examined and is recommended for acceptance and approval.

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Giving value to the highest good of others is an important virtue of being a good individual. In giving value, one needs to look and help to improve the condition and the needs of others voluntarily. Volunteering is a willing act, free of charge aiming for the sake of others and the community (Falah 2019). Consequently, volunteers are not only looking after their own interests but also protecting the interests of others (Melike 2020). It is one of the virtues of Filipino culture that shows “*pagmamalasakit*.” It is not obligatory but it is done for the benefit of others. It is not a paid activity, and it is usually done in an organizational framework (Bocsi et al., 2017).

Thus, the value of volunteerism gives direction, shapes one’s life, and improves the sense of belongingness to other people and the community. This is also a good process to achieve new skills or experiences. In this sense volunteering bridges the state and society especially in resolving conflicts (Melike, 2020). Furthermore, volunteering is recognized as a good strategy for human resource development that enables children to be motivated to engage in teaching values, comprehending, and improving of their literacy and numeracy skills (Billena & Paylangco, 2022).



The recent pandemic has brought about admirable characteristics of many educators in the Philippines. Despite the tremendous negative impact of pandemic on the delivery of instruction for all subject matters, innovations in using various technologies allowed the stakeholders to continue the process of learning. In the face of pandemic, the Department of Education accepted the challenge to find new ways of continuity in education apart from the traditional way of the teaching-learning process face-to-face. The instruments in learning using ICT materials were used by DepEd to achieve the goal of the “No student left behind” policy despite the pandemic (Paciente, 2022). The pandemic opened a path for teachers to experience new challenges and opportunities in their profession in general and volunteerism in particular.

This prompted the DepEd to launch its E-Tulay program. E-Tulay was conceptualized on January 4, 2021, by the Department of Education for learners and parents facilitated by expert educators (Llego, 2022). The E-Tulay can be viewed on the official Facebook page and the YouTube channel which may be viewed repeatedly (Doctor 2021). Hence, the program inspired parents in helping their children, assist the learners to understand the lesson, and cater to the teacher to understand and use the lesson. This program gave opportunities for volunteerism among public school teachers as it required voluntary participation from various subject teachers for this program to work out.



As a volunteer teacher in E-*Tulay* myself, I was exposed to several experiences that I consider to be meaningful on both professional and personal levels. Among these meaningful experiences is the stimulation of my Christian conviction to love others through volunteerism. In Christianity, volunteerism is mandated in the Biblical teaching of obedience as expressed in John 14:15, "If you love me, you will obey what I command" – and among these commands is to use whatever gifts you have received to serve others (1 Peter 4: 10). My participation was further intensified when I likened my role as a volunteer teacher to the then popular community pantry which was an initiative of giving out basic goods to the community according to the financial capacity of all involved. About this, I consider that teaching services were the most essential gift that I could give to the community.

Teacher volunteerism also helped me create linkages with other colleagues in the teaching profession. From recruitment to actual volunteering, I was able to make new relationships with like-minded professionals through the activities pertinent to the E-*Tulay* program.

My confidence was also established as I got more involved in the online activities of E-*Tulay*. At first, I only co-hosted in *Pagpapakatao TV* which is a YouTube channel that provides educational content in *Edukasyon sa Pagpapakatao*. Although this channel is independent of the DepEd, it became its partner to reinforce the implementation of E-*Tulay* in





the subject of *Edukasyon sa Pagpapakatao*. Afterwards, I became an official volunteer teacher in the *E-Tulay* program for *Edukasyon sa Pagpapakatao*.

Recognitions also came with being a volunteer teacher in *E-Tulay*. I was recognized as a national volunteer tutor for four consecutive quarters in the school year 2021 to 2022. Another recognition included the National TV Educational Discussant certificate which significantly contributed to my performance rating in my school. Finally, I was recognized as an Exemplary Tutor because of my ongoing commitment to the *E-Tulay* program for the school year 2021 to 2022.

While the abovementioned experiences resulted to positive impacts on my professional and personal growth, being a volunteer teacher also came with difficult challenges. Among these challenges were encountering technical difficulties during the live stream, time constraints in both lesson preparation and delivery, common distractions during the live stream, and occasional internet interruptions.

Contemplating on whether to accept the role of teacher-volunteer in *E-Tulay*, I struggled with my motive regarding this project. This tension in my motivation to volunteer stemmed from my intention to help the struggling students at that time, and my desire to use this as a stepping-stone for my career in DepEd. On the one hand, I felt that to genuinely count my



participation in *E-Tulay* as a genuine act of volunteerism, I must empty myself of any personal interest such as a promotion at work. On the other hand, I also thought that my motive could be as important as the benefit that my participation in *E-Tulay* would bring to the students. This experience of tension in my motive was encapsulated in the contents of my prayers days before I accepted the offer to become a volunteer teacher. During my prayer, I asked God to sanctify my intentions for this project so that I would be able to answer His call for me to give myself as a volunteer teacher in *E-Tulay*.

The impact of teacher volunteerism that I experienced in *E-Tulay* prompted me to design a study focusing on the experiences of other volunteer teachers in the same program. By doing this, I would be able to extract the essence of teacher volunteerism which would enhance my understanding of the phenomenon. Results from this study are expected to illuminate the experiences of volunteerism in the context of being a volunteer teacher.



### **Statement of the Problem**

This study was undertaken to determine the experiences of volunteer Values Education teachers in the *E-Tulay* program of the Department of Education.

Specifically, it answered the following questions:

1. What are the experiences of volunteer teachers in the *E-Tulay* Program?
2. What is the essence of being a volunteer teacher in the *E-Tulay* Program?
3. What is the meaning of the experiences of volunteer teachers in the *E-Tulay* Program?
4. What are the implications of these experiences to their personal and professional lives?

### **Scope and Limitations of the Study**

This study focused on the DepEd *E-Tulay* tutors who were involved in the program as volunteer teachers during the pandemic period from 2021-2023. There were six participants in this study. The study employed purposive sampling technique to identify the participants.



### Significance of the Study

The study will be beneficial to the following:

**Department of Education.** The results of the research may be used as a basis for developing models of future volunteerism programs of the Department of Education.

**Curriculum planners.** The results of the study give them information about the effectiveness of electronic materials in the subject matter as instructional material to enhance their understanding of another instructional delivery method.

**School administrators.** The results of this research can motivate school administrators to support volunteer teachers in their advocacy.

**Values education teachers.** The findings of this research can enhance their understanding of teacher volunteerism which may encourage them to support the *E-Tulay* program and other existing or future similar programs.

**Religious educators.** The outcome of this study can enable the teachers in religious education to use it as an exemplar localized materials in the context of volunteerism for spiritual, academic, and professional development.



**Other subject teachers.** They can replicate the pedagogical approaches or practices of the Values Education teachers and integrate them into their respective subject learning areas. It also gives them awareness about the potential of volunteerism to give them satisfaction in their area.

**Guidance counsellors.** The results of this study can orient guidance counselors on the activities of the *E-Tulay* program, and the outcome of this study can be used as a reference to assist the academic development of the students.

**Guidance teachers.** Understanding teacher volunteerism through the findings of this research challenge guidance teachers in handling their multiple responsibilities from the both academic and guidance departments in as much as the volunteer teachers from *E-Tulay* handle their responsibilities as volunteers on top of their responsibilities in their respective schools. They can also use the study as their informative material in their classes and clients.

**Parents.** Findings their studies can increase their awareness of existing programs such as *E-Tulay*, that can help support the studies of their children on the instructional level. They can use the research as their basis in guiding their learners regarding volunteerism.



**Students.** Understanding teacher volunteerism from this study can help the students become aware of the functions of *E-Tulay* in their studies and it provides them a good model to develop the value of volunteerism in their own lives. It can inspire students to do volunteerism in other ways. Moreover, they can use the instructional materials of this research to fulfill their learning responsibility.

**Researchers.** Future researchers may use this study as a reference for inquiries pertinent to the topic of teacher volunteerism in the Philippines.

#### **Definition of Terms**

For clarity and a better understanding of the study, the following terminologies are hereby defined:

***E-Tulay.*** This refers to the acronym for Educational Technology Unit (ETU) and '*tulay*,' the Filipino term for the bridge. The term was used in this study to refer to the learning continuity program of the DepEd during the pandemic where the co-researchers have volunteered.

**Hermeneutic phenomenology.** The term refers to the type of phenomenology used as a framework for the study which allowed the explication of the foreknowledge of researchers in the target phenomenon in order to minimize its influence on both the analysis and interpretation of data.



**Hermeneutical circle.** The term is used in this study to describe the cyclical directions of interpretation that take place when the researcher reads the data multiple times to arrive at a better understanding of its meaning.

**Hermeneutics.** This term refers to the technique of interpretation that was used to process the data gathered for this study.

**Phenomenology.** This term refers to the qualitative research design that is used to guide the study which was based on the philosophical framework of Edmund Husserl and was later modified by Martin Heidegger.

**Teacher volunteerism.** The term is used to refer to the voluntary rendering of teaching services done by professional teachers for the benefit of the learners. This was also the phenomenon that this study investigated through the experiences of the co-researchers.

**Tutors.** This term refers to volunteer teachers in the *E-Tulay* program. They are the co-researchers in this study.



## Chapter 2

### REVIEW OF RELATED LITERATURE

This chapter presents related literature taken from books, journals, dissertations, online sources, and varied unpublished materials that provide the researcher with the necessary information needed in the study. This is divided by subtopics and a synthesis at the end.

#### Value of Volunteerism

Through volunteering the value of being an individual showcases the relationship between what individual values and what valuable acts he/she is trying to achieve (Speevak, 2018). It also promotes a balance between an individual's self-interest and the public interest. Thus, volunteering work has different benefits to the social and economic status of the communities and society. Here in the Philippines, the cultural tradition of valuing self-giving has evolved. The Tagalog word "*Damayan*" refers to offering support to people who are grieving or experiencing a crisis. It most closely resembles the idea of "*Kawanggawa*," a Tagalog word that refers to charity and embodies a relationship between socially unequal groups (Virola et al., 2010).

Moreover, in terms of academic performance, acts of volunteerism of the students give them opportunity to enhance their critical thinking skills,





strengthen their leadership, and boost their self-esteem because of their exposure to experiential learning. Their act of volunteering gives them tough future community service and leadership (Llanares & Deocarís, 2015).

Additionally, the value of volunteerism spirited other volunteers for instance, through the Volunteers for Information and Development Assistance (VIDA), PNVSCA was able to execute a model for a local volunteer program. The VIDA program engages Filipino volunteers in development initiatives in their own community (Jimenez, 2015). This declares that volunteerism is a contagious act in response to the needs and for the benefit of others. This is to prove that in valuing volunteerism, the individual helps and serves others selflessly and at the same time it improves the individual holistically.

Furthermore, some researchers proposed that the value of volunteerism is not just for the benefit others but also to bring a positive impact on their health. Yeung, et al. (2018), claims that healthcare professionals, educators, and policy practitioners ought to advocate volunteering as a type of healthy lifestyle. In addition, other researchers suggest that more time spent volunteering was linked to a higher level of rise in life satisfaction (Jiang et al., 2018).



### Teacher Volunteerism

. According to Forster & Archer (2015), voluntary professional experience can be a powerful way for initial teacher education and for students to develop an understanding of schools and their communities. Teacher volunteerism has different faces in terms of volunteering. One of them is the initiative participating of the volunteers in the research as a respondent. There were teachers from different cities in Turkey in non-governmental organizations who volunteered themselves to give their perceptions about volunteerism (Melike, 2020). The research study described the problems encountered in volunteerism in Turkey as far as the percentage of the research was concerned. First was lack of knowledge, for they were not conscious enough about the issue. Second was prejudice, which showed fear of being blacklisted and tending to know the secret plans behind the organizations. Lastly, there was no financial interest in supporting the training programs for the activities.

However, the research concluded that the most needed volunteering activities should be in education, environment, children, and health. The study also proposed that to encourage the young to perform voluntary activities. However, the volunteering activities they have participated in may be scored in their curriculum vitae for recruitment. Moreover, it stated that job holders should also be honoured. If this process



was followed, it could be easier to make voluntary activities permanent within society.

Another kind of volunteerism is teaching in the field. Limjuco (2018) stated that in terms of subject matter, the respondents wanted to teach English, Mathematics, and Filipino in SHS for their volunteer jobs. These were followed by Science, MAPEH, History, Economics, TLE, Biology, Computer, and Values Education. The choice of the respondents may have an impact on their decision to volunteer as teachers even if they do not have extensive training in these subjects. However, according to the article, it seems that the volunteer teachers have the willingness to undergo training.

### **The Role of Teacher Volunteerism in Learning Continuity**

The reviewed literature delineated the role of volunteer teachers in learning continuity as bearers of change in communities (Santillan, 2011). The author explained that the volunteer teachers showed two key levels of empowerment in their experiences and thoughts. The first level is the self-fulfillment of volunteers in sharing their time, skills, and knowledge as teacher community workers. The volunteers' involvement in the community unleashed their desire to become better versions of themselves.

It seems that being bearers of change was affirmed by another study that stated that teachers as volunteers in learning continuity could assist the local teachers. The building cannot stand without support and assistance.



Logix (2023) insists in his article that those volunteers who want to teach will get to assist local teachers in developing students' reading, writing, and speaking skills in English. It reiterates that the volunteers have a necessary requirement to accomplish volunteerism which is to assist in conducting classes mainly in English. In addition, Science and Math for others, native English-speaking volunteers are needed to work alongside local teachers to teach English or other subjects, conduct classes by their own or help to assist teachers. Teachers are needed to work with small groups of children and make the teacher-student sessions more interactive, engaging, and challenging.

Likewise, the program wants to encourage the youth to be involved in volunteerism. The article describes the following prerequisites for those who want to link with the program: they need to have open minds and flexible attitude to work in a new and different environment; they should bring energy and enthusiasm to make a difference; and they should have passion for working with children. The author added that the participants must be fit and healthy at the time of joining the program. Moreover, they should have no criminal convictions. They should provide a clean criminal background check report. In addition, the volunteered participants under 18 require parental consent. Hence, it aims to fulfil and have an impactful way in order to reach out to Filipinos in rural communities.



### **Teacher Volunteerism During the Covid-19 Pandemic**

Volunteers are persons who have a sincerity of heart to give their efforts without compensation. They need inspiration for them to push themselves to the voluntary act. The idea of inspiration will push them to move forward amid hardships and sacrifices. In another country, the volunteers were inspired to teach children about the awareness of COVID-19 with entertaining learning activities (UNICEF Thailand, 2020).

In Thailand, there was an innovative act to give child-friendly information about COVID-19 released by UN Volunteer Rasa Pattikasemkul. They initiated to teach children to know more about the dangers of the virus, while also having fun learning at home during the lockdown. They designed and distributed a children’s activity book to teach children about best practices for avoiding COVID-19 while keeping them entertained at home. They also recruited professional psychologists to volunteer with them to provide counselling sessions for youth who need mental health support.

In addition, the article described the changes in the role of the volunteers during a pandemic. It stated that prior to the pandemic, they were able to go outside, organize, talk to people, and advocate for children. Now, they are more vigilant for the safety of both sides.



The article showed the great feedback of the program to the community. They said that the booklet was effective. Children were learning while coloring the booklet and the content helps parents and caregivers to initiate conversations with them (UNICEF Thailand, 2020).

There were instances that the volunteers were demotivated, for the path of volunteerism has not been smoothed. The struggles were experienced by the mobile library volunteer teachers in the Municipality of *Tulunan*, North Cotabato, Philippines. They wanted to overcome the challenges arising from the Covid-19 pandemic. During this period, many of the activities that they participated in faced tremendous disruptions. The mobile library volunteer teachers adjusted on to how they teach, learn, and interact with one another. They wanted to address the challenges of the inadequacy of resources of most pupils and students as well as the lack of knowledge of parents to guide their children in modules and students who cannot grasp topics in the modules without guidance (Billena & Paylangco, 2022).

Furthermore, as the article expressed, the following were the struggles of the volunteers: insufficiency of resources, minimal expertise in the teaching of the subject matter, diversity of learners, and time constraints. However, as far as the author is concerned, they managed to



push through with their volunteerism. The people in the area received educational tools from the project “*Tulunán* Mobile Library.”

They were more than a hundred volunteer teachers who proposed themselves as tutors to reach out to students through this program. Instead of this, the concept emphasizes the implication of the importance of preparedness in every voluntarism engagement that may be used in teaching. The authors suggested that the voluntary act of the teachers encouraged those individuals who have an interest as a volunteer in teaching children not only in the benefited children in the *Tulunán* Mobile Library but also in their respective communities.

They were able to succeed and thrive for they have overcome all the struggles that the pandemic has brought them. Volunteerism brings them to work together for them to adapt to the changes around them.

### **Factors Influencing Volunteerism Among Teachers**

We all agreed and believed that gaining learning comes only from formal and comfortable settings of the teaching and learning process. However, Rother (2012) a PhD teacher volunteer in his article described his experience that his volunteerism in teaching with informal learning opportunities was one factor that influenced him as a teacher. As stated in his article that his experience in an informal setting led him to better understand who he is as a person, educator, and learner.



He shared his experiences after a decade of volunteering with youth media non-government organizations (NGOs) in Palestine, Nigeria, and South Africa as well as teacher training in Kenya. He also recognized the intense, informal learning that comes from volunteering. According to him, he understood that his volunteerism was in essence about the transformational moments in his life.

Through his experience, he conceptualized the framework of volunteerism from Kolb's experiential learning model as an agent of transformation. Rother (2021) explored volunteerism by describing and analyzing the emergence of new learning outside of the formal setting.

Another factor that influenced him as a volunteer was the lack of knowledge of his students not only on global issues but also issues on the local level. For him, volunteerism in developing and post-conflict countries awakened him to the existence of these issues. He wants to share this experience with his students, so they know the crucial need for their involvement in volunteerism.

Besides the opportunity to become a better person and the involvement of the students to understand the necessity of volunteerism, another factor that inspired him as a volunteer teacher was the opportunity to publicly share and analyse his experiences. In teaching his students, he wanted to address the question of what they expected from what happened,





consider what the most difficult and easiest part of the experiences were, speculate as to what the most important aspects were, and compare one experience with another.

The last factor that influenced him as a volunteer was conceptualizing the idea of what he had learned because of his experiences; how could he changed negative incidents that occurred so that such events do not recur in the future; and how can he incorporate what he learned into the North American educational system. By addressing these concerns, he learned to empathize with his students when requiring them to ponder on their own future.

Hence, the notion of Rother (2012) in his contemplative insights and experience in an informal setting led him to become a better person, educator, and learner as affirmed by another teacher by his experience in volunteerism in an informal setting. As Carpena (2022) quoted in his article, in the informal learning process, volunteers gain knowledge tacitly or implicitly while doing their voluntary duties. He added in his reflective learning insights that he did not just gain knowledge because of any formal training, but also because the job demanded it, and the people around him taught him to be on the go.



### **Challenges and Opportunities in Volunteer Works for Teachers**

This study presents the idea of balancing the experiences of volunteer work for teachers in terms of on the one hand challenges but on the other hand opportunities for international and local volunteerism. Pfeiffer (2021) narrated the experience of one volunteer teacher abroad. The article transparently stated that she and her companions got the impression of not being appreciated sometimes. Besides, the teacher shared that spending a lot of time in working was her struggle as she was not informed before the work. Limjoco, (2018) described that the financial and human resources pose an even greater challenge added to the struggles of volunteer teachers abroad.

In China, the research on training theory, practice, and legal protection is comparatively behind because of volunteer teaching services. Zhang (2018) indicated that although everyone was equipped with enthusiasm for contributing, their actual performance and teaching achievements were by no means satisfactory. An indispensable reason behind most non-profit organizations is that training on voluntary teachers is relatively weak at different levels, which may be the pivotal influences that the service result directly.

Consequently, Leung (2016) added with regard to teaching volunteerism that the average number of teaching hours per week may both



help and hinder various aspects of satisfaction. Additionally, he said that long-serving instructors and volunteers who had more experience in the classroom were content in many aspects of their work. Less happiness was felt by teachers who had more things to teach.

Another challenge in teaching volunteerism is when someone interrogates you such as the New People's Army (NPA). Cortez (2018) conveyed the story of one volunteer teacher Jocelyn Zamora in Agusan Del Sur. The article said that the teacher was interrogated by soldiers, and she was obliged to confess that she was a supporter of NPA and that the *Lumad* school where she had taught was a training ground for learners to use arms against the government. It seems that her life and her passion were endangered.

More volunteer teachers love to educate indigenous learners despite hardship. Cortez (2018) found out that the volunteers crossed rivers, climbed mountains on foot, and walked for hours and days just to teach *Lumad* children. They also taught rain or shine, and their classroom would be under a big tree, in the fields, or the *Datu's* house. Despite of challenges they experienced, the desire in their hearts continued to be ignited. Karl Christian Butalid one of the volunteer teachers quoted from the article of Cortez (2018) that she was encouraged by *Lumad* students when they pay back their effort through learning basic education. He said he was contented



and proud of their performance. Another volunteer teacher was Ricky Balili, a teacher who was inspired by the community of learners who have zealously to be educated. He grew up in a community where children must walk for kilometers to reach school. In addition, several of them were not able to write their names and did not know their age.

However, there are opportunities for being a volunteer teacher given in the journal of Volunteering Solutions (2020). One of them was able to bring hope into someone's life, another shared knowledge with the kids, and lastly, told them stories, taught them how to sing or dance or paint, and encouraged them to dream bigger and hope for a better future. Monroe (2021) included that being a volunteer teacher could help the children improve their level of proficiency and can result in tangible benefits for students like excelling in school, getting into college, having better job options, or advancing their careers.

Moreover, Andrade (2014) stated that volunteer teachers did not receive full compensation, but instead volunteered their services to gain experience with the expectation of being hired full-time when a vacancy arises. Thus, Mindzak (2020) stated that serving others can help one get their "foot in the door" and possibly increase future work prospects in education. Having further connections and getting employed as a temporary



teacher from their developing networks through volunteering may provide access to more every day paid teaching job chances.

However, despite not receiving full compensation, it is not hindered to be a volunteer teacher for the After-School Program (ASP) volunteer facilitators. They conducted a feeding program for almost 300 kids then afterward, they gave academic tutorials for grade school and high school every Sunday. The program aims to help learners improve their academics and provide them with enrichment activities outside school. With the help of this system, reduces the drop-out rate from school and supports the scholars of their community (Punzalan, 2022).

### **Volunteerism in Values Education**

Values Education has a great responsibility in molding individuals morally, socially, and dignified persons. If this is our responsibility to act humanely in society, therefore, it should be taught from generation to generation. The guidelines of DECS Order No. 6, s. 1988, states that Values Education as a part of the school curriculum is the process by which values, attitudes, and habits are formed as the learner interacts with his environment under the guidance of the teacher (Gulapa 2020). The smallest unit of society is the family, therefore the immediate teachers of the children before going to school are their parents.



The article explained that one of the other kinds of teaching-learning processes is that one learns values the way children learn many things from their parents. The transmission of knowledge occurs from the learners' parents.

One of the character traits that parents and teachers should be taught in implementing Values Education is the notion of volunteerism. Through volunteerism, the children may know the culture of the Filipinos which promotes better behavior and a sense of responsibility through the value system expressed in volunteerism. This culture will not be forgotten as it is passed on through the new generation of society for them to be responsible in practicing "*malasakit*" to their neighbor.

One article shows the deep understanding of volunteerism in the concept of *nagmamalasakit* and *pinagmamalasan*. According to Cancino (n.d.), the *nagmamalasakit* is characterized as individuals who have shared identity and values with the *pinagmamalasan*, genuine care and concern for the *pinagmamalasan*, initiative to be of service to the people in need, voluntary service without asking for something in return, sensitivity to share the burden of the *pinagmamalasan*, and understanding of the situation of the *pinagmamalasan*.



It seems that the idea of “*nagmamalasakit*” has the sense of offering of self to others. Volunteerism could be culture-bound. In terms of Cebuano, “*pahinungod*” refers to giving oneself to others (Guerrero 2010).

The article however continues to discuss the sub-cluster of values as linked to *pakiramdam* (sensitivity to others), *pakikipag kapwa-tao* (harmonious relations with others), *awa* (mercy or pity for someone), *damay* (empathy and participation in another are experiences), and *malasakit* (caring or sympathy for someone). Furthermore, the article declared that in Philippine social organization, the interactions, and relationships between the different levels, from self to family, kinship community, and nation are important in understanding helping behavior, volunteerism, and social responsibility. Guerrero (2010) concluded that *pakikipagkapwa*, has its related concepts of *bayanihan*, *damayan*, *kawanggawa*, *pagtutulungan*, and *pahinungod*.

The article reflects the spirit of *bayanihan* through volunteerism. It implies that the idea of *bayanihan* embodies mutual assistance and self-help among equals or togetherness in a common effort. The journal article, also reflects the idea of helping one another and lending a hand to achieve a goal.



All said character traits of being a Filipino indicate a sense of volunteerism towards others. This study strengthened the idea of volunteerism by promoting moral values in the context of Filipino culture.

### **Experiences of Volunteer Teachers**

The concept of the experiences of volunteer teachers reveals an extraordinary act that emphasizes different motivations and hopes to whom they help and also for those who want to extend their helping hands to others.

One inspiring volunteerism of being a teacher was from the article Philippine National Volunteer Service Coordinating Agency (2020). In Boot National High School, a teacher named Mr. Joel de la Costa shared his time and expertise to reach out to his learners and many other people in their area to conduct free optical operations and cleft palate surgeries through his projects. The article describes that these projects started in 2011 as he drew inspiration from one of his students who was able to overcome her shyness after undergoing cleft palate surgery with his support.

In Tanuan City, he also assisted in extending medical services to more than a thousand residents. He also coordinated medical and dental missions since 2016 which were held twice or thrice a year. The article exposed the sacrifices that despite many challenges, particularly financial and time management, as a full-time public-school teacher, he never





wavered in serving the people which he considered his duty. He urged more volunteers to take part in implementing the program. It seems that his tagline “The happiest people are not those who are receiving, but those who give more,” inspires him to go beyond the formal school setting.

The extraordinary act of Mr. Joel de la Costa is similar to the next volunteer teacher. Still, the difference is the setting because the next teacher volunteered to help during the pandemic. He helped the learners who were having a hard time accomplishing their modules at home and assisted if their parents were unable to assist them (Adriano, 2020).

The article described that in Burgos, Ilocos Norte, the local government unit led by Mayor Crescente Garcia, tapped unemployed teachers in the municipality to assist learners in the primary grade. Poblacion village chief Joegie Jimenez said at least two teacher volunteers were assigned to their village to check on children at home if they could cope with the teaching modality of the Department of Education. The article added the words of Jimenez in an interview that the parents of the learners were working, therefore, if they needed help, available teachers were willing to assist them.

It seems that the pandemic did not stop the kindled hearts of the Filipino people from expressing their nature as kind people. Mr. de la Costa, the two volunteer teachers who assisted the learners, and the next



extraordinary experience of being a volunteer teacher were from the Family Academia coaches who volunteered themselves during a pandemic.

Moreover, one article by International Care Ministries (2021) discussed that their group has partnered with the Department of Education for their Family Academy (FA) trainers to facilitate the parents in assisting their children's education. According to the article, one of the coaches was Evezil, a licensed preschool teacher who left her profession and answered the call to serve in Bacolod. It stated that while teaching in school is equally honorable, there had always been a nagging call in Evezil's heart to be a community volunteer. In the article, Evezil described the joy that she was longing for fulfilled. Despite that she walked two to three kilometers every day, she was very satisfied with her volunteerism. She also handled five of the poorest families in their community. She wanted to bring hope to the poorest of families as a Family Academy coach.

The above-related literature on volunteerism of teachers shows that they are inspired to do volunteer work as a result of their faith. Their labor was prompted by love and their endurance was inspired by hope. Indeed, being a volunteer is not measured by the position but by the inner passion and sincerity of heart to reach out to vulnerable individuals.



Synthesis

In general, the literature that was included in this review contains insights on teacher volunteerism, its importance, the problems, and solutions that accompanied it, and the unique experiences of volunteer teachers in their respective contexts. From the reviewed literature in this section, several points can be taken about the present study about the experiences of volunteer teachers in *E-Tulay*.

First, in the importance of teacher volunteerism, the study of Santillan (2011) shows that the positive impact of teacher volunteerism includes continuity of learning, and increased positive relationships between the school and the community. He described the role of teacher volunteerism as a bearer of change. Rother (2012) added that volunteerism among teachers was the emergence of new learning outside of the formal school setting. It was agreed by Carpen (2022) when he explained that in the informal learning process, volunteers gain knowledge tacitly or implicitly while doing their voluntary duties.

Second, the studies of Melike (2020) on the problems encountered in teacher volunteerism include lack of knowledge, prejudice, and lack of financial support. R. Limjoco (2018) added that support in terms of training and upskilling was another matter. He further mentioned that even though



the volunteers did not have extensive training, they had the willingness to undergo training.

Finally, the experiences of the volunteer teachers were highlighted in the study by Billena & Paylangco (2022). These experiences of teacher volunteerism during the COVID-19 pandemic were exemplified by mobile library volunteer teachers in the Municipality of Tulan, North Cotabato, Philippines. Moreover, the Philippine National Volunteer Service Coordinating Agency, (2020) showed unique volunteer experiences at Boot National High School in Tanauan City Batangas where Mr. Joel de la Costa, a High School teacher was located. This experience revealed the tremendous assistance of Mr. Joel de la Costa to hundreds of people in their area to undergo free eye operations and free cleft palate surgeries through the “*Sagip Tingin*” and “*Hatid Ngiti*” Projects. He also helped to deliver medical services to many residents of Barangay Boot, a far-flung area in Tanauan City. In addition, the experience of conviction to volunteer was highlighted in the persistence of volunteer teachers to perform their obligations regardless of limitations in transportation services in remote areas (International Care Ministries, 2021).

Thus, the present study contributes to the cited literature as it presents an in-depth examination of the experiences of volunteer teachers who were involved in the E-*Tulay* program of the Department of Education



in the Philippines. While the related studies on the experiences of volunteer teachers presented unique insights regarding teacher volunteerism, they were limited by the temporal, geographical, and situational factors of the participants and could not account for the unique experiences of volunteer teachers in the Philippines who were involved in *E-Tulay* during the pandemic period from 2021 to 2023. Therefore, the absence of studies specific to the aforementioned conditions necessitates the present study on the lived experiences of volunteer teachers in *E-Tulay*.



### Chapter 3

#### METHODOLOGY

This chapter presents the research procedures which were used in the study. The research procedure is presented as follows: (a) research design, (b) co-researchers of the study, (c) data analysis, (d), data generation procedures, and (e) ethical considerations of the study.

##### **Research Design**

In this study, the researcher utilized the qualitative research design. According to Aspers and Corte (2019) as quoted from the idea of Creswell (2009) qualitative research uses a collection of a variety of empirical materials, such as case studies, personal experiences, introspective, life stories, interviews, observational, historical, interactional, and visual texts that describe routine and problematic moments and meanings in individuals' lives.

In lieu of this, under the qualitative design, the researcher used the phenomenological approach that describes the common meaning for several individuals of their lived experiences of a concept or a phenomenon (Creswell, 2013). It is the study of an individual's lived experiences of the world (Neubauer, et al., 2019). Furthermore, Dr. Mina M. Ramirez (2012) deepened the essential function of phenomenology study. She stated that



phenomenology uses subjective data and direct stories as study data. The tools for data collecting are one's awareness of the phenomenon and oneself. From the main experiences, the researcher and the co-researchers gather the meaning patterns. The experience becomes a prism that illuminates how institutions function and how they impact people's lives. Ramirez (2012) added that by viewing it from diverse facets, the phenomenological approach detaches an object from its exterior manifestations and isolates the perceived "nucleus truth," or the essence of the phenomenon.

Moreover, the hermeneutical type of phenomenology was evident in this study which described research as oriented toward lived experience (phenomenology) and interpreting the "texts" of life (hermeneutics). Van Mannen (1994) as mentioned by Guillen (2019) acknowledged the relevance of using Heideggerian hermeneutics to interpret, add meaning, and understanding to this phenomenon. He added that it involves interpreting the text of interviews to isolate common themes, in order to gain an understanding and meaning of the phenomenon.

Thus, the phenomenological method is relevant to this study because it made use of interviews to described the lived experiences of the co-researchers as material information to the existing data.



Moreover, as quoted by Butler (2017) assessments proceeded with Moustakas' (1994) altered Van Kaam methodology, which is perfectly aligned with the study. The Van Kaam method allows for the organization of thematically correlated statements, improving analyses throughout the transcript.

### **Co-researchers of the Study**

The co-researchers for this study included six volunteer teachers in the *E-Tulay* program who were selected purposively under the following criteria. First, potential co-researchers should be a resident of the Cavite Province. Second, he/she must be a public-school teacher employed full-time by the DepEd within the Cavite area. Third, he/she must be a volunteer tutor in *E-Tulay* for not less than one year from school year 2021-2023. Finally, the potential co-researcher was willing to make him/herself available to attend face to face interviews to openly share their lived experiences which was scheduled in his/her most convenient time.

### **Data Generation Procedures**

To generate the data for this study, the researcher employed unstructured interviews as the primary method. This type of interview is characterized by flexibility and freedom for the dialogue between the researcher and the co-researchers. Although the dialogue was guided by an interview guide, the researcher was not restricted as to the order of the





questions to ask the co-researchers. Dialogue was established face-to-face with the co-researchers in a non-structured way, open-ended questions were asked using formulated guide questions. To avoid erroneous conclusions and speculations, both informal and focused group discussions were scheduled periodically which depended on the availability of the co-researchers.

The interview proceeded in the following order. First, the researcher built rapport with the co-researchers by means of *“pagpapalagayang-loob.”* This method is a distinctively Filipino method of striking casual conversations with the co-researchers to facilitate and foster camaraderie and friendship. This allowed the co-researchers to be comfortable in sharing their lived experiences with as much openness as possible as they would with a friend. When the co-researcher was deemed comfortable enough, the researcher chose the topic from the interview guide for the co-researcher to talk about. This process was repeated for all the co-researchers involved in this study. Finally, when all the co-researchers were done with their respective interviews, the recordings were transcribed for analysis.

### **Data Analysis**

In processing the data for this study, the seven-step procedure beginning with a creative presentation of the lived experiences of the co-



researchers and the researcher was employed. Symbols were then taken from each co-researcher to represent the meaning of the lived experiences. These symbols related to the cognitive-symbolic representation, which came after the person properly reflected on another person's lived experience. For Schultz (1967) as cited by Moustakas (1994), symbolic representation is the only way for a person's individual consciousness to be able to intersect with another's consciousness.

This study's second step of analysis was a thematic reflection on the lived experiences of co-researchers and the researcher. The researcher clustered invariant constituents and meaning units to form preliminary thematic labels or the individual textural description that later formed the core themes of the co-researchers' lived experiences (Moustakas, 1994).

After collecting preliminary thematic labels from the horizon of the co-researchers' lived experiences, the next step involved synthesizing thematic labels for the emergence of the core themes or the individual structural description. In Van Kaam's modified method of analysis cited by Moustakas (1994), this stage requires the final identification of the invariant constituents and themes where the researcher is expected to check if all units were compatible, relevant, and explicitly expressed in the interview transcripts.



The fourth step was constructing the individual textural-structural descriptions of the experiences of each co-researcher including that of the researchers. This stage was followed by the synthesis of the individual textural descriptions and the individual structural descriptions, thus forming the individual textural-structural description for each co-researcher.

The fifth step, after finalizing the individual textural-structural descriptions of each co-researcher, the construct of composite textural and structural descriptions combined all the co-researchers' descriptions of all their experiences followed.

The sixth step of the data analysis for this study focused on the formulation of Eidetic insights from the themes that emerged. These reflections necessitated the used of clues from the invariant constituents and themes as bases for the essence of the phenomenon (see Moustakas, 1994 p. 55).

The last step for the data analysis was the construction of the creative synthesis from the composite textural-structural description of the meanings and essences of the co-researchers' experiences. At this point, the researcher integrated the construction of a poem that facilitated the illumination of the meanings and essences of the phenomenon from the lived experiences of the co-researchers and the researcher.



Thematic analysis was the method chosen to process the generated data from interviews. It started with generating preliminary thematic labels through the iterative reading and re-reading of the texts of the interview transcripts. These preliminary thematic labels later led to develop the eidetic insights.

After completing the individual textural-structural descriptions, member-checking was done to ensure that the analysis performed on the data truly captures the intended meaning of the co-researchers. Results of the individual textural-structural descriptions were shown to each of the corresponding co-researchers to ask for their feedback. Under member-checking, when a co-researcher rejects anything in the individual textural-structural descriptions, revision will have to be done accordingly.

### **Ethical Considerations**

The protection of the co-researchers precedes the academic interests of this study. As such, the anonymity of each co-researcher was observed in reporting the findings of the study. Pseudonyms were assigned to each of the six co-researchers and identifying information within the interview were omitted in quotations that would be cited in the findings. As for the recorded interviews and interview transcripts for each co-researcher, the sole access to protect the confidential information of all co-researchers was only for the researcher. The record of the interview and its transcripts



were reproduced and were kept until the full manuscript of the study was accepted by De La Salle University Dasmariñas. Afterwards, the generated data from the co-researchers were deleted.

Furthermore, co-researchers were told that they were free to discontinue participating in the study at any time as indicated in the proposed informed consent. In cases of dropping out from the study, no consequences were given to the co-researchers who dropped out from the study. The initially gathered data were removed after the withdrawal of the co-researchers. This ensured that the decision of the co-researcher to withdraw from the study was respected. Other willing co-researchers replaced the total number of those who have withdrawn from the study. The newly recruited co-researchers were given the same rights as those who have withdrawn from the study.



## Chapter 4

### PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The outcomes of the transcribed interviews are presented in this chapter with six main sections. A narrative account of each of my co-researchers and the researcher is presented, along with his textural description and observations in the first section. The second section is the individual structural descriptions and the insights that were gleaned from the co-participant's collective experiences relating to their practice of volunteer teaching in the *E-Tulay* program. The third section is the constructed individual textural-structural descriptions of the experiences of each co-researcher including that of the researcher which is the presentation of the combined lived experiences dealing with the “what” and “how” they practiced their experiences during the *E-Tulay* program. The fourth section presents the emerging essence of the study from the composite textural-structural descriptions that combine all the co-researchers' descriptions of all their experiences. The fifth section contains the eidetic insights, which capture the actual significance of the collective experiences and reflections. This exemplifies the new angles that the *E-Tulay* program evoked on teaching volunteerism. In this section of the research paper, the key findings and the study's key implications are also



covered. The last section is the developing of poem and the composition image of the creative synthesis that encapsulated our lived experiences.

**Individual Textural Description of the Researcher’s Lived Experiences as a Faith-Driven Volunteer**

This title is the integration of my teaching volunteerism into my faith. It emphasizes my commitment to charitable work and community service as an expression of my religious beliefs and values. My faith is my inspiration to help others and even my intention was anchored here. I was involved in the *E-Tulay* because of my desire to do my social responsibility as God wants me to do, to love my neighbour. The teaching ability given to me by God is what I can use to serve one another. This ability does not belong to me but also belongs to God, thus it should only be shared according to the call of the need.

***The Element of Surprise***

My description of my lived experience in the *E-Tulay* program reminds me of a deep reflection regarding my first feeling when it was offered to me. This was something where I could not help but shiver because of the excitement I felt. In my entire life, this was the only place where I could experience teaching live which was far away from my usual teaching inside the school. There, I tried to make friends, interact, learn, teach, upskill, and much more. I responding to a simple call for the opportunity to



be kind to others. Kindness begets kindness. One act of kindness is better than a good and thousands of intentions. If I had not been involved in the E-Tulay program, I would not be able to experience the extraordinary involvement that I have experienced during this period.

*“I compare my lived experiences in teaching the E-Tulay program with gift box. A gift box symbolizes to the elements of surprise that you cannot help but open it to see what's inside. It's the idea of getting excited to see something and others' hearts will beat faster. E-Tulay presents me as a gift box to others which they received with pleasure and thanks. It's the same in my life, the E-Tulay program was also an unopened gift to me when it was offered to me because I didn't know what would happen here. My learners and colleagues here have become another gift box that even I am excited to see and talk to them because I will have enriched with new friends and new skills.”*



### ***Involvement in the E-Tulay program***

I was blessed that I quickly got the opportunity to be involved in the E-Tulay program. Through my friend, colleague at work, and mentor he was quick to offer it to me. Before he did this, he first told me about some of his new experiences, so I was more excited. That experience was to teach both online and in live sessions. I told him that I was excited because I had never done that in my whole life. He said he was happy because first it was a new





experience and secondly, it was different from other online teaching that others do for it was live with more audience watching. It was then easy for him to persuade me. Besides, I was happy to join with my friends in the new experience that we faced in teaching. This happiness was associated with growth, so the growth he experienced encouraged him to share with me this opportunity.

*“I am Mel the researcher of this study and I am 33 years old. I am currently teaching at Tanza National Trade School under the district of Tanza, Division of Cavite. I was involved in the E-Tulay program in September 2021. I handled Edukasyon sa Pagpapakatao subject under grade 8 level. How did I become part of E- E-Tulay? It started when my co-teacher in our department invited me to teach at E-Tulay since he volunteered there before me, and he also has a friend in that DepEd program who was also involved in it. Therefore, from the invitation of my co-teacher at the same time my mentor in the E-Tulay program, I grabbed the opportunity to be part of it.”*

### ***Hesitation in volunteering***

Contemplating whether to accept the role of teacher-volunteer in E-Tulay was my inner battle. Unlike other tutors, the difference in the hesitation was my intention. I did not care if it benefited me or not, my concern here was my intention why I would do it. This was what matters every time I decide. I was trying to get my heart with pure intention as soon as I could because there were times, I asked myself if I was doing this for my sake or if I was doing this for others as I got involved in E-Tulay volunteerism. Then, before I committed to it, the heart’s assessment was a very valuable thing for me. If this was for my sake alone, God would let me



succeed, and if it was for my neighbor's advantage, I would be God's companion.

*“I struggled with my motive regarding this project. This tension in my motive to volunteer stems from my intention to help the struggling students at that time, and my desire to use this as a stepping-stone for my career in DepEd. On the one hand, I felt that to genuinely count my participation in E-Tulay as a genuine act of volunteerism, I must empty myself of any personal interest such as a promotion at work. On the other hand, I also thought that my motive could be as important as the benefit that my participation in E-Tulay would bring to the students. This experience of tension in my motive was encapsulated in the contents of my prayers days before I accepted the offer to become a volunteer teacher. During my prayer, I asked God to sanctify my intentions for this project so that I would be able to answer His call for me to give myself as a volunteer teacher in the E-Tulay program.”*

**Motivation to be Involved in the E-Tulay Program**

My motivation to join E-Tulay was based on my belief in the teachings of the Bible. One of my inspirations was the teaching of Jesus who always leads us to extend love for others. At this time, I was deeply concerned about my volunteering in E-Tulay. I could even refuse it because it is just extra work for me and I have two little children to take care of, so it took a lot of my time. But, at a time when the Department of Education also wanted to help students in their situation, I considered it to be the signal to share my skills with them. I just thought that even though I was at home at that time, it was still possible for me to help others. Therefore, when this came to me, I gladly accepted this opportunity and continued to teach as far as I could.



*“One of the reasons why I joined E-Tulay is to be part of the advocacy of the Department of Education that “No-Student-left-behind.” This is an act of Bayanihan, a helping hand to continue the education despite pandemic. Thus, as part of the community, I wanted to exercise my social responsibility as an individual and as a teacher of Edukasyon sa Pagpapakatao. I wanted to serve as a good example to others and this was also the reason of my involvement in E-Tulay. As a volunteer I wanted to apply the character traits and behavior what I was teaching in Edukasyon sa Pagpapakatao. My personal definition of volunteerism is anchored on the idea of Jesus’ Biblical teaching that, “If you love me, you will obey what I command” (John 14:15) with which He specified the command that He wanted to convey in John 15:12, “ My command is this: Love one another as I have loved you. ” He repeats this as an emphatic command in John 15:17, "This is my commandment, love one other." This is one of my ways of following God’s command to love others. One of the ways I can show this love was to look at my situation and what I had that I could share without asking for compensation. I saw that I could use the blessing that God has given me as a professional teacher and that was to share it with others, especially to the students.”*

### ***Preparation for Live Streaming***

The preparation that I had during my live-streaming teaching was to ensure that there would be no noise during the session. This was a challenge for me because our home was just at the roadside. I had to close the windows and the doors when was teaching E- *Tulay* because I could not really control the noise from the outside. Besides, I also bought new equipment for online teaching as this was the most recommended to me by my mentor to make my live session more effective and attractive. This was important because it was more pleasant for me to appear on the monitor if there were quality materials. I really enjoyed the preparation since for the first time, it was my experience being captured in a camera and be seen on other people's TV and cell phones. I felt like an actor with a director who



monitored me. This first experience also brought excitement since I did not know the world of live sessions. When I learned that through my experiences, I also got tired because at each session I felt constant struggle. I knew that not every moment was on my favor and that there was a great chance that I could fail.

It was also inevitable that as I had to teach in the live session and employed different live strategies. Honestly, my director accompanied me while I was teaching in live streaming. I wanted the atmosphere of the live session to be joyful, so I made it jolly but my companion did not like my style since we had a different mode which resulted to conflict. He tried to tell me that we should have the same level of energy or mode, so I tried to make some adjustments.

*“To tell you the truth, it was not easy to teach on E-Tulay since it took time, and so much preparation like preparing the presentation of what you would teach, study what you would teach, trim the lesson if it was long because there was only a maximum of 30 minutes in Edukasyon Sa Pagpapakatao program every Thursday. Then, I also needed to prepare before joining the stream yard live such as fixing the lights, and green background. I even bought a camera with a good pixel so that I would not be blurred when I went live. I also needed to invest in a headphone for the outcome to be better in the live stream because the microphone was closer to the speaker's mouth.”*

*“When I was on live, I made sure that there was no distraction such as noise. This was what I often struggled with because our house was not conducive for live streaming since we were near the roadside. So, when tricycles, cars, screaming people, crowing of chicken, barking of dogs, and the noise of my children were heard on the live stream, I would close the door and window to reduce the volume of noise from the outside. Then, speaking of children, I had this experience that it was time to be live and I*



*needed to go out of our room and they would I ask for attention, wanted hugs, asked for their milk, do tantrums, and so forth, I couldn't help but get annoyed."*

### ***Upskilling in Volunteerism***

My teaching the E-*Tulay* program helped me a lot. My confidence increased even more because of the training that often came in front of the camera. At the time I struggled with the proper projection in front of the camera, but later it became natural for me. I came to know what equipment I should use for a clearer projection in the camera. I also used these tools for other things. I was appreciated by one of my colleagues at my local school because there was a time, she saw me on the video. She noticed my confidence in teaching in front of the camera and she said it was her struggle too. I told her that I felt the same at first, but because I did it repeatedly, I eventually gained confidence.

Besides, I also learned to upgrade on the use of technology for the preparation of my lessons. I had access to use platforms provided by E-*Tulay* that I can use. I also saw the value of discipline and how to properly cite the materials from the internet when I had to use them in teaching. It was also clear to me that I would be in danger if I did not follow the correct citation of the references. I became more careful to note that I was also a professional who taught at the E-*Tulay* program.

*"Involvement in the E-Tulay contributed to the development of my abilities. At first, I was shy and nervous to face the camera because I would*



*be cast live right away and the whole Philippines would be watching the videos. I had no choice but to be confident. So far, I had gotten used to facing the camera, especially in live streaming. In fact, we had a YouTube channel “Pagpapakatao TV” with my friend in E-Tulay who was also a volunteer tutor. We used this channel as our entry in the special program. I was one of the co-hosts in this program.*

*Also, the E-Tulay helped me to scrutinize the use of technology that I was using in my teaching profession. I have now upgraded in using presentations for my lessons and I have acquired discipline from the teaching in the E-Tulay program. I now know how to cite the resources I got from the internet properly.”*

### ***Pakikipagkaibigan in E-Tulay Program***

Teacher volunteerism also helped me create linkages with other colleagues in the teaching profession. From recruitment to actual volunteering, I was able to make new relationships with like-minded professionals through the activities pertinent to the E-Tulay program.

I did not expect my acquaintances to be more active because we were just online. But I was mistaken for the world is much wider online. I became friends with people from distant areas such as Laguna, Davao, Makati, and other places that I had not been to at that time but it seemed we were just close when I talked to them. The Laguna teacher, Sir P.J., became my friend through the live sessions we used to teach at that time. He commended us consistently when we got the live link for faster access. I appreciated his focus and he even became our friend because of his active participation in our discussion. In fact, when we became too close to him, we invited him as a guest in our special program. We became happier as



we had more time to talk to him during those times. Then came Ma'am Lorns from Davao. She was the tutor that I assisted because she had an internet interruption caused by the storm there. I followed her presentation while teaching so that when her signal was lost, I could quickly substitute for her. For that reason, Ma'am Lorns became our friend. She commented nicely and appreciatively on my posts later which she did not do before. It is true that simple help creates a good society of friendship. Next was Ma'am Kris from Makati. She did not have a mentor for there was not enough time, so my mentor trained her. Since we were both mentored by the program head, there were times she joined our meetings. There we got to know her, and we did not expect her to be a Master Teacher in their school. She was in a higher position than us, but I did not even notice it from the way she spoke or how she talked to us and our mentor. I would say that because of this situation, I saw the value of humility and focusing on the goal of helping volunteer teachers. It was not the goal of Ma'am Kris to let her position be known but the only thing she wanted at that time based on our conversations and observations with her was to be more effective in teaching even though her services would be for free.

*"I met teachers and became friends with them even though they were in faraway places and although we did not meet face to face. We chatted and they messaged me. The students also though they were in different places, became classmates in the same room (online platform) and it seemed that everyone engaged actively in the discussion. Then the other teachers became proud of me because only a few were allowed to join E-Tulay. Apart from that, they knew that I was just a volunteer then and they*



*were amazed at how I managed my time because they knew that there was a lot to do in doing that aside from other teaching work in the public school.”*

### ***Bayanihan in the E-Tulay Program***

I did not experience any internet interruption in my teaching at E-Tulay, but the thing that I want to point out the most here was the internet connection of the other volunteer tutors with me in other places, like Davao who had difficulty in connection especially those who experienced typhoons in their area. Since the live streaming could not be stopped, I was one of the volunteers who had to continue the other’s session. I took their PowerPoint Presentation from the Google Drive of E-Tulay and showed them on my screen immediately so that the part they cut would not be noticeably broken because while they were speaking and presenting the PowerPoint, I was also following them.

At that time, I felt the spirit of *Bayanihan*. As I mentioned, in this *Bayanihan* our friendship with Ma’am Lorns was formed. She was also a good and kind teacher so even though she struggled with the typhoon and bad signal, she tried to connect to fulfil her duty as a volunteer teacher in the time allotted to her. It was nice to help each other, especially if you were helping somebody who has a heart for helping others too.

*"For me, apart from my involvement as an E-Tulay volunteer teacher, I can say that heroes were alive within this program. I experienced cooperation and solidarity during those times that we needed support. One*





*time there was a typhoon in Davao, and we had a co-tutor there whose connection was affected while teaching live. Our program coordinator asked for assistance on who would be willing to support the teaching when the signal disappeared. I volunteered to do it. Her presentation was sent to me and while she was speaking, I was following where she was. When her signal disappeared, I immediately entered live with the appearance of the same slide presentation because I followed the lesson she was sharing.”*

***Recognition in Volunteering***

Recognition also came with being a volunteer teacher in E-*Tulay*. I was recognized as a national volunteer tutor for four consecutive quarters in the school year 2021 to 2022. Another recognition included the National TV Educational Discussant certificate which significantly contributed to my performance rating at Tanza National Trade School. Finally, I was recognized as an Exemplary Tutor in the third quarter and became a nominee for Outstanding Tutor because of my ongoing commitment to the E-*Tulay* program for the school year 2021 to 2022.

The recognition I received from E-*Tulay* became a blessing because I used it when I was promoted. The advantages of the certificates I obtained were great because there were only a few who were given this opportunity to have it. They were not only just certificates but they also became part of my promotion as a teacher at our local school. These were among the gifts to me of the E-*Tulay* program which also became the instruments for my professional growth.

*“As part of the E-Tulay, I also experienced receiving an award first, from God, because He never let us down. I was awarded an Exemplary*



*Tutor in the third quarter period, the Bayanihan Award, the Excellence Award in innovative instruction and I was a nominee for Outstanding Tutor. In addition, the school where I teach was awarded last December 16, 2021, as a National TV Educational Discussant which I can also use in my performance rating in the school and in promotion.”*

**Individual Textural Description of the Lived Experiences of Chelle, a Seeker of God’s Will**

This title reflects Chelle’s unwavering faith and commitment in seeking divine guidance in her life choices and decisions. Although she did not have any expectation when she started teaching in the *E-Tulay* program, she entrusted everything to God’s will. Thus, God never failed her in doing her voluntary work because those things that happened to her became her tools to make a good and become an efficient teacher in her teaching career.

***A Mark of Change***

Chelle’s lived experience in participating in the *E-Tulay* program could be described through the process of metamorphosis. This was the highlight of change that became explicit in her narrative. The butterfly labels Chelle’s experience as a volunteer in teaching in the *E-Tulay* program. It symbolizes the process of change that occurred on her like the process in metamorphosis. As she narrated,

*“To me, what the experience really was to be exact was like becoming a butterfly, that of a metamorphosis or change that happened...”*  
For Chelle, as she involved herself in the *E-Tulay* program, she admitted



that there was a character development in her that she applies until now in her teaching career. She got rid of being judgmental, instead, her understanding and perspective of her students became wider. She stated, *“I became more open minded..., I had character development when it comes to my relationship with children and when it comes also to knowing their experiences so, in that part, now that I know their experiences, I became open-minded and not judgmental, I've removed that. If the learners can't do their homework and can't do activities, I ask them first and get to know their story. I don't scold them right away so, I don't judge them too quickly and then I realize what the child is going through at home, and it affects me.”* Chelle did not expect that she would have an improvement after joining E-Tulay. She improved in crafting the lessons and how to enhance her presentations in her teaching style. She added, *“I never thought that I would get that kind of perspective at E-Tulay.” I really saw that I have changed a lot when it comes to teaching, just like I said before, teaching inside the classroom and when it comes to crafting learning materials.”*



As I reflect upon her lived experiences, indeed the E-Tulay helped her to become a better version of herself. Like a butterfly, before its beauty is manifested, it could be in the process of gradual growth that occurs when something develops and changes into something completely different. It needs to undergo the process of metamorphosis which is often accompanied by a change of nutrition source or behavior.



***Involvement in the E-Tulay program***

My first co-researcher has the pseudonym of Chelle, and she is 31 years old. Chelle is currently teaching at General Mariano Alvarez Technical High School under the district of General Mariano Alvarez, Division of Cavite. She started her involvement in the E-*Tulay* program in September 2021. She handled MAPEH subjects under the grade 10 level. She was in the E-*Tulay* through the referral of her mentor.

***Hesitation in Volunteering***

In volunteering Chelle did not experience the certainty of agreement in involving in the E-*Tulay* program. She experienced hesitation by not having ample time to decide whether she would grab the opportunity that suited her schedule or if she would be able to do the task. She experienced inadequate time in decision-making during the process of recruitment in the E-*Tulay* program.

*“I was hesitant before because of course you're given something you don't have an idea about at that time, I didn't really say yes or no as if I didn't have time to think long because it wis an urgent matter since they needed it.”*

She showed her reliance on God’s will and her unwavering faith and commitment to seeking divine guidance in her life’s choices and decisions in joining the E-*Tulay* program. Her hesitation reassured Chelle’s



confidence in her faith in God's will that He would prepare her for her duty as an E-*Tulay* volunteer tutor.

*She detailed, "...I said that when I'm there, maybe the Lord will prepare me because if you don't go to that matter, that's not the Lord's will for you. So, I said to the Lord if this is for me, that means You will prepare me for this."*

Despite that internal struggle, Chelle anchored the situation to her faith in God as she involved herself in the new style of volunteerism and this was a new experience for her.

### ***Technological Barriers Impeding Volunteerism***

The primary challenge for Chelle during E-*Tulay* teaching was the unstable internet connection. She needed to go to her co-teacher to have strong internet connectivity and acquire new gadgets as quality materials in doing voluntary duties. She learned from her first experience in teaching in the E-*Tulay* session which was why she came up with this idea," ... *I struggled, of course internet connection because at that time our internet was very slow...*"

Chell's struggle led her to make extra effort to repair the impeding factor for her session. "*I had to go to my co-teacher, who had a faster internet connection.*" Moreover, the quality of the devices affected her performance as a tutor.



*"I bought earphones, a headset where my voice could be clearer because, on my first day, I got into trouble. I lost my sound and then maybe it was out of nervousness, then I was very confused because it was my first time."*

Although Chelle experienced difficulties during live performances, she turned it into a life lesson and resolved the problem

### ***Preparation for Live Streaming***

As Chelle prepared for her live streaming teaching, it became a challenge for her because in addition to preparing presentations for the lessons she also struggled with internet connection. She often went to his co-teacher for the connection and because they were teaching at the same time, they both experienced struggle. They also had echo when they taught. Furthermore, one of Chelle's ways of preparing for her E-*Tulay* teaching program was to buy quality gadgets that she would need in teaching. If she did not do that, she would again experience the trouble she encountered the first time she handled the live session. Even so, the hindrances she experienced in teaching in the E-*Tulay* program did not become the reason for her to make excuses for her voluntary duty.

*"So, every Tuesday, that's the schedule that I go to my co-teacher to have a faster internet connection. "So it seems that even though it's hard to go back and forth from school to home, it's okay because after all after I teach, it seems like the joy that gives me is different...I need to wake up early because I have to set up, then because there are two of us, we are together in the house, it's also a struggle, she's upstairs sometimes I'm outside, that's why it's echoing, there's still a struggle even though we say our internet connection is good. So that's one thing that I had experience with, but it was eventually resolved. Of course, I need to upgrade. I bought*



*earphones and a headset where my voice is clearer. Because on my first day, that's when I got into trouble. I lost my sound and then maybe, I felt panic, and then I was very confused because it was my first time."*

### **Recognition in volunteerism**

In her journey of teaching in the E-*Tulay* program, Chelle fuelled the motivation she experienced through appreciation. Her volunteerism without compensation paid off by receiving words of gratitude.

*"Of course, it's heart-warming because someone appreciates what you do because, at E-Tulay we don't have an honorarium or anything, the way you hear appreciation from others as they said, "You're great" like that. It can relieve whatever fatigue you have during the E-Tulay, so that's one of my unforgettable experiences."*

Besides words of appreciation, Chelle also received a meritorious award for being an outstanding E-*Tulay* tutor in the first quarter and became an outstanding nominee in the E-*Tulay* awarding program.

*"I just do my job and the most meaningful, in my first quarter I became an outstanding E-Tulay tutor, I got many awards, not because of lifting my own chair but because I didn't expect it to have that. I was given an award like, I think it was three, I can't remember and, apart from that award, the one at the end of E-Tulay...I was also an outstanding nominee. Then, even though I wasn't the one who was awarded, it's a big deal to me, because who am I? There are so many teachers at E-Tulay and for you to be a nominee, it is a great thing for me..."*

She knew that there were other tutors who were better than her in terms of performance but for Chelle, becoming a nominee was a great accomplishment; she just did her job as a volunteer tutor and recognition was just a plus factor. Her intention was pure, just doing her calling as one



of the E-*Tulay* volunteer tutors and being awarded as an outstanding tutor was her unexpected recognition of her hardship and sacrifices.

***Resolving the Tension Between Professional and Voluntary Duties***

Chelle also experienced the conflict between her duties in E-*Tulay* and her actual job in the local school. During the third quarter, her duty in school was then on the blended modality which meant she needed to go onsite. There was a possibility to sacrifice her time in E-*Tulay*. But Chelle found a way to resolve the conflict. She asked permission from her school supervisor so that she could go home and do her task. As she described,

*“Around the 3rd quarter or 4th, we became blended, so we had to go to school and my house is close to the school, but of course, I have to ask for permission from my school head.”* Moreover, Chelle stated that, *“It’s good that we were in the afternoon at that time, so my morning could still be at E-*Tulay*, my mentor could have to take over in the morning, but so as much as possible I’ll be the one to take it. So, it was my time, I would ride my motorcycle back home, and then after parking, I would go back to school...”*

The cooperation of her local school lightened up the burden of the conflict between her accountability in E-*Tulay* and her obligation to the school. Responding to her tasks in E-*Tulay* was not easy for she needed to go back and forth in her home and in the school. The hassle that she experienced never gave her a reason to stop what she was doing. Thus, she felt an inner joy in her heart in her volunteer duty and professional responsibility.





### ***Upskilling in volunteerism***

It was a great help to Chelle to be part of the E-Tulay, especially when it came to developing her skills. She claimed that her experience moulded her in terms of crafting the materials. She testified that E-Tulay really improved her skill because she also created lesson plans “I was trained by E-Tulay, and I upgrade my skills in E-Tulay.”

Chelle also became a better version of herself in terms of dealing with the learners.

*“I became more open minded..., I had character development when it comes to my relationship with children when it comes also to knowing their experiences so, in that part, now that I know their experiences, I become now an open-minded and not being judgmental, I've removed that. If the learners can't do their homework, if they can't do activities, you ask them first, know their story, don't scold them right away so, you don't judge them too quickly and then you will realize what the child is going through them at home, and it affects me.”*

Her acquired skills became her scaffold also to teach the students using other modalities. She emphasized that the training in E-Tulay stretched her ability to be more flexible in whatever modalities she encountered. Her acquired learnings from the E-Tulay program as a volunteer teacher will now be her assets in her career as a public-school teacher. She will be more useful in teaching and understanding her students.



***Pakikipagkaibigan in the E-Tulay Program***

Also, Chelle treasured the moment of interaction with her students even though they did not know her personally. She also developed amity among her students and the other teachers through volunteerism. These scenarios added to Chelle's happy moments as a volunteer tutor in the E-Tulay program.

*As she narrated, "Actually, I have friends who are students. He became my friend on Facebook. He is very consistent in his attendance. ...In grade 10, he was already famous and even the teacher has also become my friend on Facebook because He's very smart and always encouraging me, he always gave good comments when I was in live...so that's one of the meaningful ones because they don't know me, I'm not that good either but they interact with you and that's the fun part, they even became my friends, on Facebook and of course, they became my online friends as well as even the students I'm referring to, I am still commenting in his activities at school, he is also commenting on my activities at school. So, it's fun because I made new friends through E-Tulay."*

The good camaraderie was built as she entered the door of the volunteerism. In addition, Chelle's connections with her students led to *pakikipag-kaibigan*. This was not just sharing the lessons, but also sharing of personal struggles and problems in life. The extended time of Chelle in listening to her students helped them to improve on what they should focus on.

*"That's what E-Tulay taught me that because I was connecting, I think I was able to interconnect with the student face-to-face so, it's not to the point that I won't be respected anymore but you know that because there is I have a connection with them, their sharing their struggles and problems, they can cope with learning so, I can help them where they should improve, what they should focus on so, it's like I have become a values teacher."*



***Bayanihan in the E-Tulay Program***

When Filipinos band together to perform selfless deeds for people and communities in need, without expecting anything in return, *Bayanihan* occurs. Helping one another in times of need was reflected in Chelle's account. During her session in the E-*Tulay* program, it was inevitable to encounter technical issues. From that scenario, the appearance of *Bayanihan* gives another message when her co-teacher helped her resolve the major problem.

*"I must go to my co-teacher to have a faster internet connection. So, every Tuesday is our schedule that I will go to her." She added, "...I need to wake up early because I have to set up, then because there are two of us, we are together in the house, it's also a struggle, she's upstairs sometimes I'm outside, that's why it's echoing, there's still a struggle even though we say our internet connection is good. So that's one thing that I had experience with, but it was eventually resolved."*

Chelle's involvement in the *Bayanihan* was evident in her lived experience as a volunteer teacher at E-*Tulay*. She only encountered bad technicalities because of her *Bayanihan* deed. She would not have encountered these issues if she had not participated in the E-*Tulay* as a volunteer. Hence, it was also clear that Chelle's issue had a clear answer. Thanks to those who volunteered Chelle was able to find a solution to her issue and continued to be nice by participating in *Bayanihan*. Chelle's lived experience demonstrates that in addition to the *Bayanihan* interactions she has inside the E-*Tulay*, there was also a *Bayanihan* event occurring outside



of it—her friends giving her assistance in obtaining internet connection so she may continue her sessions without interruption. The message is straightforward yet profound; the supporters will receive a lot of support. We can call it a reflection of the *Bayanihan* because it shows people supporting one another despite obstacles in the pursuit of noble intentions.

**Individual Textural Description of the Lived Experiences of Harriette, a Duty Devotee**

The tile signifies the unwavering commitment of Harriette to her responsibilities. Despite her pregnancy during the session in the *E-Tulay* program, the seriousness, endurance, and determination to fulfil her duty were evident. This can be seen when she was teaching during the *E-Tulay* session. Not everyone knew that as she was teaching, she had personal uncomfortable feelings that could have been her valid reasons for not being involved in *E-Tulay*. Despite the pain caused by the first trimester of pregnancy, she insisted on still showing her seriousness and patience by finishing each session even if she felt dizzy. Harriette did not show that she does not care about her situation, but what she made clear was that she responded to the needs of her fellow humans.

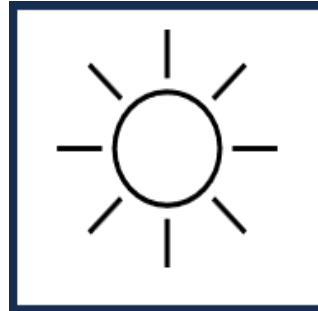
***Light radiates outward from the sun***

Harriette thinks of her experience in *E-Tulay* as sunshine because sunshine gives light, enlightenment, and life. She says in her narrative that



her experience was like sunrays because she herself was enlightened by the sunrays and became a source of light to the learners of the E-Tulay program through voluntary teaching. Giving herself as a tool was like being a channel of blessing to the students as she shared her life through the knowledge, facts, and information she gave them. Even though the sun is setting and rising, it will once again give light to the creatures. Same as her experience which also showed that just like the sun has a setting time, she would give new knowledge when it rises the next day. Her only point was that even if the students did not want knowledge because not everyone would understand what she taught right away, they could not avoid that one day they would be filled with knowledge and would realize one day that her teaching has helped students a lot from through her volunteer work in the E-Tulay program.

*"If I were comparing my experience in E-Tulay to a symbol, maybe sunrays. We teach as E-Tulay tutors, we serve as sunrays to our students, we give light, we enlighten them especially when we are on air, and we give knowledgeable facts and information, just like every day, like day, it is setting but the following day something new will be given to us in sunlight, same with E-Tulay teachers, I can compare myself to that because it is like us, we have always been a part every day of knowledge to children and they receive that every day, whether they do not like it or like it they will receive it because we are willing to give it the same as the sun. Even if we do not want or want sunlight, we will receive a sunrise coming from the sun. In the same way, we are like that. Even if the students reject us, we know that one of these days they will appreciate it. They could not appreciate it now maybe because they do not want it or not yet in their level and they are not at that grade level yet. But the time will come when other students realize that "the E-Tulay had great help!"*



### **Involvement in the E-Tulay Program**

My second co-researcher has the pseudonym of Harriette. She was 27 years old. Harriette is currently teaching at Amadeo National High School under the District of Amadeo, Division of Cavite. She started her involvement in the E-Tulay program in September 2021. She handled MAPEH subjects under the grade 6 elementary level. She was in the E-Tulay through the referral of her co-tutor in her local school.

### ***Hesitations in Volunteering***

Can I, do it? That was the core of Harriette's hesitation before she got involved in E-Tulay. This question expressed fear which could have blocked the opportunity that awaited her. One of her fears was that she would not be comfortable facing the camera. For her, the fact that she was not used to the camera became even more intense because she wondered if she could really speak in front of others and smile while teaching. Harriette's character is strict but kind, so these concerns made her nervous



to get the chance to teach at E-*Tulay*. Added to that was the pressure of her co-teacher who invited their superiors to watch E-*Tulay*, so Harriette, even without involvement yet, knew that the field she was about to enter was no joke.

*"I had second thoughts because I am not that good even though we are language teachers. I am not confident in front of the camera so I am very hesitant " Can I speak in front of others?", "Can I smile while teaching" I need to consider this because it is Elementary level and I am a secondary teacher, then Ma'am Ten invites even our other teachers, head teachers, and even the principal to watch the episodes, so I said, " I felt the pressure."*

Harriette also said that one of the reasons for her hesitation to get involved in E-*Tulay* was that she was a language teacher. The subject that she would be handling in E-*Tulay* was different from her field of specialization, so she thought that she might not be comfortable teaching it. But despite her weakness, her co-teacher continued to convince her and encourage her by providing ways to overcome her doubts. Her co-teacher's encouragement was so effective that Harriette agreed to get involved in E-*Tulay*. Despite her agreement, the little doubt still did not go away, Harriette again gave a condition that she would try at least a few sessions first, and if she could handle it, she would continue.

*"First, she sent me a message. Actually, it was not offered to me first, it was offered to my husband because when we were hired at the school, my husband was given the subject of MAPEH not Math, it was like she thought that maybe he was willing to tutor because he already has experience in MAPEH, now it seems that my husband did not accept her offer because at that time he had his Masteral Study and then his focus was to graduate first because he was doing a thesis that time. Now, because of*



*his busy schedule, my husband said "Why not you? Try it". Then, I said, " I don't know anything about MAPEH maybe I can say something wrong or commit mistakes, it is online, and a lot of people see it, won't I be embarrassed?" Then Ma'am Ten told me "Don't be nervous because we can make a script, we can study it first and then when you face the camera don't show that you're nervous. You don't know the subject matter but of course, you studied it before you discussed it in front of the camera" So I was a bit convinced and then she said "What are you going to do because it is ASAP, I really cannot think of anyone willing except you. Then," I said, "Okay ma'am, I'll try if it's ok to have a few meetings, then go ahead if I can do it properly, let us push it!" Then she said, "Okay ma'am, you are going to like it." Then after that, because it is still online Registration, she sends the Goggle forms. I try to fill out the G-forms and then after I fill that. I became part of the group chat of the E-Tulay and then they gave me an assigned subject."*

For Harriette, it was not easy to fight the doubts in her mind because of the weakness she had. But through some people who continued to believe in her ability she persevered. Harriette saw that it was possible to get involved in things even if one did not know what could happen, whether she could do it or not, these opportunities came in her life.

### ***Technological Barriers Impeding Volunteerism***

Harriette's teaching during E-Tulay, was not easy for her because she experienced one of her biggest struggles, having an unstable internet connection. During her teaching, she thought she had no one to talk to or the learners were not willing to listen to what she was saying. Harriette admitted that it was one of the biggest barriers for her to connect with those she taught.

*"When we were done airing, we divided the task I was with the tutor in MAPEH, now he had ended and he said to me, "Ma'am you will change*





*within a few seconds" It's okay with me, now that I've started teaching, I suddenly feel like I have no one to talk to. Do you understand me? Does everything follow? That's how I utilized the emoticons if they could follow, I asked them to send emoticons if they understood my lesson. Then, it's like there's no one to talk to, like "Why is it blank", "why doesn't it seem like no one is watching me", I said like that. It turns out that I am already disconnected from the platform because the internet is not stable. So, the internet became my adversary just like ma'am Ten that time it was really the internet sir, because of course you went on the air, you can't hang around, in front of the camera..."*

***Pakikipagkaibigan in the E-Tulay Program***

Harriette expressed her recognition of her learners regarding their participation in her teaching at E-*Tulay*. Her connection with them deepened their association in the teacher-learner relationship. She was happy because they did not really know each other but she could see the depth of her learners' support for her. It was meaningful in her journey of teaching volunteerism for the learners came from different places. The good comments from the students made her happy and in addition to this, the comments from the parents showed that they liked her teaching style in E-*Tulay*. This event proved that they were having a healthy and good relationship.

*"Maybe one of the meaningful ones is that we have a lot of viewers, it's like I expect viewers every week and the thing that I will never forget is that they are not my students. I do not personally know them. They are from another division, and they are from other schools. Usually from Caloocan, Manila then I am happy that it seems like every week, they will watch you again, and they will respond to your activities again. So, it is very meaningful to me because I was appreciated even though they are not really my students. Sometimes there are parents who watch it saying, "Oh ma'am I'll let my son watch this."*



Harriette built not only the bond of friendship between students and parents but also her bond with her fellow volunteer teachers in the *E-Tulay* program. This relationship relieved her weakness since she felt the help coming from her friends in *E-Tulay*. Their contribution and support to her made her be used and adaptive to her new teaching style.

*"In E-Tulay, it's like we formed a bond like I'm not alone, it's like there's a lot I can talk to, a lot I can learn from them because that's not really my forte and it's not my line. They contributed a lot to me like, ah this is a good presentation, they give me a technical assistant. So, it's just fun because you bond with so many people who are also from different regions."*

#### ***Bayanihan in the E-Tulay program***

As I remember when I interviewed Harriette, I could see the joy in her expressions when she talked about the people who supported her during *E-Tulay* volunteerism as a teacher. She singled out every incident that showed cooperation known as the *Bayanihan* spirit. The first thing she mentioned was the warm support of her superiors at her local school. They showed that they were even watching Harriette's live session and even commented that she should continue what she was doing.

*"The head teacher of MAPEH and then my head teacher in the department and I also had an episode where they really commented that "Ma'am just keep doing it, we are here to support you." I said "Oh, it's really overwhelming" When they watched my episode. I said, "At least the school's support is there for me."*

In addition to helping her local school, Harriette also shared those instances of help were also seen within *E-Tulay*. This was also her



experience with her fellow volunteer tutors in the E-Tulay program. She knew her weaknesses, consequently, she needed someone from within the E-Tulay to help her to be even better at teaching. Her fellow teachers did not fail her to guide her in the E-Tulay program. Harriette explained that from them she also learned the innovative way to give incentives to those participating in her teaching. They taught Harriette that besides being a good teacher, she also developed her generosity in heart and deed.

*"There are also teachers from the other division like tutor Jemle of MAPEH, she was our leader at that time. He is from Manila and before we go on the air, she always gives me advice, and suggestions because she specializes in MAPEH subjects. I'm asking for a technical assistant because I am not a MAPEH major. I asked her if she could review my presentation first if the information was correct. I can say that she is very willing, and her heart for tutoring is there. She has a heart for the students because she is the one who made us think "why don't we give incentives? It started with her, let's give incentives to the children who can answer the activities, the most active whenever we air. Let's give those incentives, please send GCash like that, it really started with her."*

In this instance, Harriette also saw herself as a participant in *bayanihan* during the E-Tulay program. She did not miss the opportunity to help others by teaching. The fruit of her sharing with *bayanihan* was the self-satisfaction and pleasure in her work. Moreover, the people she worked with also helped her to become better a person.

*"E-Tulay's goal of being able to offer a bridge for students of learning to students seems to impress me. It's always E-Tulay's motto let's be a bridge, that's why I said " It feels good that I help in simple ways. Thus, it is also an opportunity that I can share what I have, and I can give what I can."*



One of the inspirations for Harriette's collaboration with E-*Tulay* was that she could help students not only in remote areas but also in her own school. Her reason was so deep that despite the hardship she suffered, she continued to pursue teaching at E-*Tulay*. She said that through E-*Tulay* she helped their students to answer their modules that were sometimes not the answers of the students and their parents. For Harriette, the E-*Tulay* will be her tool to assist their students, especially those who were academically challenged. Furthermore, it also provided a solution for parents who were concerned about the difficult answers to the activities in the modules.

*"What impacted me to volunteer at E-Tulay is that I am very worried because here in our school, it is divided into three curriculums. We have the science class curriculum, the special program, and then the regular classes. Now the only ones undergoing online classes are our science class and SPA students, they only have a few sections compared to our regular classes which are 10 sections per level. I am very worried about the student who seems to be the smart ones, they seem they are well-provided with knowledge. What about our students who are in regular classes, who are the ones who need it the most? What if their parents are not knowledgeable enough to give what they need? E-Tulay seems to have convinced me that I should do this for those children who do not belong to the higher sections because by doing that I can help them complete their module and progress to the next level even if there is no physical teaching of them. Even the parents complained during that time "Ma'am, what about this subject, we don't understand this topic, how will the child answer? So, that's what parents always complain about, and now here is the solution."*

One of the interesting events that Harriette shared with me about showing *Bayanihan* was the reflection of E-*Tulay* sessions in their lesson plans. It seemed that one of the requirements of their local school has become its support for E-*Tulay* using the program. Their local school saw



the deep value of Harriette’s involvement in *E-Tulay*, therefore it became an instrument to help learners, parents, as well as teachers in their local school.

*"E-Tulay turned out to be one of the possible solutions, during that time we were instructed here at the school to include E-Tulay in the lesson plan to watch it with the learner that is why I was convinced that," I will continue" because the learner expects that this teacher can help them. At least in a simple way, I imparted something to the children. We put it in our lesson plan, it was required to watch E-Tulay episodes and DepEd TV episodes. "*

The *bayanihan* spirit was alive in Harriette’s journey and involvement in *E-Tulay*. If Harriette had not seized the opportunity to be part of *E-Tulay*, she could have lost the opportunity of their school, teachers, co-tutors, learners, and parents to become part of the history of *Bayanihan* at that moment. Harriette's experience with people says that everything is connected, and everything has responsibility for each other.

### ***Recognitions in Volunteering***

In Harriette's experience of teaching at *E-Tulay*, it was clear in her narrative that she received recognition from others. This recognition was not just tangible rewards but good compliments and acknowledgments from the local school that she entered. Harriette gained deeper respect and trust from her colleagues as a professional teacher.

*"In the professional aspect, as a teacher, E-Tulay has helped me a lot. I must have received a lot of compliments, and acknowledgments from*



*the school, personally from our head teacher because they know that what I teach at E-Tulay is MAPEH.”*

### ***Motivating student viewers through incentives***

To make her teaching at E-Tulay even more interesting, Harriette used strategies to provide relief to her students. She used applications that could get the attention of learners and students to make the class more enjoyable. She also gave prizes to encourage the children to get involved in her session.

*“ I can use the quiz apps, after I discuss I use them to play a game with the learner and then I will give a prize through G-Cash. To encourage the learner to watch more on our next live session and give help also to them.”*

### ***Preparation for live streaming***

As Harriette prepared for the live stream, she valued her interaction with her fellow volunteers to ensure the unity of their movements and to learn more about the important things she needed to know. Those meetings also gave her insights into the day and time of her E-Tulay teaching.

*“Before, we used Microsoft themes. First, Sir Maj will gather us, then when he has discussed the important matters, we will have a meeting at MAPEH group and all the teachers of MAPEH there. There is one who will be the leader and will say, “These are the available days that we can teach and then we will vote on which one everyone is in favor of, and then the teaching will be held on those days, that’s the time.”*

After her interaction with her fellow volunteers at E-Tulay, she also prepared her presentations for her live-streaming session. But it was not



easy to do so in her condition because apart from the baby she has a young child to care for. By the time his son was asleep even though she lacked sleep, she would still make presentations in preparation for her teaching.

*"Sometimes, I stay up late because of course I have a young child, so I can't really do it in the morning, so I wait for him to sleep and then I start making presentations."*

### ***Upskilling from Volunteerism***

The things that gave development to Harriette's lived experience in her teaching at *E-Tulay* were the skills developed in her during volunteerism. This development can be seen in her professional and personal aspects as she shared her experiences and how they functioned in her life. The first was to share that she had learned more styles to upgrade her teaching strategies.

*"Yes, in the presentation of the lesson it has been upgraded because in the activities, I have discovered many applications online that can be used by learners because when I did E-Tulay, I found some engaging application through E-Tulay."*

As her engagement with *E-Tulay* lasted, her essence deepened for her, especially as her knowledge of socializing with other teachers grew. The conversation she talked about was not just talking to them, but what she said was the development of her character as a person. She realized the value of asking for help from others, which she rejected before and so she did not approach others for help.



*“Maybe the most meaningful is that I learned to socialize with other teachers who are like me even if they are from distant divisions. I learned to explore and ask for help from others which I was not able to do before because it was face-to-face as long as I could, I’m like “I’ll do it”. When E-Tulay started because we were blank about the idea of what is E-Tulay, I really learned to socialize with them, and approach them saying “Ma’am, maybe you can help me with this lesson, presentation?”*

Adding to the importance of asking for help, Harriette also learned when she was teaching at E-Tulay that her weakness in facing the camera had to be overcome. Later, the exposure boosted her self-confidence either in front or behind the camera.

*“Mostly in character development so it’s really character development because it’s like it changed me, my hidden characters were brought out by E-Tulay even though it was not face-to-face, even though it was behind the camera, that increased, and boosted my self-confidence.”*

The last of her mentioned developed behavioral skills was her being lively in teaching. She learned to be flexible in dealing with students that she thought she was unable to do. The E-Tulay became a channel of blessing in her life to unleash abilities that she thought she had not.

*“Because that’s not my personality, as a teacher. I’m not that kind of very jolly, very lively in front of the students but I did it. I can do it and I have discovered that I can apply for it in teaching. This side of me that I don’t bring out.”*

### **Individual Textural Description of the Lived Experiences of Wends, From Introvert to Influencer**

This title signifies her transition from an introvert to a person who can positively influence others. Wends told me when she was interviewed that





she was a shy person. Teaching in front of the camera was not in her comfort zone. This was a major challenge to her because the method of teaching in the E-*Tulay* program was to face camera. With her consent to be involved, she had no choice but to face her hesitation. As she repeatedly did face the camera and taught the E-*Tulay* program, and she has now become an influencer. Her teachings influenced learners who learned and gained new knowledge from her. Her heart with a desire to help also influenced her in order to confront the issues she had to deal with it. Her friendship was also broadened when she had acquaintances within the E-*Tulay* program. She shared her skills well and showed full adherence to her program head. The influence shown by Wends serves as a model when it comes to things that we must overcome for the benefit not only of ourselves but also of others.

### ***The Cycle of Reciprocity***

When Wends described her experience in teaching at E-*Tulay*, she said that she could relate to a tire. For her, the tire means journey because the tire is used for travel. Because of the wheels used in our cars or other vehicles, we can travel and visit different places and gain experiences that will give color to life. This is true for Wends because the journey of sharing her knowledge from being a volunteer teacher in the E-*Tulay* program has come a long way. According to her experience, many students benefited



from the time when distance learning was widespread even now that anyone can use the *E-Tulay* program as a learning tool in their studies. Besides, Wends also mentioned that although she was able to impart knowledge to others, she also gained a lot of knowledge from her experiences. This is the reason why the wheel is the symbol of her journey of giving and taking the process of learning in her teaching in the *E-Tulay* program.

*“Maybe, tire (wheel) because with the E-Tulay you gave something, but you got something also. It seems to be spinning you give something, but at the same time you learn something, and your personality grows.... As you give, it comes back. It is a cycle because our E-Tulay did not stop...it was marked...Immortalize. Maybe you know that cannot be used anymore when we change the curriculum, but if that is what we teach the learner, the E-Tulay is still there even if it is not a pandemic. It is like a bridge, once you have built it, it is there, connecting never to be lost... The wheel is like a journey... you give, and you receive something. It is really based on my experience. Of course, I gave myself to it, my time, but at the same time, I also learned a lot and met a lot of people.”*



### ***Involvement in the E-Tulay Program***

My third co-researcher has the pseudonym of Wends and she is 42 years old. She is currently teaching at Tanza National Trade School-Annex



under the District of Tanza, Division of Cavite. She started her involvement in the E-*Tulay* program in September 2021. She handled General Biology subjects in the Grade 11 Senior High School. She got into E-*Tulay* because of her friend's invitation to teach voluntarily. To encourage her, her friend gave her some information so that she could be trained in teaching through the E-*Tulay* program. Her friend said that the vacancy that she could teach was a subject with her expertise. *“I joined E-Tulay through the recruitment of my friend.”*

### ***Hesitations in Volunteering***

Wends was a shy person so it was difficult for her to be convinced to join E-*Tulay* because she was not used to facing viewers and teaching through video recording. It was exhausting for Wends to deal with things that were beyond her ability. But at that same time, she also thought that if she strengthened her heart, she might be able to overcome what she was afraid of. She thought that if others had done it, so maybe she could do it too.

*“At first, I don't want to join, because that's not my comfort zone. The one you are videoed ... But because I think it is like something new to try. Maybe I can. I can try. Why are they able to do it?...”*

Not only facing the camera worries Wends but as well as the cruelty of social media she might encounter. She thought that she might only have bashers or get negative comments while she was teaching. Although, there



was no teaching scenario, yet she thought in advance that it could happen.

If that happened, she might not be able to handle it.

*“Another thing I am afraid of is because you are live, you are recorded when you make a mistake, the basher, that is the reality of it. I hope it will not happen to me; I cannot handle it. I do not seem to know how to deal with it. Because the whole Philippines will watch you, right?”*

Aside from the fear of having bashers, another of Wends' hesitations was the thought that maybe no one would respond or watch her live sessions because there were no grades given to the learners. Her question was, what is the point of watching it if they have nothing to gain from it? Although Wends had doubts in her mind, her experience gave a clearer answer if her hesitations were correct or not. Wends also answered her many hesitations through her life experiences in the E-*Tulay* program.

*“At first, we were a bit apprehensive. Maybe no one will respond, but fortunately, there was a child who responded. After all, sir, there are no grades for them, right, it is also additional work for them, but they respond.”*

When Wends saw the real world of the E-*Tulay* program through her experience, she became committed to it and when she committed to something, it was difficult for her to take it back. With enough time given to her to think about her involvement in E-*Tulay*, Wends finally jumped into the E-*Tulay* program.

*“When I do something, I want to be committed to it. I don't want to leave suddenly. Yes. I don't want that. So, I thought about it carefully. Sir AJ recruited me. I said yes.”*



***Bayanihan in the E-Tulay Program***

Along with the journey of Wends' teaching in the E-*Tulay* program, she considered herself fortunate in the situation she had because she experienced *Bayanihan* with her co-tutors. She said that they were also helping her partner by giving her guidance and teaching her how to do the sequence in her E-*Tulay* presentation more neatly and efficiently. She shared that one of the people who helped her within E-*Tulay* was her program head who always supported her in everything she needed in her teaching.

*"At the beginning of our first few weeks, we were new tutors, so our head at the Senior High guided us. At the beginning of the whole hour, you will show her how you will deliver, but as weeks go by, we just seem to run lightly. It also removes the nervousness before the actual live session. So that's what we do in Science, it's a bit bloody."*

Wends' *bayanihan* with E-*Tulay* was not easy. The one with guidance from her program head was already there. But one of Wends' concerns was to have a partner in the live session. She described the nature of her experience as follows: when it comes to having a live session with a partner, there were times when it became positive as she had someone with her during her live sessions who would encourage her. It was only right for the idea of *bayanihan* that you have someone with you who will strengthen your spirit. However, Wends also experienced that having a partner gave her uncomfortable feelings when her partner was not present and there was



no one else to catch her lines but Wends. It was difficult for her because it was not her part and she had not practiced it. Although she says that she should also know her partner's line, it was still difficult on her side for her mind might be blank because first, she was not used to the live stream and then she would have more things to do on the spot. From that incident, the *bayanihan* grew more and more when her program head caught unexpected problems during live sessions. Wends was relieved that even though there was a problem at first, it was resolved due to the initiative and helping hand of her program head.

*"But we avoid giving wrong information. So, we coach each other. We look at what words are being released, and what is being said, especially when there is a partner. That's another one, that's another one of the difficult ones, that you have a partner. Since you need to synchronize... Your nervousness is light because you're not there all alone because you're with someone, and then it's just a little bit lighter than before. It is heavy I experienced it without my partner attending the session. Of course, she has parts there, right, so I must catch her parts that I haven't practiced. That's why I felt tense at that time... I should also know what her parts are just in case she has a technical problem, or she cannot attend the session, that's what happened to me. It's good that our head is kind... Then she attended the session, she accompanied me..."*

The *bayanihan* spirit that happened in E-Tulay was not only experienced by Wends but even by the learners who understood that they needed to be thankful since there were volunteer teachers who took the initiative to guide them in answering their modules without being asked. In exchange, it became relevant during this time with Wends because the module that she taught was also followed by the module that the learners



used in their school. Even if distance learning was being conducted at that time, the existence of *bayanihan* did not stop Wends' teaching in the E-Tulay program.

*“The learners said, “Thank you, ma'am...” that's right, sometimes they do not understand because it is modular, they do not understand the lesson...because the children struggle, there's no one to guide them, the E-Tulay has been their guide to their studies. Since we are really guided in their modules, isn't that what we teach? Because, the children said, when the class goes online, it's still in an online class, unlike the E-Tulay they can replay it over and over again.”*

#### **Preparation for Live Streaming**

Whenever Wends prepared to teach in live streaming, she made sure that she first checked all the presentations that they would present in their dry run so that every time it would be shown in every lesson that they would teach they had already been polished in the live session. In her preparation, she also tried to become familiar with the delivery of lines of her partner's part. This was especially important as the flow of it was continuous once the live sessions start. Thus, the preparation they did was a big help to avoid the mistakes they could possibly make.

*“I will make my PowerPoint for the week, it will be checked by the head, and then we will go over it. Even if it is quickly presented during the live session. I was not alone...we are partners. So, we divided it into parts of a module. Supposedly, this week you discuss that I'm among those of us like that. So, it's also quite difficult without practicing. You really need to have practice so that you know what to do and how to deliver with your lines.”*



Time also became Wend's adversary when preparing a lesson for live streaming because she needed to devote a longer time for preparation. Although Wends' preparation for the E-*Tulay* program took a long time, she made it sure that it did not affect her time in her actual career at her local school.

*“The challenge is time. Of course, you will add that to your work, you will make a PowerPoint. In my case, Sir, I'm not teaching Grade 11 Science, I'm teaching Grade 10, that's my specialization, so that's an extra lesson for me, Sir. Because I will study the lesson... that also needs extra time. Then when it comes to our actual schedule and then to E-*Tulay*, I don't have any conflict there. Because the E-*Tulay* time is 4-5 pm. So that means, the one at school is done here at school, for example, I have an online class, and I've finished all of that. It was not conflict.”*

### ***Technological Barriers Impeding Volunteerism***

Like all volunteer teachers who taught in the E-*Tulay* program, Wends also experienced technological barriers that affected her live streaming in the E-*Tulay* program. Like everyone since the teaching mode was online, she inevitably encountered weak internet connection signal. Unlike others, Wends experienced a brownout in their area so it was impossible for her to return to the live session at that time. Despite the lack of electricity supply, Wends still deepened her desire to teach at E-*Tulay* and her regret was that she could not follow the live session.

*“ That was internet connectivity. I had that too. It was like what, we had a blackout in our area, as in blackout, no electricity, no Wi-Fi, I can't enter the session.”*





*"Before that, there is no electricity, I have already notified. Then, I prayed and prayed that by the time we were having a session, our power supply would come back. It was a good thing our one-hour session was not over yet, suddenly the electricity came back. I got in but I didn't start it."*

### **Recognition in Volunteerism**

In Wends' experience in teaching E-*Tulay*, she noticed something that stirred her feelings in the learners who came from distant places and also willingly gave their time to watch the E-*Tulay* program. What she called live streaming *suki* did not just give a day or two to watch but until the end of Wends' teaching year in the E-*Tulay* program. Consequently, Wends said the reason for their continuous participation was the desire of the learners to learn more despite the unusual setting of education at that time.

*"Usually, the learners who watch us are the hardworking learners or those who are study-conscious. They want to learn more, so when it comes to the audience, it does not seem like there were too many problems because the learners are willing to learn, and no one is telling them to watch that, they initiate themselves. They want to learn, and they become our customers or regular viewers. They are there weekly. Then they introduce themselves from Davao, those are our customers, we have a lot of customers from Batangas, from Bulacan, those are our regular viewers."*

In addition to the matter of recognition that happened in E-*Tulay* in Wends' experience, she did not only pay attention to the learners but was also given recognition for her achievements during her voluntary teaching in the E-*Tulay* program. For her, it was not a big concern, and she did not expect anyone to notice her teaching performance. Also, Wends did not expect to be recognized because there was no compensation for her participation. That was why she was so surprised that among the many



volunteer tutors who also taught in E-Tulay, she was one of the volunteer teachers who experienced being an exemplary tutor in the E-Tulay Program.

*"We became Exemplary Tutors. We did not expect it because no one told us that we had to do our best or exemplary work because, at the end of the quarter, there was an award. No one tells us that. So, we just do it right and have our session done, then suddenly I will be recognized like that. It was so heart-warming when you do not expect it... The other tutors are also great... In Senior High School, there was only one chosen. We are partners... I appreciate it because we were chosen as exemplary tutors, so they also appreciate our efforts and what we did."*

#### ***Instructional Activity During Live-streaming***

At the peak of Wends' live streaming teaching, she gave instructions to the learners to follow so that the flow of their class would be smoother. One of Wends' strategies to familiarize herself with her learners was to instruct them to comment on the details in the comment sections so that she could read them and say hello to them while teaching. When she did this repeatedly, it became possible for her to become familiar with the learners who attended her live session. This good practice has become one of Wend's best practices, that was knowing who the learners were and who were paying attention to her teaching. At the same time, Wends provided other instructional activities that learners could do and how they could submit it to her.

*"We encourage them during the session to comment on their names, and their school.... for example, if we are live on Facebook or on YouTube, they are going to input some information in the comment sections for them"*



*to be recognized. We encourage them to comment there with their names and their school so we can shout out and give them instant appreciation. We insert that during the session. With that, we know who our usual audience are.”*

### ***Upskilling in Volunteerism***

During the time Wends was exposed to E-*Tulay* as a volunteer teacher, she changed a lot since it was first offered to her. She clearly noticed in herself that what she said about being not in her comfort zone in facing the camera was what she had overcome by now. The courage to be able to teach on this platform was one of the reasons why her previous weakness became her strength. Wends said that one of the positive effects of her teaching in the E-*Tulay* program was that she became more expressive rather than an introverted person she used to be.

*“I got a lot out of my volunteerism in E-*Tulay*. First, I have overcome what I said is not my comfort zone. Look at me I’m talkative now...”*

She added that not only did it affect her being loquacious, but she also noticed that she became more efficient in executing the use of technology that she could use in her presentation of lessons. She also said that learning how to cite materials correctly was a discipline she picked up when she was still teaching at E-*Tulay*. This was the result of her intense training from her friends at E-*Tulay*. Consequently, Wends has grown even more as an individual because of her volunteerism in the E-*Tulay* program.

*“The making of PowerPoint presentations, we don’t just make PowerPoint presentations. If you have observed, everything we do there*



*should be cited right properly. Everything you put in there must be correct, that is where I learned, in the technical aspects of making materials.”*

***Pakikipagkaibigan in the E-Tulay Program***

It was inevitable for Wends to build friendships with her co-tutors in E-*Tulay* but she did not expect that her acquaintances would be the people who were in a higher position and were experienced in the field as a teacher broadcaster in DepEd TV.

*“I met a lot of people. I met people from the central office, it seems that my connections have grown and expanded. It is not just the ones you know who are here...”*

Wends became specific about one of her influences when she narrated her encounter with her program head. The friendship that developed between them taught Wends to be more disciplined and responsible as a lesson presenter. Wends said her program head's detail-oriented nature has been passed down to them as well as to her regarding her on-camera teaching style. With their frequent communication and togetherness in meetings and training, Wends became more comfortable with her new friend, which was why she obeyed everything she was asked to do because she knew that she would also benefit from it in the end.

*“My program head, my mentor is good, because she is also part of the DepEd TV. She showed how we delivered it properly in the live session, then mediocrity work was not accepted by her. That's when I learned that when you do something, you should make it better. Because that's how she did it, that's why he shared it with us also. She is also particular when it comes to font style and size, then she will say, ma'am it should be like that and this. She shared input with us. She checked and approved our*



*PowerPoint presentation before our live session, and I appreciate that because it was based on her experience, and she is part of DepEd TV. It is more intense than E-Tulay because on DepEd TV it is not allowed to make mistakes...the way he makes a presentation on DepEd TV seems like she is passing it to us on E-Tulay...I learned that. I have also applied for it when I am doing my presentations now. Before the E-Tulay, I did not search and did not know where I got the references, but now it is different I applied what I learned today.”*

***Resolving the Tension Between Professional and Voluntary Duty***

When Wends was sharing her experience in E-Tulay during the interview, I could see that she was happily looking back on her experiences in the E-Tulay program. However, she revealed some things that could not be seen on live streaming. When Wends got involved in E-Tulay, she had an issue going on in her local school. She said at first that some of their superiors did not support her decision to join E-Tulay. Wends' expression became a bit sad when she mentioned this to me because for her it was important to appreciate the extra work that teachers do, especially if it was a volunteer act. Wends could not help but think that her involvement in E-Tulay was for personal motives only, nevertheless, she also said that joining E-Tulay was an opportunity to get to know the school where she belonged. Wends refuted that her intention to join E-Tulay was not just personal, in fact, she was even inspired by this opportunity to introduce her school in a broader means. Even though Wends had many hesitations, her experience became her go-to signal despite the conflict that she experienced in her local school.



*“That’s right, you know, there are some school heads who do not agree. They do not appreciate this extra work and what others say is that it is only for you (my interest). We are told that the school has no profit for that only you who can have benefit on that, which is not true. Of course, our school also gets recognized when they send good teachers and are recognized... You know one of my motivations is if there are chances like this, then I grab the opportunity to join. Because I want people will know that there is T-Annex... that hello we are here, we exist like that.”*

### **Individual Textural Description of the Lived Experiences of Nards, a Resilience Champion**

Nards’ lived experience allowed me to infer that the concept of resilience meant something to him because of his reservations before joining E-*Tulay*. Champion in the sense that despite facing numerous challenges while working as a teacher in the E-*Tulay*, he persisted in fighting and advocating for others rather than concentrating on his weaknesses and limitations. Additionally, Nards values himself as he demonstrates his effectiveness in volunteering. The story of Nards highlights his capacity to overcome obstacles and achieve personal and professional growth.

#### ***Binding efforts for the future hope***

Nards’ experience serving as an E-*Tulay* volunteer tutor equipped him with the ability to assess the needs of young people. The cooperation of parents and teachers in teaching the learners was prioritized in the triangle he used to express his experience. For him, teachers and parents should be more supportive of the youth because they are vulnerable and



represent our nation's future, even though teachers and he himself have their own needs, they needed to set that aside and prioritize the future hope that lies in this young generation.

*As he elaborated, “I prefer a triangle, with the student on top and the teacher volunteers and parents on the other two sides. Through working together, the teacher volunteers, parents, and students can raise the child's hopes, which is the triangle's main objective and the focus of the triangle. Although parents who support teachers get credited for their efforts, at the end of the day, who is it that we should be supporting? Teachers, at the very least, require assistance and support, but let's look at who requires it the most: the learner.”*



In addition to the collaboration between parents and tutors, he has observed that there was a strong emphasis on the needs of the learners. Putting the needs of others before his own was a sign of his humility. Nards was interested in focusing on students because he saw that it is his and the parent's responsibility to support and guide the students in their studies.

### ***Involvement in the E-Tulay Program***

My fourth co-researcher has the pseudonym of Nards, and he is 31 years old. He is my co-teacher at Tanza National Trade School under the



District of Tanza, Division of Cavite. He started his involvement in the E-*Tulay* program in January 2021. He handled MAPEH subjects under the grade 9 level. His involvement in E-*Tulay* was through his co-teacher in his local school.

### ***Hesitations in Volunteering***

When he joined E-*Tulay*, his involvement there was not smooth. He, like many other tutors, hesitated to give himself the chance to participate in the program. He immediately questioned whether he was qualified for it even though his co-teacher had offered him the program. He knew right away that someone was better than him who was more deserving to take the opportunity than himself. In addition to being far superior to him, he had this inferiority complex since his prior application for a position as a teacher broadcaster was unsuccessful because the necessary standards were not met.

He insisted in telling himself that he was unable to handle it because of an additional significant weakness he saw in himself, his Ilocano background. He found it difficult to communicate in Ilocano because he was not proficient in the Tagalog dialect and occasionally had difficulty with his words. Because of the various obstacles he perceived in his talents, he essentially declared to himself, "*I disqualify myself.*"





*“When Sir Aristotle offered me this, I immediately thought, am I really qualified? Because there are so many good teachers, especially in NCR, why me? I applied for a teacher broadcaster sir, but I didn't pass, besides not being able to pass a video. But I said, I can't really do it because you know we're Ilocano, we're not fluent in Tagalog, we speak hard, but I said, okay I disqualified myself, but the opportunity you gave me is E-Tulay, I do have, in the back of my mind, I question my skill, myself. Am I really the one who is chosen? Imagine our head directors are from the Regional Office, so I say this is a challenge and at the same time a challenge to myself. I'll see if I survive or not.”*

Nards disqualified himself for a variety of reasons, but he saw this as an opportunity to test himself. It was obvious that he knew how to take chances because of the courage he developed in his heart and head when he said to himself, *“I'll see if I survive or not.”* For him, his journey to E-Tulay was also survival because of the many shortcomings he saw in himself. Despite the fears, he developed the ability to take risks and to test his teaching skills at E-Tulay as a volunteer teacher.

### ***Technological Barriers Impeding Volunteerism***

He also encountered a hurdle to volunteerism while he was a volunteer tutor at E-Tulay. Similar to previous tutors, he encountered technological barriers that hampered his instruction. He made it abundantly evident that poor internet connectivity prevented him from effectively teaching. He stated that *“another problem is the connection...”*

One of his responses to my question about how he was creating a video lesson for teaching at E-Tulay was,



*“I made a video recording, and I added some music on it. The music must be original to avoid copyright infringement. Sometimes I cannot go to live sessions because of poor internet connection, and I also experience glitches while I am in live. I have this live session experience where I danced and followed the Zumba dance. Then, the glitch happened. I follow the video lesson so that if ever there will be poor connections still I am there in the video. So, that was my experience.”*

He utilized recorded video lessons as a technique to work around the inevitable internet problems so that students could still learn from them even when he was experiencing a problem in real life. Another facet of technological barriers in Nards’ experience besides internet connection was the presence of low-tech gadgets he used during his time teaching in the E-Tulay program as a volunteer teacher.

*“I saw on the screen that it was dark, and I think I looked like a shadow. Even though the camera I used was my phone because here you see the flaws in my body, it was so dark and black, then I was wearing a headset that time, I said to myself my god I can't imagine what I look like there...But at that time, I said OKAY, I'll change my appearance because it was too dark and black, then the laptop I used, was so lagged and I could not get into the stream yard... from that moment I said to myself I have a poor performance and it need to be changed., then I realized I need to improve and get it better the next time.”*

He was motivated by this type of experience to upgrade his equipment in order to enhance his performance. In addition, he worked harder and got ready for his next E-Tulay teaching sessions. His experience due to low-tech gadgets, created poor image of himself. For him, not all experiences have a good start.

*“It was not good feedback but there is always room for improvement. That becomes my basis on how I will improve it next time. Although, I failed because of was low-tech but still it was still an achievement because I*



*finished the session. Maybe I failed on my physical image on the monitor but in terms of teaching, I did it right. Then, the following session I got better looks because of the high-quality gadgets that I used.”*

Although at first glance he failed, the little hope of his experience in which he continued the session despite the technological barriers, gave him a good reflection; that was why he still managed to overcome those stressful events. For him, obstacles in volunteering are inevitable, but it should not be a hindrance to his desire to overcome them, even if circumstances were unpleasant from his personal experience. In that situation, his desire to finish his teaching amid the conflict became an achievable goal for him.

### ***Preparation for Live Streaming***

When Nards described what he experienced while teaching at E-Tulay, he showed the tests he encountered. For him, this is also a way to exercise his mind to think of new strategies for teaching the child so that it becomes interesting and suitable for the situation.

*“I must think a bit, what's new, what's my new move, what's new strategies to do just to get the child's interest because I know the attention span. They get bored when the discussion is too long, so the activities must be interesting, of course, suitable for those not just on the topic but also for the person you are talking to, which is your students.”*

In his preparation for his live session, he carefully considered the important process of properly producing videos to avoid copyright infringement. In making his additional teaching materials in Physical Education, he admitted that it was not so easy, so he asked for assistance



from his colleagues at the Grade-9 level to make videos of their original work. Making his own videos was also a display of creativity for him.

*“In Physical Education, I should demonstrate skills or basic, especially in physical fitness tests, you don't just show it in the book, just copied videos because you will be copyrighted, so you should be creative, so I did, I tapped my G-9 colleagues, and we did videos, which are our own that we cannot copyright. Because online, if it is copied right, it cannot be directly uploaded to Facebook, children cannot upload it, and they cannot see the live, so that is what should be avoided, it cannot be copied correctly. To avoid being copied right, you should do your own video. ”*

In preparation for live streaming, one of his considerations is keeping his sense of humor with the children while teaching. For him, this is also one of the important characteristics of a teacher so that students are not bored. But with a sense of humor, he makes it clear that this practice should be limited. He added it is also necessary to be presentable when facing the online session and find the right angle when facing the camera while teaching. For him, the image that the students will see of you is also important because it can confuse the eyes of the viewers.

*“The humor is still there, but it should be limited, but it is still there, the humor must not be lost. And then, I'm not saying that I'm not decent at facing students but getting your perfect angle when facing your students. My frizzy hair is ugly, it's like, personal grooming, presentable, not just in face to face, it should be on camera too, for it all matters because it's all connected to catch attention. As a tutor, I must be presentable and fresh-looking, because if I look heavy in the camera, it can cause stress to the child. Maybe they don't come to class.”*

In preparation for E-Tulay, he revealed what he was doing before he jumped into live streaming. He demonstrated his mastery of preparation by uniting one of his teaching materials. He prepared good quality gadgets that



were used in teaching that were still deep in the past deficiencies that he experienced when he just started teaching in the E-*Tulay* program.

*“I used to have three monitors and one cell phone, I still need to set up proper lighting, so there are struggles but at the same time you get lessons from it that can’t just face the camera ...” It should be polished, memorize it. It’s like everything is laid out, not here. Must be ready.”*

He showed that his preparation for live streaming in E-*Tulay* was always in full swing. He never forgot his mistakes and shortcomings when he was just starting. Nards put his heart into what he did while teaching at E-*Tulay*. Every detail of his preparation served as a reminder for him to give his best and showed him that he was serious about his service through volunteerism in teaching in the E-*Tulay* program. In all that he went through, he never regrets everything he did, but it even allowed him to be more disciplined in life.

### ***Upskilling in Volunteerism***

Nard's teaching at E-*Tulay* helped greatly in enhancing his abilities. He presented some skills he acquired from his experience and how they gave wealth to his personality. One of the things he stated in my interview with him was emphasizing his learning from the skills of his fellow tutors. For him, witnessing the performances of his co-tutors could be adapted to his teaching career.



*“I learned their skills. That's where I see their different culture, I mean the way they teach the subject. It's different from my strategies. That's when I can say that it's okay, I can adapt it to my teaching.”*

Another important thing that he said about his improved skills was that his hidden skills were revealed. One of them is his ability to take risks in things that are beyond his ability. Maybe for him, it was an obstacle that he wanted to overcome, but it also instilled in his mind that although he has flaws and shortcomings, he can still say that he can do it.

*“Of course, when it comes to E-Tulay, it had a great impact on my developmental growth...Not just for teaching but for the hidden skills that were revealed...That's when you discovered, "I can do it.”*

One of the things he enjoyed most about his hidden skills that were revealed was his ability to improve his use of technology. He admitted that he knew how to use technology, but his point here was to further utilize and develop it when it came to the presentation of the lesson. He was able to focus more on improving the use of technology because of his teaching at E-Tulay. He developed his ability to think about the welfare of others even more when he said that he would share what he had learned with his students.

*"As for the hidden skills, it's a bit better to adapt to edit on Canva... I said, "Ah, this is okay" to which I can share how to edit on Canva with my students. With the help of technology, I was able to focus more on scenes like that.”*



His experience revealed that his improvement skills were internal and external forces that affected his good performance as a volunteer tutor of the E-*Tulay* program.

***Pakikipagkaibigan in the E-Tulay Program***

His experiences at E-*Tulay* were very important for him, especially in building friends. He had the opportunity to meet high-ranking people from other schools who also served as his inspiration because even though they had high positions, they still managed to dedicate time to volunteerism at E-*Tulay* as teachers.

*“I meet other people...There is one of our colleagues who is a Master Teacher in another school in Manila. MAPEH too. He grabbed the opportunity just to teach or become a volunteer. Until now, we do have some connection because we still chat and we have G.C., that alone inspires me regardless of their positions as long as you know how to touch the lives of other students, or you can impart knowledge. Besides friendship, I met many different faces of teachers and different strategies for teaching. “*

The friendships Nards developed gave him a deep reflection on life. For him, no matter what your position in life is, if you know how to impart knowledge to others through volunteerism, you will also inspire them so that you can be their example. This was true in his life, his admiration for his new friends served as his inspiration to give life to others. He added that one of the benefits of having a friend in E-*Tulay* is that he could see their different teaching styles. His friends not only inspired him but also taught



him to deepen his view of communion and grow his skills through his teaching styles.

***Bayanihan in the E-Tulay Program***

He has a deep view of what he experienced in *E-Tulay*, especially the fact that he can show the value of the people around him who supported him. He clearly stated that he was thankful to the people who supported him and who served as a guide to lighten his work. The cooperation and support of his friends symbolize *bayanihan*. These were Nards' statements,

*“Again, thank you to my co-tutors here, Ma’am Nolette, you also Sir Oribello, so the work is easier because you know some people and we work together. I will be grateful especially to Mr. Aristotle because I was given the chance to have this opportunity.”*

He also emphasized the value of his involvement in the *bayanihan* as well as the tutors when he described its impact on the modular learners where the students could have fun with the teachers in the *E-Tulay* program in answering their modules.

*“Not just me, but as a volunteer, E-Tulay volunteer tutor, has a big impact because of course you don’t know, especially modular, they don’t know how to answer the activity, so by the use of or by the help of E-Tulay tutors they had a guide, they had hope, that this could be answered because they had someone with them to answer. That’s a yes, a huge impact or importance of E-Tulay tutor.”*

He likewise said that the *bayanihan* created was not only in the field of teaching but also in recognizing the strength that his learners and his colleagues gave him.





*“I am also drawing strength from our students and colleagues...I topped my G-9 colleagues, and we did videos really, which were our own... Actually, I messaged my colleague in MAPEH, and they gave me moral support and they greeted me with congratulations.”*

What made Nards’ idea for the *bayanihan* was his students’ teamwork and his colleagues’ quick response when he needed them. Despite some hardships that he went through while teaching at E-*Tulay*, the affirmation of his colleagues served as a reward for him.

Inside the E-*Tulay*, while he was teaching, *bayanihan* could also be seen. This was when he experienced help from his directors at E-*Tulay* when he experienced technical barriers during the live session. He revealed that the answer to his worries that the session might not continue due to internet disruption was the extension of the hand of his fellow directors in the E-*Tulay* program.

*“The laptop that I used was slow, it was slow to enter the stream yard, I said, come on, how is it, I even asked the regional directors, our bosses, for help, they were the ones who played before my presentation...”*

Nards’ *bayanihan* experience indeed gave him the courage to continue his pursuit of serving by teaching in the E-*Tulay* program. There were reasons for him to stop and not continue volunteerism, but there were also more reasons for him to continue what he started. For him, collective solidarity and *bayanihan* response were weapons against weakness.



### ***Instructional Activity During Live Streaming***

The instructional activities that he engaged his learners with in E-Tulay were very important to him. The value of these could be defined from his perspective and in showing their impact on the students as well as himself. For him, he can say that his words had effective effect on his learners as could be seen in their actions. For him one of the measures if he had an impact were the outputs of the learners, which they submitted to him. This meant that if they heard his voice as a teacher, they must pass a work based on his instruction.

*“As they say, your voice should be heard. We teachers use it as a powerful tool in our voice. The only thing to test if your voice is effective is that someone listens and applies and that I saw the implication of my voice. Even if it's modular, online, if you're going to watch my live tutorial or s E-Tulay tutorial videos, after that, because my students are sending feedback and outputs, then that was the moment I will see that it has a huge impact.”*

The measure of his impact on the learners was not only the students' submitted outputs but also the good feedback they gave him. For him, this feedback was a big help in strengthening his courage to continue volunteering.

In my interview with him, I asked him if those activities were enough for him to say that they learned something. This was his answer:

*“Yes, exactly. By simply seeing their activities.” He also continued to say that not only do the students pass, but he also assured them that he checks their outputs.*



*“Yes, I checked...because I make sure, I provide samples before giving the activity to the students so that they have a guide to what to do in their activities.”*

This means that he could say that the outputs of the students submitted were sufficient as a basis if they learned something from him because he was clearly guiding and giving them instructions in addition to listening to him in his discussion on E-*Tulay*. He made sure that he checked if the students really followed what he wanted to happen. Therefore, for him, obedience was the basis to determine if he had an impact on his students in the E-*Tulay* program. He shared the ways in which he conveyed the instructional activities he did and what the learners should do during his live streaming in their time.

*“We created our Facebook community for our students to let them upload their works and then we recognize them.*

*“Every quarter we recognize the best outputs...I told them if you're going to attend my session, be sure to write their name, the school, and even their section. So that when I reviewed the videos, in the comment section, I could see there...”*

In the platform that he created to pass the instructional materials to him, he had the opportunity to see them and what was even greater was that he gave recognition to those who showed the best produced outputs. Apart from that, it also helped him that the learners wrote their names in the comment section and other details so that he could clearly see the consistency of his students regarding their desire to participate in the E-*Tulay* program.



***Recognition as a Volunteer***

From what he experienced during his volunteering in the E-Tulay program, he pointed out that it became one of his driving forces to become more active in teaching. He said that recognition was one of the things that motivated him even though he did not brag about his volunteer work, but at least someone appreciated what he did.

*“With regards to the recognition, I will be motivated to do more somehow, seeing the little effort of the tutors, that becomes the driving force of the tutor or myself, our enthusiasm is coming, they saw that without publicly saying that this is what you did but someone still appreciates it. Despite all.”*

In addition to his constant clarification regarding the recognition he experienced was the intensification of giving more of what he did. For him, since he has been recognized, became the reason for him to excel in the field he belongs to. He also clarified the real reason why despite being recognized, he needed to do better because it was for the sake of his students. He said that many people watched his sessions, so as long as he could, he tried to surpass his accomplishments.

*“It’s not about recognizing your efforts, it’s about what you give. Because given that has been recognized, the challenge is to exceed what you have given. It’s not about the comparison of what you have done, but you must do more because we are not what they expect but the challenge is for yourself, you have to excel because that is for the children, because there are many viewers.”*

He revealed in his story about his experience of recognition. Because of this recognition, he challenged himself to do more. It stemmed from his



hesitation that he had many reasons to refuse, but from that, Nards, who could hardly respond to the call of *E-Tulay* started to challenge himself despite his weakness. That means it was clear to him that he had overcome the obstacles in his volunteerism in *E-Tulay*. It seems that his weaknesses became his foundation that led to the he received.

**Individual Textural Description of the Lived Experiences of MC, a Transformation Pioneer**

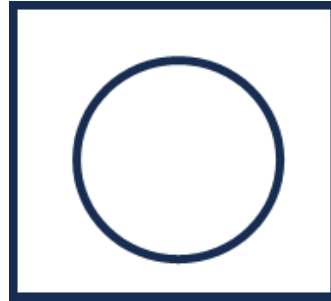
MC was one of the pioneers in the *E-Tulay* program. I can also say that she was one of the experienced teacher broadcasters in *E-Tulay* due to her exposure to DepEd TV even before the *E-Tulay* program emerged. Transformation pioneer is one of the things I thought of calling her to recognize her pioneering spirit in embracing change and growth. She helped many volunteer teachers and learners while she was at the prime of teaching in the *E-Tulay* program. It can be said that her deep commitment to the *E-Tulay* program has become her instrument to help her fellow teachers more even if it was in the mode of distance learning. MC's story is interesting because of the reflections on some of the plans before the *E-Tulay* was built and how she worked as a volunteer tutor so truly this phrase "The Transformation Pioneer" is appropriate for her.



***A Continuous Legacy of E-Tulay***

MC's idea in her claim was the unlimited movement of the *E-Tulay* program because for her the learnings that learners gained and could gain here would not end until it existed on social media platforms. Although the live session of the *E-Tulay* program has stopped, the compiled recorded video-lessons can still be used by anyone if in their teaching-learning process. The circle shape for her is not a limitation to what can be achieved by the acquired learnings from *E-Tulay* by the people involved in it. For her, this knowledge will be passed on and it could not be known how long this knowledge would stop. Apart from not knowing when it will stop, it is also not possible to measure how many and where the *E-Tulay* program can reach. Because of the unknown size and her belief in the continuous rotation of knowledge from the *E-Tulay* program, the circle shape is really the appropriate symbol to describe her experience in the *E-Tulay* program.

*“For me, the circle... because the E-Tulay is not just finished... but really continues because the children who have learned and they will share it with others and It's not just students who are in that circle, there are also teachers in the Philippines, so teachers and students who learned there at E-Tulay, will share it continuously... so for me, it's a circle that I can symbolize my experience.”*



### ***Involvement in the E-Tulay Program***

MC became part of the *E-Tulay* because of unexpected circumstances in the DepEd TV. The sort of solution to the conflict became an avenue to make the *E-Tulay* program exist. MC was one of the pioneering tutors for the said program and she was part of its launch. Since then, she devoted herself to the program to make it successful and to flourish nationwide. Her volunteerism contributed greatly for the benefit of the program and at the same time to help the learners in their academic challenge.

### ***Hesitations in Volunteering***

As an experienced teacher broadcaster, MC also experienced hesitation in giving volunteerism involved in the *E-Tulay* program. The difference with what she went through was that she would not get any compensation for what she would do and in fact, it would add to her expenses due to the demand for high-quality gadgets that she needed for the live streaming. But unlike her first experience as a teacher broadcaster,



when she got involved in the E-*Tulay* program. She gained unique benefits that helped in her further growth. She said that although there was no compensation, she was able to meet new people to talk to that added to her good life experience.

*"At first I was really hesitant to join here because at first I didn't have a good quality camera, laptop, and internet connection so that's what I was really thinking about when I joined there when it was offered to us and since then I'm thinking about this as a volunteer, I don't know what I can get here, it's like the first thing I thought of but I'm looking at what I'll learn from that experience, so what is the experience being said, that I'll get to know new teachers and then I can be with the students."*

#### ***Technological Barriers Impeding Volunteerism***

Like most other volunteer tutors, MC also experienced technological barriers that affected her teaching in the E-*Tulay* program. The Internet interruption was also one of the things that MC said she fought against in continuing volunteerism. But this was not the only thing that would stop her from giving free instruction to learners. Although at that time her problem was not only the internet connection but also the gadgets to use, she took the initiative to find ways to continue her duty as a volunteer teacher.

*"Then, my problem is internet connection... even though I don't have internet, I can find a way, even if I don't have a gadget, I can find a way because I can borrow it from someone..."*

Her problem with the internet connection gave her uncomfortable feelings when she was teaching on the first day of her participation in E-*Tulay*. MC is known for preparing what she does so before she embarked





in teaching live streaming, she made sure she had ammunition to enter the war. But MC's preparedness did not work when she was teaching live as her signal could not handle her internet connection. During her loss of internet connectivity from live streaming due to the interruption, her director decided to release a commercial so that the appearance of her glitches in the live session would not be seen. In her annoyance, she cried because her session was really cut off and she was not able to come back. She was upset because she did not have the opportunity to continue her signal for teaching and she knew that all that she needed were ready. What happened to her served as a marked memory in her mind so when she has a live session, she would not repeat what happened.

*"The unforgettable experience was that I lost my internet connection because it was the first time I tried it at home, so the only thing I used was simple broadband, which is not possible. So that was the most unforgettable experience of my day 1 because that's what I never thought would happen. So, on my first day, the experience was quite drastic, I even cried a bit because I really wanted to do it. My PowerPoint is well prepared and then that's it, all my scripts are ready because I'm making a script, so I don't forget anything. And then like that I disappeared from the air, I'm cut off during my live session, everything was a commercial as if on TV, that was my unforgettable experience, so I learned from that experience. Absolutely "Next time, I'll ask my colleagues who I can go to... I was cut off, I cried that time because my preparations were a waste because I have so many subjects, and it was all cut off, cut, cut, cut so it was a waste of all my efforts and preparations. So, what I did to make not be wasted, I still used it in the next episode, I used it in the next live."*



***Becoming a Pioneer Tutor in the E-Tulay Program***

MC proudly announced that she was one of the pioneers of the E-Tulay program. She also revealed some of the reasons why the E-Tulay program was established. In their conversation with one of the projects' leads of E-Tulay, MC stated that they would focus on teaching through social media, especially since there was a high percentage of people who use social platforms. Then, this was the reason for the creation of online tutorials to be useful teaching tool for learners. MC was even more specific in her presentation of their plans when they discussed the possible online platforms, they could use in the online tutorial they were planning to do.

*"That's why we joined E-Tulay because we were the ones who started E-Tulay as if we were the pioneers...Sir Maj, one of the project leads, said...let's make it a tutorial, let's make it online so that everyone can access it because at that time, it seemed like 80 percent or 90 percent of the population in the Philippines use cell phones and only very few of those in remote areas, the ones we call remote areas are the only ones where it's really hard to get a signal, that's the only thing we don't have to reach and there is also a ready program for that, so, for those who go online and let's say there are a lot of them, this is what we should give time to... Sir Maj as our head already did on DepEd TV, said let's do a tutorial and then Let's live on FB because FB is a commonly used social media platform, so it's commonly used, so that's why we did live streaming, stream yard, that's what we used..."*

As expected by MC, as a pioneer of the E-Tulay program she would face many responsibilities. She was overwhelmed by the many subjects she was going to teach because there were only a few of them. In addition to that, some of the beginners were not really specialized in the subjects they



handled. They taught it by studying first and doing research to avoid wrong information that may be given even if it was not their specialization. In addition to that, she also had a load in the elementary program and part time at the high school program that she handles so she had many subjects.

*"First of all, there are so many subjects, and we are given more and more subjects, that is my first experience in my entire teaching career that I teach different subjects that are not really my major, it seems that it is new and I need to study the lessons because the people who watch me are nationwide and I'm really not good at it so I really studying it before the live session. Imagine I'm teaching in elementary school it is not my specialization unlike in secondary school, it's a little bit easy because I've studied it, I have stock knowledge and there's Google that can provide the information that I need, I took it all because I know that there is no one to teach because we are limited to only 20 volunteers from DepEd TV so, that's where it started and of course, the Ed-Techs who are there in that office are not really teachers but they teach. So, I have Elementary subject, AP, then I also have Health 5 and 6, and then I also have Secondary on the other hand, MAPEH 7, 8, and 9, I just didn't handle grade 10 because they are already complete there."*

As a solution to the hectic schedule that the previous volunteer teachers had, they thought of having an additional program so that they could give relief to their teaching for free in the E-Tulay program. So, the pioneers conducted a meeting and discussed the program that would address their concerns. Everyone agreed to expand volunteerism even more so that others can fill the excessive loads that they are performing. The program that MC is talking about is also the program that A.J. is talking about which is a "mentor-mentee program" where there will be recruited volunteer teachers who are willing to provide their services for free in teaching E-Tulay. She was also specific in the area of people she could



recruit as part of E-Tulay, and she clearly said that she did not use force and pressure and offered it to teachers who wanted to get involved in teaching volunteerism.

*"Since it was limited, it was announced by us... because we volunteer, we don't have to pay E-Tulay. There is no extra salary, no incentive, we don't even receive any materials from the DepEd central office so, so pure volunteerism, why not let's expand, let's just increase it, so, we have all completed all the subjects that are taught regular classroom, Math, English, Science, AP, TLE, MAPEH.... I only hired tutors in Cavite because I will help those within my area first, then only all those who are willing, because it is voluntary, I didn't insist on them if they wanted to join or not."*

The mentor-mentee program made by the pioneer volunteer teachers was successful, so there was a second batch in September 2021. With the number of volunteer teachers who committed themselves, MC planned another program to fill the day on Saturday. She called it special programs where volunteer tutors would teach technical vocational skills for learners to use to earn extra income.

*"Since it seems like there were many volunteer teachers, what happened is that we thought of a new program because of course there are Saturdays that also go online, so we did it on Saturdays too, those are the special ones subjects, there was cooking, then there was how to earn money while at home, that is also taught, the strategy."*

She mentioned that one of the special programs they created that MC loved to teach was theatre arts. Aside from MC's real dream to teach it, she loves the drama class, so she voluntarily made the said class session her program.



*"I'm the one handling the theater because that's the type that I want to teach, that's what I dream of teaching and then I told Sir, I volunteered, the "drama class" I said like that. Then he called me, he said "go ahead and push your drama class, let's go to the special program...the one we named it, E-Theatro because it started in summer camp because he said "what can we teach in summer...that's the E-Theatro, that's the theater spectacle, that's summer camp, that's theater, acting, facing the camera is just basic because it's online, we focus on acting, the delivery of dialogue, facial expression so, that's what we inserted later on in E-Tulay."*

Also being one of the organizers of E-Tulay's special programs, MC proudly mentioned that they had travel goals prepared for viewers who could not go out at that time. What they did came out ideas of the members the teacher volunteers such as coming out of their area and featuring their famous places so that even online, the learners could see other views from different places in the Philippines.

*"Then travel goals because of course you're at home and you don't see them, we had contacts in different places in the Philippines with beautiful view spotting, those are the ones that are featured by the teachers, they are the ones who document themselves, we will live that for example in Palawan, we will hire a teacher there "oh what is the best spot there in Palawan?" that's what you promote because the students can't wander around so, that's the place, it's the amenities there."*

### **Preparation for Live Streaming**

In MC's preparation for her teaching in the E-Tulay program, one of the experiences she shared was when she picked up some of the volunteer tutors by car going to the central office to conduct a live session there. This was one of the unique experiences shared by MC since she was one of the pioneers of the E-Tulay program and a teacher broadcaster of DepEd TV. She described that other volunteer teachers were from distant places but



still but they were happy to fulfil their responsibility as volunteer teachers.

Each of them was always ready in case they needed each other during the live streaming.

*"I also experienced the central office one time because it was necessary. A white van picked us up, door to door...At the central office to go live on E-Tulay. We will go live there as in from Cavite and then the others from Bulacan, Laguna, and Batangas to do live sessions. A van will pick us up, they have a budget for that. Then of course, for example, there's an exercise, you'll call your E-Tulay there, they're just on standby there because we're going to on air live one after the other, so they're lined up there, they're sitting outside. "Dance here first, I'll need a dancer, they will dance there. "Oh, I need an actress", ma'am Pam is the one I always call, if she's an actress, oh that's it, that's right next to me. That's how our system used to be, so I really told you, that's why my decision to do E-Tulay really had a big impact on my life as a teacher, and that's why you need this kind of life learning knowledge."*

In terms of providing instructional activity during live streaming to the learners, MC strictly reminded them that before she allowed the learners to post their outputs, they must first show the parental consent to show that the parents agree that their children's outputs would be posted. MC only provided security to her learners but also to herself from the possible complaints of some parents against her. Fortunately, in MC's experience in giving consent to learners to post their outputs, no parent gave her bad comments, but she even received thanks from the parents of the learners of the E- *Tulay* program.

*"My assessment is because we are far away from each other and our platform is only online, post the video but of course with the consent of the parents. We have consent that is given to those who want to be posted. "Ma'am, I want to post, and how?". "Have the parents fill out the consent*



*form first because you are going to post your video, the nationwide people can see you". Some people are sensitive, they don't want their children to be posted. That's with the consent of the parents is important upon the outputs of the learners."*

### ***Bayanihan in the E-Tulay Program***

*Bayanihan* spirit denotes expressing an act of kindness to those in need. The phrase is often heard in times of crisis. The spirit of *bayanihan* was alive in MC's stories when she shared how the people who supported and helped her at a time when she desperately needed help. MC's superiors at her local school gave an impressive performance when they offered a solution to her biggest problem regarding the technology she would use in her solidarity with the *E-Tulay* program. She felt that she was not alone when her principal let her use the school's facilities for her live session. Her head teacher also made a strange offer when she said that she could come to their house if she needed an internet connection. With the intensity of her head teacher's trust in her, she could go at their house even if there was no one there. For MC, these kinds of people were what she needed so that her teaching skills could reach distant places. Simple act of kindness by some people for one person, but the result can provide guidance to many students who needed knowledge at that moment.

*"Everything is provided by the school, so it's ok for us, the principal has provided everything I need to do E-Tulay... my head teacher said, just do E-Tulay here, at the time of your E-Tulay, just come here, the house is available, even if she is not there, I went there to do E-Tulay session."*



***Pakikipagkaibigan in the E-Tulay Program***

The E-*Tulay* program had a good result in building good camaraderie with other tutors. The good association she was referring to was that she had someone to approach when she needed assistance while she was teaching in the E-*Tulay* program. In this field, she needed to have a friend who could give her things she did not have for teaching voluntarily. She mentioned that she could see the kindness of the people she approached, apart from the volunteers, and there was even a chance that she bothered her co-teachers late at night just to ask for the references she needed for teaching.

*"E-Tulay was meaningful to me because not only the students but also the tutors' associations. Because that's where you'll see it, for example, I am not majoring in MAPEH, but I'm teaching it. I asked the Master Teachers there, "Is it right for me to say this? Can you give me a reference for what?" So I saw that there is a good group formed there at E-Tulay...it's a good organization at E-Tulay when you need something, there are many people you can contact there and it's a volunteer that even bothers you at night, "Ma'am I need something like this, I don't have a reference like this, like that" as in our organization is different from E-Tulay."*

She also mentioned that the friends she met were loving people. The love she talked about was making the volunteer tutors feel that she was no different from them. According to MC, the people she approached were the right people because she felt that she was welcomed and inspired by them. In addition to this, she also said that the friends she met were generous not only in material things but also in their willingness to impart knowledge and





time. That was why it was not difficult for MC to do the same to them. That was the essence of a symbiotic relationship of friendship that emerged from the experiences shared by MC from her journey on *E-Tulay*. This event was meaningful for her because the experiences with her friends will remain in her memory to this day.

*"That's what's fun and the tutors are loving so you feel different when you're there, you feel like you belong to the group....The teachers are different I said "These are the right people at E-Tulay because they're not greedy, they are not greedy for time, with their knowledge, they are willing to share whatever they have so I am the same with them. Whatever they need from me, I also give... the E-Tulay family, that's what is meaningful to me, and I will never forget them all until today..."*

### **Recognition in Volunteering**

MC had many meaningful experiences in her volunteerism venture in the *E-Tulay* program, but among them, she had what she called the most meaningful experience of all, nothing but remembering the sacrifices, talent, and knowledge she shared for *E-Tulay* program and even the learners she helped. The recognition she received because of the *E-Tulay* made her realize that although there was no compensation for joining *E-Tulay*, at least the awards she received are evidences that she gave her best in teaching as a volunteer tutor. MC is very grateful for what *E-Tulay* did to her, consequently, she cried when she received the award while hearing the applause of her colleagues, which in turn brought a great feeling. The success she experienced gave her enthusiasm and made her believe that



she had really shared something with her fellow humans when it comes to teaching without asking for anything in return.

*"The most meaningful experience I had in E-Tulay was when I attended a live face-to-face awarding with General Trias. I was really in tears because I was being applauded by many fellow tutors... hearing their applaud, it felt really good, "Ah ok, this is it, I finished the school year, I did my best" this is my reward for doing my best", this is the fact that even though I didn't earn, I can see evidence that I did my best, I don't even have a salary, I am not expecting it. I'm not promoted, and there is nothing in return for that, so I am like "Oh, this feels good..." still holding my two awards."*

MC also shared the awards she received as a volunteer tutor in the E-*Tulay* program. She was awarded as an Outstanding Tutor who showed active performance in E-*Tulay*. She was also given two service awards that only E-*Tulay* pioneers received. MC said that she received two because one of them was from DepEd TV and the other one was from the E-*Tulay*. She emphasized that she did her best in all aspects of her involvement in the E-*Tulay* program and the awards that were voluntarily given to her are the proofs that she had performed efficiently in the role she started.

*"In Tutor of Health and the special program, so there are two, then I have another one in DepEd TV, it was a different one that I received in Baguio, so my award is three. It seems that the Outstanding Tutor is for my service award because I am already one of the roots in DepEd TV, then I have a service award in DepEd-TV, so I said "Ahh I did my best... because it was an unforgettable experience though getting an award at school but it's different nationwide, it's different to be recognized by the whole Philippines for me, that's the most meaningful experience."*



***Recognizing the Inter-sectoral Impact of E-Tulay***

When MC looked at the good effects of E-*Tulay*, she realized that it not only brought personal benefit to her but also to the learners and parents of those whom she taught. Se proved the benefits of the E-*Tulay* program by describing how E-*Tulay* has helped in her personal and professional life as well as the achievements of the learners and the gratitude of their parents. In her assessment of the impact of E-*Tulay* in her life, she said that she was happy because she helped the learners to learn. Although she had many parts to do in E-*Tulay* and what she did was tiring, for the sake of the learners' learning and development, she tried to fulfil every responsibility placed on her shoulders.

*"It really had a big impact not only on me but also on other people, but the impact on me is of course that I am happy because I helped the children to learn and be informed about other things such as acting and their health. It's not just that I'm focused on one of my many subjects, I've imparted many of them. Somehow the learnings make me happy because they are learning."*

She also emphatically said that E-*Tulay* was not just a supplemental activity that guided the learners, but it was a way for the children to learn. She explained that it was like teaching in the actual onsite in a sense that as a teacher and there were instructional activities to be prepared and provided compared to supplemental activities. There may be no one directly teaching or they may be the ones answering alone. MC explained very well that her own teaching experience was evidence that E-*Tulay* teaching is



deeper than the supplemental idea because she saw that the learners also gave their questions in the comment section, and she answered them. Learners also submitted outputs, and they also responded to what she was doing. Everyone engaged in interactive participation, so MC said that this was not only a lived experience of the volunteer tutors but also of the learners in the E-*Tulay* program.

*"It's a teaching and learning experience. It is not only supplemental but deeper than that because I am in the system, I can see...as a tutor in E-*Tulay*, I've seen that this is E-*Tulay*, the size of the impact, it is not just a reference because the teacher teaches the actual through online. What is in the module is what is taught and explained. If the student does not understand something, he throws a question, he types it, and the teacher will answer it. So, live experience of the teacher and the student."*

The truth of what MC said that E-*Tulay* has a good impact not only on her but also on the learners can be seen when she proved that some of the program heads of E-*Tulay* visited the achiever learners in their areas. The gratitude of the learners to the E-*Tulay* program is a testament that the program has helped them a lot when it comes to their personal growth as students. Not only that but because of what the learners have achieved, their parents who guided the learners in their learning journey were also been grateful. Whether they were achievers or not, some learners and parents could attest to the benefits brought about by the E-*Tulay* program and they were thankful for this from the bottom of their hearts.

*"E-*Tulay* is really a big success because there are a lot of learners whose feedback is really good, what they say is good...and they had a good*



*experience at E-Tulay and there are also those who became honored students and those who were visited by the heads In Cebu, Davao, there are students who have achieved academic distinction. There are those with honors, high honors, so the E-Tulay helped them. Even parents testify that E-Tulay had a really good effect on their children, they really learned."*

### **Motivating Student Viewers Through Incentives**

In MC's teaching in the live session in the E-*Tulay* program, she not only received recognition and rewards from other people but she herself also gave rewards to the learners she taught. She gave certificates and T-shirts to learners who continued to voluntarily support her teaching. MC really spent money on sending incentives to learners who live far away. Although MC did not receive compensation for teaching, she also voluntarily released money just to make her teaching more pleasant and more interesting, and for learners to participate more in her live sessions in the E-*Tulay* program.

*"I'm really giving incentives to my students. I made a T-shirt for the students and then I sent it to them. Everyone who followed us in all the episodes because I checked the attendance there so, I really give recognition to the learners because they are always there waiting for you even at noon, they must be eating or eating at the same time as I am teaching. It's like the time a student gives you is different, it's meaningful to me, so I said OKAY, I'll give you a reward, not just a certificate because the certificate is very easy for me to do and give. For example, if there are three attendances, that's ok! It's a certificate. It was easy to do, but I appreciated the children attending me every episode, they were there waiting for me, so I gave them a reward. That t-shirt is made by me to make an E-Theatro t-shirt because it's not easy. At first glance, our time at the E-Theatro is five to six, so the children are already quite tired and feel sleepy, they're tired all day but they're there. So, I give them T-shirts and then I send them. I also took out the money voluntarily and gave it to my avid students because I am happy with them, and I am happy because they learned from me."*



### ***Upskilling in Volunteering***

The specific thing that MC developed in her volunteering act in the E-*Tulay* program is the proper manner of teaching. She differentiated teaching with other platforms compared to E-*Tulay*. Unlike others, MC clarified that in E-*Tulay* since it was a live session, teaching was continuous on this kind of platform. The preparation was also different because with E-*Tulay* when there were technical problems, the directors had to be featured on the monitor because the session was live. In addition to that, the audience of E-*Tulay* was also wider than other platforms. Hence, for MC, the value of the manner of teaching was what she focused more on as an improvement in her journey in the E-*Tulay* program.

*"I just really want to learn, and I really want to experience what online learning is really like... Of course, it's also to develop my skills because even though I'm talkative, it's different that I only talk to children face to face, same as on TV, the manners of speaking are different and different when online. So, I really want to learn it, how do I do it online? Because we go online but only on G-meet and then always, "Do you see me yet?" like that "Is it ok?" It's different when you're on a live stream, you can't do that because it's live, you just keep going, because it's live."*

### **Individual Textural Description of the Lived Experiences of A. J., A Servant Mentor**

In the lived experience of A.J., he saw himself as a mentor to other volunteer tutors in the way he served them. Recognizing his role as a mentor and guide for others interested in volunteering, A.J. recalled that as one of E-*Tulay*'s directors and mentors, his situation was difficult, but he



was happy with his connections with his colleagues. His demonstration of being the heart of a servant was also an inspiration for others. In fact, he was doing work that was not part of his job because he had a director too, but because of his director's goodness, AJ joined as a volunteer mentor so he could continue the work of the tutor who was not encouraged by his director. Not only that, but AJ also had the experience of being a servant mentor in how he directed his colleagues in the *E-Tulay* program.

### ***A Pathway to Success***

In my personal interview with A.J. when I asked him about what particular symbol could represent his experiences in his volunteerism in the *E-Tulay* program, he said, "a bridge." At that moment, the mode of learning was distance learning so the way to continue education was through online distance learning. One of the platforms of education was the *E-Tulay* program so as an instrument and source of education, this program included A.J. as the one of the mentors that led many learners to survive education at that time. One of A.J.'s key definitions of his experience was that he also had the opportunity to get recognitions and those recognitions could be considered as growth in his personal and professional aspects as a teacher.

*"My experience in E-Tulay represents the bridge. That's really what I think is a symbol of my experiences. Because I saw that, I experienced how E-Tulay bridged education during that time. The problem is the pandemic,*



*not only that, the challenges of the internet, communication, everything. Because of course, the internet can't be removed, only those who can access it. What about those who don't? They became a bridge not only for education but also became a bridge for all of us. It became a bridge for our success as well. Not everyone gets it, we just had an opportunity. It was a privilege that we were able to get this and recognize it, that's why we were promoted, and that's why many were promoted. In our professional growth.”*



E-Tulay served as a bridge to A.J.'s experience to make things that would bring blessing to others. He did not underestimate his ability to give counsel to his fellow believers within the range of his abilities. A.J. was generous about the resources that he had to help others thus, his friends also experienced the joy and the opportunity he had by sharing the E-Tulay program with them.

### ***Involvement in the E-Tulay Program***

A.J. shared how he got the opportunity to be involved in E-Tulay. Initially, he created his own online platform to provide learning to viewers. In fact, I was also on the YouTube channel that he hosted as his co-host in the program *Pagpapakatao* TV. That platform was noticed by his friend who communicated it to the central office, so he immediately sacrificed it.





*"We create a YouTube channel to create a video lesson for the children to replay after the session. Now our friend who was in the central office at that time noticed that then the EdTech started to introduce it to the DepEd unit. Then, they contacted me. After that, while talking to me, suddenly we had a GC with Sir Maj the project lead. That's where it all started. So, it seems that it was offered to the people from Deped TV, the teacher broadcasters because at that time Deped TV suddenly had a problem, they could not broadcast so they created or found an alternative which is live streaming. So, it happened our friend Sir Mark Papa saw me at the central office, he recommended me to the E-Tulay team, so that's the history."*

For him, this instance was a blessing from God. He became a channel of blessings to more and more extensive tasks and he was able to exercise his abilities more extensively.

#### ***Pakikipagkaibigan in the E-Tulay Program***

During A.J.'s journey on the E- *Tulay* program, I saw his sincerity when he said that he felt fulfilment because he did what he wanted to do. He wanted to explore his growth in line with the use of technology. In addition to technological growth, one of the things A.J. mentioned was that of self-fulfilment in being able to help his friends in a way that he could offer them as volunteer tutors in the E- *Tulay* program. As proof, I was one of those who offered to be part of this program. Not only did he mention me in his narrative, but also some of our colleagues at the school we belong. Two of those he offered are co-researchers of this study. The three of us who were part of the study of this thesis have experienced the kindness shown by A.J. by giving us the opportunity to serve through the E- *Tulay* program.



*"It's also fulfilling because at the same time, I'm able to do what I want to do, and I've been able to help my friends and my companions. You can also experience the joy I experienced at that time with the success I experienced. I even shared it with my friends, my classmates here at our school, who also experienced what I experienced."*

During A.J.'s journey as a volunteer teacher, he had the opportunity to become a mentor because he was one of the pioneers of the E-Tulay program. When I was involved in E-Tulay, A.J. became my Director of Education in Discipline and he also became my mentor. In our collaboration in teaching, our friendship became a way for further development of culture in remote areas of Laguna. This started when we became viewers and he used our live video lessons to watch with his students in those moments. It was also noted that the time of our teaching at E-Tulay was also a time of his online class at their local school. A.J. described what a teacher in Laguna did as a supportive move. Because of this support, Sir PJ became consistent in his utilization of our live video. This also became the reason for us to engage him in our special program *Pagpapakatao TV*.

*"We have a friend who is a teacher in Laguna, Sir PJ, who is actually ESP 8 he uses our videos in the classroom. In Google Classroom, he shares our live stream. So, we are the ones in his classroom. He is very supportive, he is very enthusiastic about what we did, his students are my students too and they actually submit their outputs too."*

In addition to Sir PJ, A.J.'s friendship grew even deeper when he tried to invite one of the well-known 2009 CNN heroes, Sir Efren Penaflorida. I never thought we would have a chance to join him on E-Tulay when he was



interviewed by us on *Pagpapakatao* TV live and where he shared his personal story.

*"In our special program, we can interview people who are not just random people, which is an example of that, there is "Efren Peñaflores" who is our guest several times because he has problems with the internet several times also that we invited him and yet he still willing to be a guest. so that's what really added to my inspiration because it's rare that you get to interview a celebrity. He is a celebrity because in our book he's always included as an example in exemplary works."*

One way of showing A.J.'s friendship was to give extra effort and time for his fellow humans to the extent of his ability. It was an opportunity for him to increase his friendship even more when there was a volunteer tutor who was no longer able to engage with his original director and mentor. So as an initiative of A.J., he became the director and mentor of Ma'am Kris. Ma'am Kris was the first person to approach A.J. to ask for help. I still remember that Ma'am Kris was a bit tense when she met us and asked AJ for help. A.J. did not disappoint her and became committed to helping her.

*"To be specific, that's the one from the division of Makati, Ma'am Kris...Yes. She was able to use her experience in E-Tulay because she is truly an exemplary tutor. She is good because in a way she was adapted, or I was not her mentor, but I became her mentor eventually because his mentor was busy, so I was really involved in her development. Thus, I am very proud of her and at the same time, she became my friend. His mentor who was assigned to her became busy because he became the head of a department in EdTech. Unit. Accordingly, she can no longer be taken care of, therefore I am the one who supports her until the end."*

In the style of A.J.'s friendship, I can say that it was really his investment. I have seen the idea of "what you sow is what you reap." A.J. planted extra effort, time, and skill, so the fruit of it is having more friends



that he can also use when the time comes when he is in need. E-*Tulay* was a source for A.J. to exercise his being a good person, whether he knew him or not. He did not choose to help so it was not surprising that he may have been inspired by his style of leadership.

### ***Technological Barriers Impeding Volunteerism***

During the duty that A.J. had in her roles in the E-*Tulay* program, one of her worst challenges was the internet interruption that he experienced and experienced also by her fellow volunteer tutors. There was a time when the internet connection in his appointed sessions was disrupted, he was obliged to make a way to continue the session with the volunteer tutors. As soon as he experienced it, had an impact on his appointed sessions.

*"Why is it hard? Mostly in my experience with the entire directing, the problem is the internet connection. In other words, the internet is not okay, yet the technology is still there because not everyone who volunteers is that good with the internet. Thus, it is a challenge to the one who directs the stream, that's why we suddenly get subbed, and the internet is logged."*

### ***Bayanihan in the E-Tulay Program***

In his interview for E-*Tulay*, A.J. knew that he could not afford compensation for this, but that would give him extra work that could potentially weigh on his schedule at work in school, on himself, and on his family.



*“This is pure volunteerism. We don’t get any compensation and we are always asked if we received any payment or talent fee on this, but we always answer them by saying no, it is volunteer work. Pure volunteerism.”*

Aside from the lack of compensation, he had more concerns as he directed the E-Tulay program to the volunteer tutors. There was also a problem with the unstable internet of other tutors which caused the interruption of the live session. Despite this, A.J.’s determination to help them was also evident as he provided substitutes for their sessions. In this way, although the problem could not be avoided, A.J. immediately provided a solution to help the program as well as teachers who could not continue their session due to internet interruption.

*"Sometimes when the internet fails, we're dead, the internet can't handle the simultaneous broadcasts. So, that was really challenging, and then there was one time when the tutor suddenly disappeared, so I substituted myself for her session. Yes, I did it, and then we hosted a special program. I also become an instant director in other subjects, so there are days that I supposedly shouldn't be involved in E-Tulay, but I need to be there."*

Often the reason for the failure of the internet was simply the weak signal, but at this point, another classical event was also the cause of the lack of internet while continuing the E-Tulay live session. These were the natural barriers affecting volunteerism. Some tutors elsewhere, such as in Cebu experienced a wide brownout while other volunteer teachers were active in teaching. So right then and there A.J. called up other tutors available to continue the session of the missing live streaming. Since A.J. was the Director of *Edukasyon Sa Pagpapakatao*, he was quick to call for



help from his department and I was one of the quickest to extend help. I responded to A.J.'s call to take over the teaching of another volunteer teacher in Cebu who was hit by the storm.

*“There was a time when there was a storm and it browned out, but that was not available. We are trying to get data, so there is no choice, we will tap you or I will sub. The one who was hit so hard that he needed a substitute.”*

The challenge of *bayanihan* with A.J. in the E-Tulay program was not yet over when he had the opportunity to get acquainted with teachers who had higher positions than him in the field of teaching. At first, he felt embarrassed because he had to teach them, but since he was dedicated to it, he continued to recognize and assist them. This same opportunity inspired A.J. to see the real intention of the people he taught to have a heart in volunteerism in teaching even without compensation and even had higher position in the field of teaching.

*“They are Master Teachers; the other is an Educational Program Specialist in their division. It is unforgettable because sometimes it's hard to imagine that my mentor has a higher position than me. I mentor someone who has a higher position than me, master teacher, teacher three, sometimes it's awkward, but sometimes I'm also proud that I can do that. They are volunteers, that's what's important because as far as ESP is concerned in our program, those with us are humble. None of them said, "Hey, I am teacher two, I'm slow in what, I'm a master teacher, slow in using this, well there's nothing like that. it's like that since it's a volunteer and they like what they did." They are open to suggestions, they are open to direct...Maths, MAPEH, high school seniors, so that's why I said it was unforgettable because there are people, we direct who have a higher position than me.”*



I can say that A.J. reveals the essence of *bayanihan* because even though he did not have compensation for his involvement in *E-Tulay* he did everything he could do without asking for anything in return. When it comes to work, although compensation was not given, A.J. did not see any indisposition in the quality of his volunteer work. The truth of this from his stories on the follow-up was that he still made extra effort to do more in his work on *E-Tulay*. The subtitles that he did were very important for the *E-Tulay* program so as not to interrupt the continuous rolling of the live session. A.J. also made it clear in describing his experience that not the altitude of the position was conferred in teaching volunteerism but the size of the willingness of heart to help.

### ***Becoming a Pioneer Tutor in the E-Tulay Program***

A.J. was one of the pioneers of the *E-Tulay* program. He said that at the start of the *E-Tulay* program, not too many volunteer tutors were involved and there was a trial period from the central office. Upon trial, A.J. was one of the tapped tutors who came to the central office to be part of teaching at *E-Tulay* as a volunteer tutor.

*" I was one of the pioneers when it expanded because it only started with trials in the sense that the people from the central office were the ones doing the broadcasting. "*

Due to the shortage of volunteer teachers in the *E-Tulay* program, it is inevitable that early volunteers as pioneers had a lot of subjects to teach.



Although they were just volunteers, they could not avoid hardship and weakness because of the amount of responsibility they had. Thus, to provide a solution to the number of loads owed by the former volunteer teachers, the E-*Tulay* mentorship has been launched to train the volunteers who were willing to teach in the E-*Tulay* program.

*"That's why we have a meeting before live. That's why we had a mentorship...A day before our live stream. The time when there was a mentor-mentee program."*

When there was a mentor-mentee program, I was one of A.J.'s mentees and witnessed what I experienced with E-*Tulay*. I see that in his involvement in E-*Tulay* as a pioneer, I can say that it was challenging because of the responsibility that he has. First, as a teacher at E-*Tulay*, secondly, as a mentor, and now he has also become a director at E-*Tulay* which handles our live streams not only in the *Edukasyon Sa Pagpapakatao* but also in other subjects if another director is not available to cover their subject area.

*"That's really the most challenging thing, you'll just laugh afterward because it's like this, I am directing, since I am the ones who direct it, we cover the one channel we call the live stream because it's three channels so it's difficult, because it's all at the same time broadcasting. So, there are a number of subjects, all subjects from kinder to senior high school are covered."*

In addition to performing multiple roles in the E-*Tulay*, one of the challenges AJ experienced was the unavoidable overtime of volunteer teachers who directed him to live stream. When this happened, it also





affected other schedules, so it was difficult for A.J. because it was not possible to simultaneously tutor on live streaming and at the same time be involved in *Papakatao* TV which was a special program of Education in *Pagpapakatao*. Since the special program was late and since there was overtime, it was possible to change the time of the special program which he himself was also the host.

*"Junior high school, then our special program pagpapakatao TV at the same time. From grade 6 to grade 10, they are all six. Now the challenge is, as I told you before, you can't really control the overtime...sometimes when there is a stubbornness, in a sense that they are unconscious of the time. I mean there are only those allotted to us, you know thirty minutes in Edukasyon Sa Pagpapakatao. Sometimes someone goes over almost an hour, so when he goes overtime. Then, there is a domino effect."*

Despite the challenges that A.J. encountered in *E-Tulay*, it gave him the courage to lead to the realization of the task because he had no compensation here in addition to the stress from other volunteer tutors which caused the lack of time for his work. But, instead of getting upset, A.J.'s willingness to serve became more intense when he said that he welcomed all those difficult experiences. In short, he loved what he did, and he described these things as his training in his personality. For him, these experiences inspired his passion as a teacher and as a person who tried to comfort his fellow humans. At first, he seemed to be vulnerable to what happens because as often as this happens to him, the stress he would often experience was the same. But looking deeper, his passion and efforts have grown even more so that her fellow volunteers who also devoted their time



to teaching in E-*Tulay* were able to understand. There was a possibility that they also committed overtime in teaching because they were teaching volunteerism, but others should also see the potential benefits of the pleasure from what they did.

*"There is a factor that you enjoy your passion, what you are doing, so that means, even though the difficulty level of managing, directing, then you are still a tutor, then sometimes you are subbing, you are the host of a special program, you are accepting it and still enjoy it."*

#### **Preparation for Live Streaming**

With A.J. running live streaming to teach at the E-*Tulay* session, one more thing he needed to do was to prepare for commercials or video features while he was hosting a special program at E-*Tulay*. This was one of the strategies of E-*Tulay* online tutorials if ever there were technical problems that were not expected while on live streaming. For A.J. there could be no dead air so there should be fillers to cope with unexpected problems.

*" So, just to give you a picture, we have a special program and then there is a live tutorial that is still ongoing, we need to create a delay. For example, a commercial or if you have a feature video, you just have to think about what you're going to show, so it's live."*

As one of the mentors of *Edukasyon Sa Pagpapakatao*, he also carefully taught all his mentees to prepare their lessons for him to see if it they were ready for broadcast or for live streaming. He also gave extra tips that could help volunteer tutors make the discussions more interactive. One



of the memorable tips given by A.J. calms as his mentee was the correct way to calling the students. He said that “learners” should be used to call students online and not students first for uniformity and secondly because of the idea that they were not face-to-face. Onsite students are called by their school and name, so in online settings suggested by E-Tulay, they should be addressed as learners.

*"Yes, I had mentored everyone. As well as lesson preparation, you are familiarized with the live stream application that is used, then with the stream yard, PowerPoint, and extra tips to make it easy to live stream."*

He also gave color to his experience and he got good messages from learners who watched from other schools. A.J. did not expect him to get good comments from them, but this could not to be avoided when the learners appreciated A.J.’s way of teaching and his inner goodness to his fellow teachers, especially to the volunteer teachers. For A.J. the message “Thank you po” from other people whom he did not know was very meaningful for him. This word served as a reward to him despite the struggles he experienced.

*"When we entered E-Tulay, it is meaningful when you hear interactions, comments, and even personal messages from our students, teachers, and parents, outside the school you are assigned to. I am talking about from Luzon, Visayas, and Mindanao."*

A. J. also said that not only did he teach the learners, but his experience also showed that in his teaching, students responded to what he did. Students may not be able to do that because they would not have



A.J. grades, but there were determined students who volunteered and responded well. A.J. proved this when he received outputs from learners who introduced it to him on his Facebook account. As a response to supporting the learners in his teaching experience, he gave them recognition by making certificates that were reflected during live sessions.

*"Direct message on Facebook to pass on what they did because of course it's a tutorial, there are interactions and then you leave some work so that we can feature it in the next live stream. So, there are eager students there and I recognized them."*

#### ***Upskilling in volunteering***

On the improvement of A.J.'s skills when he was in the *E-Tulay* program, he said that he had an inner talent that he did not expect to develop. He responded to teach despite the traditional style that online settings were different from the customary normal set-up. Specifically, he mentioned that he acquired skills when it comes to using technology. At first, he acknowledged that he was not skilled in using it, but because of his dedication though it was not easy, he was able to accomplish it. He frequently taught in *E-Tulay*, become the director and mentor which exposed him more often on the use of technology. Some of the improvements that A.J. said he acquired were making his own video lessons and editing skills. He recalled that the videos he edited took a lot of time to prepare but released only for a few minutes. Even though it was



difficult to edit videos, it just suited him because it also enhanced his personal and professional aspects.

*"It really had a big impact because it uncovered or tapped our inner talents, our hidden talents, hidden skills, that we can do these things. Back then, we were just in the four corners of the classroom and teaching, but I become ICT experts. I have fulfilled many of my dreams in my career. First, it was the same time that our profession was to teach, the skills that I personally like to be innovative when it comes to technology, specifically the innovative video lesson that was a hit because that was the trend at the time. Especially in our major, in our specialization, who would have thought that we would be able to have ICT expertise in the Edukasyon Sa Pagpapakatao? That, I guess was the most impactful, my hidden talent was discovered. Then what we were forced to do even though we are not very hi-tech."*

One of the things he specified was making a good presentation in teaching. He also knew that he did a different presentation in teaching compared to when he got exposed to the use of technology. Much has changed in the styles of his work and these techniques were needed to get the attention of the learners. Preparing presentations for A.J. was one of the ways to get the attention of the learners so that they could watch the online discussion any time they wanted to.

*"That's why I learned how to make an easy and good presentation because that's important, to watch the video lesson even if you require it from your students. If you don't do it well, they won't watch it. But when it's good, they've learned, then they recommend it. We have experienced that because students recommend it."*

He also described the difference of acquired skills in making lessons in PowerPoint compared to performing the job itself in live streaming. For him, the experience was different when one teaches live because in addition



to teaching, one should really have sufficient knowledge in operating the platform used. He said it was easy to see if one makes a mistake in his or her moves because the session is already live. Furthermore, because the teachers had gone off track, it was inevitable that this would come to their minds because of the fear of failure. Thus, all the volunteer teachers' proof of their experience in error was their first attempt at the live session. It was not denied by A.J. that even when he first tried the live session, he had a moment when he did not hear what he said. His director also texted him, but he did not notice it though he kept on telling him. He noticed that at a time when he seemed not to speak or respond to what he was saying, he only realized that he could immediately identify the possible causes. He noticed that his audio was not proper, so he immediately manipulated it. Although he suffered some difficulties most of the time, he continued teaching till he succeeded. So A.J. mentioned that the live session was harder than the usual teaching because there was no time out or repeat performance because the live streaming session was continuous. Therefore, if a mistake was made in teaching live stream it could not be repeated in those moments. All that needed to be cautious the next live sessions and not to repeat previous mistakes.

*"Yes, that's exactly it, the actual use of those already used is not just a mere PowerPoint, it's like the live stream itself. Because there is a difference in the fact that you are just recording your video-recorded lesson in a live stream. So, it is intense because it is like we are doing a demonstration teaching because it is the live stream, in real-time and then*



*it is difficult to make a mistake because it will be noticed. Since it is not only DepEd TV that has been noticed on social media with its mistakes, but it also includes E-Tulay of course"*

***Recognizing the Inter-sectoral Impact of the E-Tulay Program***

The impact of E-Tulay has not only reached the whole of the Philippines but also abroad. As A.J. shared his stories, he remembered what he experienced when he received a comment from a viewer who was abroad. A guardian of the learner appreciated the beauty of the E-Tulay program for its help to young people who wanted to learn despite the challenges of the events of that time. He mentioned that as a volunteer teacher of the E-Tulay program, he was proud of that appreciation because for him it would be part of the history of the E-Tulay program.

*"All over the Philippines, we still have times when people in other countries comment and appreciate what we do. Yes, he is like a guardian or parent to someone who joins the online tutorial. In a way, I am proud that I have experienced that because I'm part of that and I'm sure this is part of DepEd's history.*

***Recognition in volunteerism***

In addition to the recognition, he experienced from the viewers, he was also received awards when he was still teaching the E-Tulay program. He was given the service award as program head, nominated as an outstanding tutor, and received the E-Tulay director service award. I was with him when we were given the award for excellence in innovative instruction.



*"Somehow, at some point in my life, I was recognized, someone appreciated what we were doing. Everyone always opened their mouths to us that we deserved it because of our extra effort. The recognition is the national level is like that, there are tokens, there are gifts, which DepEd made an effort for, so that's what was given to us as appreciation. Besides that, of course, the words, those are the recognitions we received."*

He felt that his sacrifices and dedication to volunteerism were fruitful when he received different forms of awards because of his involvement in *E-Tulay*. Throughout his life, only with the *E-Tulay* program did he experience getting tokens that he could not get from the local school where he taught. He was excellent in his work and he had the desire to become skilled in the use of technology which he also achieved. In fact, A.J. also became a Microsoft Expert and he also had the opportunity to share knowledge at a seminar about his experience with the *E-Tulay* program and in the innovative way of digital teaching.

### **Individual Structural Description of the Lived Experiences of Each Co-researcher**

In this section, I present the individual structural descriptions of all co-researchers based on the core themes that emerged from their lived experiences. Using a shared presupposition as a guide, I have listed the core themes as the structures of the phenomenon of being an *E-Tulay* volunteer teacher. The core themes constitute the description of how the volunteer teachers experienced the phenomenon.





***My Individual Structural Description***

To volunteer as an E-*Tulay* teacher was to expose yourself to various external and internal forces. These forces influenced my individual practice of volunteerism. There was a need to exert much effort for your preparation when you go on livestreaming. Volunteering in E-*Tulay* was heavily reliant on technology. The quality of teaching depended on the quality of device which was the reason for my purchase of new set of devices. I also needed to prepare before going on the stream yard live such as preparing the lights, and green background. I even bought a camera with a good pixel so that I would not be blurred when I was live. I also needed to invest in a headphone because using headphone was better when in the stream because the microphone is closer to the speaker's mouth. Adapting to environmental situations was important to ensure quality instruction when tricycles, cars, screaming people, the crowing of chickens, the barking of dogs, and the noise of my children, were heard on the live stream. What I did was close the door and window to reduce the volume of noise from the outside. Then, speaking of children, I had this experience that it was time to be on live session and I needed to go out of our room but my children would ask for attention, wanted hugs, asked for milk, did tantrums, and so forth sometimes I could not help but really get annoyed. While these interruptions temporarily disrupted my duties as a volunteer teacher, it eventually helped advance my pedagogical skills. The nervousness that I felt at the beginning



of my involvement in E-*Tulay* eventually disappeared. As I held on to my role as a volunteer teacher, I have gotten used to facing the camera, especially in live streaming. Being a volunteer teacher also helped me connect with my co-volunteers and other stakeholders in E-*Tulay* who became my support system throughout the program. I met teachers and became friends with them even though they were in faraway places and although we did not meet face to face. We chatted and they message me. The students also, even though they were in different places, became classmates in the same room (online platform) and it seemed that everyone were engaged actively in the discussion. The recognitions that I received, formal and informal, were testaments to how this experience shaped me on both personal and professional levels. I was awarded an Exemplary Tutor in the third quarter period, the *Bayanihan* Award, the Excellence Award in innovative Instruction and became a nominee for Outstanding Tutor. In addition, the school where I taught was awarded last December 16, 2021, as a National TV Educational Discussant which added to my performance rating in school and in promotion.

***Chelle's Individual Structural Description***

Chelle's experiences of being an E-*Tulay* volunteer teacher could be structured according to the themes of technological barriers which impeded volunteerism, *pakikipagkapwa* in the modes of *pakikipagkaibigan* and



*bayanihan*, and receiving recognition. In her initial days of volunteering, disruptions caused by technological issues included internet connectivity and absence of quality equipment, "I had to go to my co-teacher, who has a faster internet connection... I bought earphones, a headset where my voice could be clearer, because on my first day, I got into trouble. I lost my sound and then maybe it was out of nervousness, and I was very confused because it was my first time. *Pakikipagkapwa* is an essential value in establishing rapport with co-volunteers and other stakeholders. This rapport is established through *pakikipagkaibigan* and is the foundation of effective *bayanihan* among co-volunteers. "One of the significant was ones because they did not know me, I was not that good either but they interacted with me and that's the fun part. They even became my friends, in Facebook and of course they became my online friends as well as the students. I am still commenting in his activities in school and he is also commenting on my activities in school. So, it's fun because I made new friends through E-*Tulay*." E-*Tulay* also allowed Chelle to both give and receive recognitions. Receiving recognitions is perceived as connected to the development of feelings of gratitude for people who appreciate her work as a volunteer. "I became an outstanding E-*Tulay* tutor, I got many awards, not because of lifting my own chair but because I didn't expect to have them."



***Harriette's Individual Structural Description***

The structures that permeate Harriette's experience as an *E-Tulay* volunteer teacher are represented by the themes of *pakikpagkapwa-tao*, personal and professional growth, and recognition. Harriette was hesitant to commit to *E-Tulay* as she was "not confident in front of the camera." Her recruitment to the program was a result of her husband's prompting, "It was not offered to me first, it was offered to my husband... Now because of his busy schedule, my husband said 'why not you? Try it.'" Taking up this advice from her husband led her to connect with the stakeholders. "In *E-Tulay*, it was like we formed a bond like I was not alone, it was like there were a lot I could talk to, a lot I could learn from them because that was not my forte and it was not my line. They contributed a lot to me like good presentations and technical assistance. So, it just fun because you bond with so many people who were also from different regions. Because of the support he received from her colleagues and other stakeholders, her commitment was intensified. She also explicitly described how she had been taking some enhancements in her skills and character development acquired by teaching voluntarily in the *E-Tulay* program. Her growing commitment to *E-Tulay* was also rewarded by her persistence to perform her volunteer duties despite the difficulties that she had because of her pregnancy and motherly responsibility to her other child, "... because I was pregnant, there were times when I turned off the camera when I was speaking because I felt like



I was suddenly in the middle then, for instance, I talked too much I felt short of breath and my vision was a bit dark. Then, I turned off the camera, but I would go straight to the word and then I would turn on the camera again when it was ok. I experienced that because I was in the first trimester of my pregnancy..."

***Wends' Individual Structural Description***

*Pakikipagkapwa-tao*, personal and professional growth, and volunteer acknowledgment compose the structure the lived experiences of Wends concerning the phenomenon of being an E-*Tulay* volunteer teacher. *Pakikipagkapwa* was a crucial instrument to dissolve the temporary resistance that Wends experienced from her local public school as there were some school heads who did not agree. They did not appreciate the extra work and what others said was that it was only for my own self-interest. We were told that the school had no benefit and it was only me who would benefit from that, which was not true. Being involved in E-*Tulay* had given Wends many opportunities to expand her professional linkages using *pakikipagkapwa*, "I met a lot of people like people from the central office. My connections had grown and expanded not just the ones I formerly knew..." The growth that she experienced can be categorized as personal and professional as it improved her confidence. "I have overcome what I considered not my comfort zone and technical skills: "We did just make



*PowerPoint presentations. If you have observed, everything we did should be cited properly. Everything we put in there must be correct, that was where I learned the technical aspects of making materials.” As an E-Tulay volunteer teacher, Wendy was also recognized as an exemplary tutor, “ We became Exemplary Tutors. We did not expect it because no one told us that we had to do our best or exemplary work because, at the end of the quarter, there was an award. No one told us that. So, we just did things right and had our session done, then suddenly I was recognized. It was so heart-warming when you did not expect it... The other tutors were also great... In Senior High School, there was only one chosen. We were partners... I appreciated it because we were chosen as exemplary tutors, so they also appreciated our efforts and what we did.”*

### ***Nards’ Individual Structural Description***

The idea of *pakikipagkapwa-tao* and volunteers’ acknowledgments and rewards were the structures of the lived experiences of Nards in his teaching volunteerism in the E-Tulay program. The spirit of *bayanihan* had been reflected in his narrative as his inspiration to continue his duty despite his hesitations and weaknesses as a volunteer teacher. “*I topped my G-9 colleagues, and we did videos really, which were our own... I messaged my colleague in MAPEH, and they gave me moral support and they greeted me with congratulations.*” The *pakikipagkaibigan* of Nards inside the E-Tulay



program became his foundation of camaraderie among co-volunteers. “...I met other people...There was one of our colleagues who is a Master Teacher in another school in Manila in MAPEH too. He grabbed the opportunity just to teach or become a volunteer. Until now, we do have some connection because we still chat and we have G.C., that alone inspired me regardless of their positions as long as you know how to touch the lives of other students, or to can impart knowledge. Besides friendship, I met many different faces of teachers and different strategies for teaching. “ His *bayanihan* and *pakikipagkaibigan* showed the *pakikipagkapwa-tao* in his account.

The acknowledgment as a volunteer teacher is evident as reinforcement in continuing his work as a volunteer. “With regards to the recognition, I will be motivated to do more somehow, seeing the little effort of the tutors, that becomes the driving force of the tutor or myself, our enthusiasm is coming, they saw that without publicly saying that this is what you did but someone still appreciates it. Despite all.”

### ***MC’s Individual Structural Description***

The structures of being an E-*Tulay* volunteer for MC included *pakikipagkapwa*, internal and external forces impeding volunteerism, and volunteers’ acknowledgments, and rewards in the E-*Tulay* program. MC’s dedication and experiences were shaped by internal and external forces



that might be both emotional and personal. An effective motivator for her came from within, such as the desire to have a positive influence or to find personal fulfilment. Her underlying motivations affected how devoted she was. *“At first I was hesitant to join because at first I didn't have a good quality camera, laptop, and internet connection so that's what I was thinking about when I joined and when it was offered to us and since then I was thinking about this as a volunteer, I did not know what I could get from it. I was the first thing I thought of but I was looking at what I would learn from that experience, so what was the experience about such as getting to know new teachers and being with the students.”*

In order to address her hesitations, she experienced *pakikipagkapwa* through *bayanihan* with her strong support system from the inside and outside of the E-Tulay program. *“The school principal provided everything I needed for the E-Tulay... very supportive, so God has allowed it and that it was ok because all the available facilities were right there and everything I needed would be provided So, I joined E-Tulay... the tutors were loving so you feel different when you're there, you feel like you belong to the group.”*

The most meaningful experience for MC in her involvement in the E-Tulay program was the acknowledgment of her efforts and talents by giving her a reward from the E-Tulay program.





*“The most meaningful experience I had in E-Tulay was when I attended a live face-to-face awarding with General Trias. I was really in tears because I was being applauded by many fellow tutors... hearing their applaud, it felt really good, “ Ah ok, I finished the school year, I did my best” this was my reward for doing my best”, this was the fact that even though I didn't earn, I could see evidence that I did my best. I did not even have a salary, I was not expecting it. I was not promoted, and there was nothing in return for that, so it was like “Oh, this feels good...” still holding my two awards.” Moreover, giving incentives to her learners was her appreciation for their volunteerism in giving their time to be involved as an active participant in her live session. “I appreciated the children attending my episodes. They were there waiting for me, so I rewarded them. The t-shirt was made by me. To make an E-Theatro t-shirt was not easy.”*

***A.J.'s Individual Structural Description***

A.J.'s experiences of being an E-Tulay volunteer teacher can be structured according to the themes of external forces affecting volunteerism, *pakikipagkapwa-tao*, acknowledgments, and rewards in the E-Tulay program, and personal and professional growth.

In facilitating the directing of some volunteer teachers in their live session, disturbances caused by technological barriers including internet connection were manifested. *“The internet was not okay, yet the technology*



*was still there because not everyone who volunteered was that good with the internet. Thus, it was a challenge to the one who directed the stream, that was why we suddenly get subbed, and the internet is logged."*

A "kapwa" in the Philippine context refers to a moral imperative to regard one another as equal fellow human beings... *Kapwa* invites us to do what is right and to give up something to improve our society. To live in the spirit of *kapwa* means to embrace our shared identity and to care for our fellow beings (Santiago, 2023). In the form of *bayanihan*, A.J. proved his initiative to help his co-tutors by substituting himself to teach in one session despite being one of the directors in the E-Tulay program. *"There was one time when the tutor suddenly went out during the live session, so I substituted myself for her session."* He also gave his extra time to mentor those volunteers who wanted his assistance. *"I mentored someone who had a higher position than me, master teacher, teacher three, sometimes it was awkward, but there were times I was also proud that I could do that."*

A. J's target of *pakikipagkapwa* were the stakeholders including all people who would benefit or at least be affected by the program such as the students, but it could also happen in both ways, that is, the teacher or the tutor being treated as a "kapwa" by the learners, other volunteer teachers, and the other stakeholders. *"We had a friend who is a teacher in Laguna, Sir PJ, who is ESP 8 who used our videos in the classroom. In Google*



*Classroom, he shared our live stream. So, we were the ones in his classroom. He was very supportive and very enthusiastic about what we did. His students were my students too and they submitted their outputs too. In our special program, we could interview people who were not just random people, an example of that was Efren Peñaflorida who had been our guest several times. He was a celebrity because in our book he was always included as an example in exemplary works."*

Serving as a volunteer teacher for him in the E-Tulay program resulted in substantial personal and professional development. He used E-Tulay to facilitate volunteer work that could offer a profound sense of purpose and accomplishment. *"Because it uncovered or tapped our inner talents, our hidden talents, hidden skills, that we could do these things... I become an ICT expert.... Personally, I like to be innovative when it comes to technology, specifically the innovative video lesson... That's why I learned how to make an easy and good presentation. Yes, I had mentored everyone. In lesson preparation, you should familiar with the live stream application that is used, then with the stream yard, PowerPoint, and extra tips to make it easy to live stream."*

Acknowledgments, whether in the form of a small thank you note or public recognition, was motivating for him. It urged him to continue his service and validate his efforts. *"I was recognized, and appreciated for what*



*we were doing. The recognition was at the national level. There were tokens and gifts, and we were given appreciation. Besides that, of course, we received words of recognition."*

Furthermore, A.J.'s experience fostered a climate of cooperation and support. *"All over the Philippines as well as people in other countries commended and appreciated what we did. Yes, he was like a guardian or parent to someone who joined the online tutorial. In a way, I was proud that I have experienced and became part of the program which I'm sure would be part of DepEd's history. Somehow, at some point in my life, I was recognized and appreciated for what we were doing."*

For a better look on the emergence of themes for each co-researcher, a table of themes was constructed as shown below.



**Table 1**

*Table of Themes*

Theme	Researcher	Chelle	Harriette	Wends	Nards	M.C.	A.J.
<b>I. Symbolic Representation as Volunteer in the E-Tulay Program</b>							
Symbolic representation	x	x	x	x	x	x	x
<b>II. Internal and External Forces Affecting Volunteerism</b>							
Hesitations in volunteerism	x	x	x	x	x	x	
Involvement in the E-Tulay	x	x	x	x	x	x	x
Technological barriers impeding volunteerism		x	x	x	x	x	x
Resolving the tension between professional and voluntary duties		x		x			
Motivating student viewers through incentives			x			x	
Preparation for live streaming	x	x	x	x	x	x	x
Instructional activity during live streaming				x	x		
Recognizing the inter-sectoral impact of the E-Tulay program						x	x
<b>III. Pakikipagkapwa-tao in the E-Tulay Program</b>							
Pakikipagkaibigan in the E-Tulay program	x	x	x	x	x	x	x
Bayanihan in the E-Tulay program	x	x	x	x	x	x	x
<b>IV. Personal and Professional Growth from the E-Tulay Program</b>							
Upskilling in volunteerism	x	x	x	x	x	x	x
<b>V. Volunteers' Acknowledgements and Rewards in the E-Tulay Program</b>							
Recognition in volunteerism	x	x	x	x	x	x	x
<b>VI. Spearheading E-Tulay in Action</b>							
A. Becoming a pioneer tutor in the E-Tulay Program						x	x



Note: The symbol “x” signifies that that theme has emerged from our experiences. If the theme remains blank and does not bear the symbol “x”, it means that the theme represented by the table does not come from our experience.

### **General Interpretation of the Table**

#### **Our common experiences in teaching volunteerism in the *E-Tulay* program.**

The symbolic *representation* describes our experience in the *E-Tulay* program as reflected from all of our experiences. This is our way of our creative description of our experiences to give our experiences a different meaning.

Furthermore, involvement, preparation for live streaming, *pakikipagkaibigan*, *bayanihan*, upskilling in volunteerism, and recognition in volunteerism in the *E-Tulay* program are just some of the themes that show our consistent experience. We all say that we were really involved in teaching *E-Tulay* with different ways of getting into it. Some of us may have followed the same method as our friend recommended or recruited us, but others were already involved before the *E-Tulay* program was operational.

We all also show our teaching preparation as a sign of our love of what we do. Each one of us dedicated our time, effort, even spent money, just to



show a heart willing to help others. Because of this, *pakikipagkapwa-tao* developed through the *pakikipagkaibigan* and *bayanihan* we experienced while teaching at E-Tulay. All of us have experienced **personal or professional growth** that are also priceless because apart from growth, we all also experienced **recognition as teacher volunteers** in the E-Tulay program.

**Common to many, except for some volunteer teachers**

The **hesitations in volunteerism** were mentioned by all of us except A.J. because for him, he was really interested in such things as to improve in the use of technology. It can be seen in the description of the lived experiences of A.J. that before he got involved in E-Tulay he already had a YouTube channel *Papakatao T.V.* which was adopted by the E-Tulay program as a special program.

It can also be noted that not all of us have experienced **technological barriers impeding volunteerism**. I was one of those who did not experience this because throughout my teaching in the E-Tulay program my signal was not interrupted. In fact, I was even able to substitute for another volunteer tutor who had a weak signal while teaching.



**Experienced by two teacher volunteers, except by others.**

**Resolving the tension between professional and voluntary duties.** These themes were experienced both by Chelle and Wends but in different circumstances. Chelle experienced having technological barriers while teaching in the *E-Tulay* program. It happened that there was also a limited face-to-face at their local school, so she had to report here. So, for her to fulfil her duty at the same time, she solved it by sacrificing. She was still coming home from their house when she was about to do a live session at *E-Tulay*. She also clarified that when she returned home, she informed his head teacher at her local school.

For Wends, the tension she experienced was the conflict with his local school regarding her involvement in the *E-Tulay* program. But she solved this by persevering to volunteer teaching in the *E-Tulay* program to grab the chance to make it known that their school exists. This was also one of her ways to prove her true intention that her participation in this was not just for herself.

**Motivating student viewers through incentives.** This is the same experience Harriette had with M.C. in their teaching in the *E-Tulay* program. They both gave incentives to their active learners so that they can motivate them to get involved in *E-Tulay*. For them, the presence of learners was also a volunteerism so it should also be valued through their gifts.





**Instructional activity during live streaming.** This was mentioned in the experiences of Wends and Nards when they paid attention to the way they gave instruction during live sessions. Nards said that he knew that the learners heard his voice (metaphoric idea of the learners' obedience), as he saw them reflected in outputs. He confirmed that they were forwarding and that it was a direct message that was being forwarded to him. It was the same with Wends, as she gave instructions on what the learners should do through the comment section so that she would know the name and school of his learners.

**Recognizing the inter-sectoral impact of the E-Tulay program.** This was reflected in the narrative of M.C. and A. J. when they saw the impact of E-Tulay not only on themselves but also on others. They saw how far E-Tulay has come when M. C. described how it has been a great help to learners. In fact, in the area of Cebu and Davao there were learners who become honor students because of the assistance provided by E-Tulay. She went on to say that some program heads, project leads, and volunteer tutors visited some of these children to congratulate them personally. She also said that the parents were very grateful for the good that happened to their children.

A. J. said the same thing, but the only difference in his statement was that the message of gratitude arrived from another country. For A. J., this



was something he could be proud of because he was part of the *E-Tulay* program.

**Becoming a pioneer tutor in the *E-Tulay* Program.** This theme is different from other volunteer teachers because not all volunteer teachers had the opportunity to be part of the pioneer of the *E-Tulay* program. M.C. stated that before the emergence of the *E-Tulay* program. She was already there because she was already a teacher broadcaster in DepEd TV. A. J. also said that he was also one of the pioneers of the *E-Tulay* program because he was one of the first volunteer teachers when *E-Tulay* started.

Out of the lived experiences of my co-researchers, I established the individual textural-structural descriptions incorporating the invariant constituents and themes as following the steps of doing my eidetic insights in my data analysis as shown in the insights and reflections from the narratives of our lived experiences in teaching volunteerism in the *E-Tulay* program. After that, a general description of our composite textural-structural description of our lived experience followed.

### **My Individual Textural-Structural Description**

#### *Gift Box as My Symbolic Representation of Being an E-Tulay Volunteer*

I called myself a *Faith-Driven volunteer* for the inspiration of involvement in the *E-Tulay* for it integrated teaching volunteerism into my



faith. It emphasized my commitment to charitable work and community service as an expression of my religious beliefs and values. Below is the description of my teaching experiences in the E-Tulay program.

*“I compare my lived experiences in teaching the E-Tulay program with gift box. A gift box symbolizes to the elements of surprise that you can't help but open it to see what's inside. It's the idea of getting excited to see something and others' hearts will beat faster. E-Tulay presents me as a gift box to others which they received with pleasure and thanks. It's the same in my life, the E-Tulay program was also an unopened gift to me when it was offered to me because I didn't know what would happen here. My learners and colleagues here have become another gift box that even I am excited to see and talk to them because I will have enriched with new friends and new skills.”*

Being a teacher volunteer for me is an extension of my personal faith in God and love for others. It is an opportunity to exercise what I have learned from the Bible and my experiences as an educator in helping the learners to compensate for the limitations that were brought about by the pandemic.

*“I want to exercise my social responsibility as an individual and as a teacher of Edukasyon Sa Pagpapakatao. I want to serve as a good example to others and this is also the reason of my involvement in E-Tulay, being a volunteer here is what I want to apply among the character traits and behaviors that should be applied in the teaching of Edukasyon Pagpapakatao. My personal definition of volunteerism is anchored in the idea of Jesus 'Biblical teaching that, “If you love me, you will obey what I command” John 14:15 which He specified the command that He wanted to convey in John 15:12, “ My command is this: Love each other as I have loved you. ” He repeats this as an emphatic command in John 15:17, “This is my command, love each other.” This is one of my ways of following God's command to love others. One of the ways I can show this love is to look at my situation and what I have that I can share without asking for compensation. I saw that I could use the blessing that God has given me as*



*a professional teacher and that is to share it with others, especially to the students.”*

The structures of being an E-*Tulay* volunteer for me include external forces affecting volunteerism, *pakikipagkapwa-tao* in the E-*Tulay* program, personal and professional growth from the E-*Tulay* program and volunteers’ acknowledgements and rewards in the E-*Tulay* program.

As a tutor, I experienced various training and preparations as I had taught in the E-*Tulay* program.

*“To tell you the truth, it is not easy to teach on E-Tulay since it takes time, and so much preparation like preparing the presentation of what you will teach, studying what you will teach, trimming the lesson if you have done a long presentation because it only has a maximum of 30 minutes in the Edukasyon Sa Pagpapakatao program every Thursday. Then, I also need to prepare before you join the stream yard live such as preparing the lights, and green background, I even bought a camera with a good pixel so that you do not be blurred when you are live, you also need to invest in a headphone because the headphone is better when you are in the stream because the microphone is closer to the speaker's mouth.”*

*“When I am in live, if possible, there is no destruction as it should not be noisy. This is what I often struggle with because our house is not conducive for live streaming because we are near the roadside. So, when tricycles, cars, screaming people, the crowing of chickens, the barking of dogs, and the noise of my children, were heard on the live stream. What I do is that I close the door and window to reduce the volume of noise from the outside. Then, speaking of children, I had this experience that it is time to be lived and I need to go out of our room, then they will ask for attention, want hugs, make their milk, do tantrums, and so forth sometimes I can't help but really get annoyed.”*

Personally, this helped me advance my ability as a teacher.

*“Involving in the E-Tulay has contributed to developing some of my abilities. At first, I was shy and nervous to face the camera because I would be cast live right away and the whole Philippines could still be watching the*



*videos. I have no choice but to be confident. So far, I have gotten used to facing the camera, especially in live streaming.”*

While performing my volunteer work, I cherish my relationships with my friends in the E-Tulay program. Other tutors share a sense of solidarity.

*“I met teachers and became friends with them even though they are in faraway places although we did not meet face to face. We chatted and they message me. The students also, even though they are in different places, become classmates in the same room (online platform) and it seems that everyone engages actively in the discussion.”*

I received recognitions both official and informal from the E-Tulay program and local school.

*“I was awarded an Exemplary Tutor in the third quarter period, the Bayanihan Award, the Excellence Award in innovative instruction and I was a nominee for Outstanding Tutor. In addition, to the school where I teach. I was awarded last December 16, 2021, as a National TV Educational Discussant that I can use in my performance rating in school and in promotion.”*

### **Chelle’s Individual Textural-Structural Description**

#### *Butterfly as Symbolic Representation of Being an E-Tulay Volunteer Tutor*

Chelle is portrayed as a *God’s Will Seeker* who describes her experience as symbolically represented by a butterfly, specifically, its metamorphosis. In as much as a butterfly starts as a caterpillar, her character development in teaching in the E-Tulay program and her career as a novice volunteer teacher who had a hard time preparing for her learning modules and as an E-Tulay volunteer tutor. However, since she



got involved in E-Tulay as a volunteer tutor, she experienced considerable improvement in her perspective and skills.

*“To me, what is this really, this is really the most exact, it is like a butterfly. “I became more open minded..., I had character development when it comes to my relationship with children when it comes also to knowing their experiences so, in that part, now that I know their experiences, I become now an open-minded and not being judgmental, I've removed that. If the learners can't do their homework, if they can't do activities, you ask them first, know their story, don't scold them right away so, you don't judge them too quickly and then you will realize what the child is going through at home, and it affects me....I never thought that I would get that kind of perspective at E-Tulay.” I really saw myself that I have changed a lot when it comes to teaching, just like I said before, teaching inside the classroom and, when it comes crafting learning materials.”*

Being an E-Tulay volunteer for Chelle is one of character development. As evident in the changes that took place in her personal and professional dispositions, these changes could be felt in her remarks towards her colleagues and the learners.

*“I had character development when it comes to my relationship with children when it comes also to knowing their experiences so, in that part, now that I know their experiences, I become now an open-minded and not being judgmental, I've removed that. If the learners can't do their homework, if they can't do activities, you ask them first, know their story, don't scold them right away so, you don't judge them too quickly and then you will realize what the child is going through them at home, and it affects me. So, that's what E-Tulay taught me...”*

As the E-Tulay program went on, Chelle improved from being hesitant about her role as a teacher volunteer to being strongly motivated to perform her duties.

*“I want to be involved and to be part of E-Tulay to share what I have. As for what I'm capable of, I don't see myself as the best of all, but I know I*



*have something that I could give into the students who rely on the online tutorial that they can watch and that won't be wasted. Actually, at first, I was still hesitant to volunteer but eventually I said, I think this is exciting because I don't know what tutor for me is and what's ahead of me because of E-Tulay so I said, whatever it is, whatever it takes, I will volunteer there."*

There is sense in learning new things and being satisfied by the work done in the name of volunteerism.

*"I will be trained by E-Tulay, I'll upgrade my skills in E-Tulay."*

*"I became more open minded..., I had character development when it comes to my relationship with children when it comes also to knowing their experiences so, in that part, now that I know their experiences, I become now an open-minded and not being judgmental, I've removed that."*

*"E-Tulay really ups my skill when it comes to crafting the lesson because you also create a lesson plan, when it comes to crafting the lesson, doing the ICT materials..."*

The structures of being an E-*Tulay* volunteer for me included external forces affecting volunteerism, *pakikipagkapwa-tao* in the E-*Tulay* program, personal and professional growth from the E-*Tulay* program and volunteers' acknowledgments and rewards in the E-*Tulay* program.

One of her challenging experiences in being an E-*Tulay* volunteer for Chelle was when she needed to deal with technological barriers impeding volunteerism. Before she volunteered in E-*Tulay*, Chelle had a poor internet connection which prompted her to go to her co-teacher's place which had a better internet connection. She also bought a high quality of gadgets as preparation for her live streaming to make her performance better.



*“I have to go to my co-teacher, who has a faster internet connection...I bought earphones, a headset where my voice is clearer, because on my first day, I got into trouble. I lost my sound and then maybe it was out of nervousness, then I was very confused because it was my first time.”*

The lived experience of being an E-*Tulay* tutor for Chelle is embodied by her exercise and encounter with Filipino values such as *pakikipagkapwa*, *pakikipagkaibigan*, and *bayanihan*. Chelle experienced being a “*kapwa*” from her audience’s interaction with her despite not knowing her personally. *Pakikipagkapwa* in Chelle’s experience, led to *pakikipagkaibigan* which is literally translated in English as “being friends with.” Developing friendships with students, co-tutors, and co-teachers in her local school was a part of Chelle’s experience as an E-*Tulay* volunteer. Chelle experienced *bayanihan* in E-*Tulay* particularly with her co-tutor as they resolved their technical issues when performing their duties as E-*Tulay* tutors. Chelle’s idea of citizenship was reflected inside and outside E-*Tulay* when she was inspired by her fellow volunteer teachers in the E-*Tulay* program and when she was helped by her co-teachers in her local school to continue teaching in the live session in spite of barriers.

*“One of the meaningful ones because they don't know me, I'm not that good either but they interact with you and that's the fun part, they even became my friends, on Facebook and of course they became my online friends as well as even the students I'm referring to, I am still commenting in his activities at school, he is also commenting on my activities at school. So, it's fun because I made new friends through E-*Tulay*.”*

*“That's what E-*Tulay* taught me that because I was connecting, I think I was able to interconnect with the student face-to-face so, it's not to the point*





*that I won't be respected anymore but you know that because there is I have a connection with them, their sharing their struggles and problems, they can cope with learning so, I can help them where they should improve, what they should focus on so, it's like I have become a values teacher.*

*"I must go to my co-teacher to have a faster internet connection...I need to wake up early because I have to set up, then because there are two of us, we are together in the house, it's also a struggle, she's upstairs sometimes I'm outside, that's why it's echoing, there's still a struggle even though we say our internet connection is good. So that's one thing that I had experience with, but it was eventually resolved."*

*"Of course, it's heartwarming because someone appreciates what you do because, at E-Tulay we don't have an honorarium or anything, the way you hear appreciation from others as they said, "You're great" like that. It can relieve whatever fatigue you have during the E-Tulay, so that's one of my unforgettable experiences...I just do my job and the most meaningful, in my first quarter I became an outstanding E-Tulay tutor, I got many awards, not because of lifting my own chair but because I didn't expect it to have that. I was given an award like, I think it was three, I can't remember and, apart from that award, the one at the end of E-Tulay...I was also an outstanding nominee. So, even though I wasn't the one who was awarded, it's a big deal to me, because who am I? There are so many teachers at E-Tulay and for you to be a nominee, it is a great thing for me..."*

### **Harriette's Individual Textural-Structural Description**

#### ***Sun Rays as a Symbol of Experience as E-Tulay Volunteer***

Harriette is our *Duty Devotee* which personifies her characteristics in teaching volunteerism. The lived experiences of being an *E-Tulay* volunteer tutor for her is symbolically represented by sun rays that give light to people. The ability of illuminating creatures is part of the nature of sun rays which seem to represent the life of an *E-Tulay* volunteer whose nature lies in the act of imparting wisdom to students.



*"If I were comparing my experience in E-Tulay to a symbol, maybe sunrays. We teach as E-Tulay tutors, we serve as sunrays to our students, we give light, we enlighten them especially when we are on air, and we give knowledgeable facts and information, just like every day, like day, it is setting but the following day something new will be given to us in sunlight, same with E-Tulay teachers, I can compare myself to that because it is like us, we have always been a part every day of knowledge to children and they receive that every day, whether they do not like it or like it they will receive it because we are willing to give it the same as the sun. Even if we do not want or want sunlight, we will receive a sunrise coming from the sun. In the same way, we are like that. Even if the students reject us, we know that one of these days they will appreciate it."*

Harriette's experiences as an E-Tulay volunteer was that of a two-fold growth in her personal and professional life. This growth is evident in the way her commitment to E-Tulay grew from the time that she hesitantly agreed to be a part of the program, until her realization of the impact of E-Tulay on the learning experiences of the learners. The three core themes of Harriette's individual textural-structural description are (1) symbolic-representation, (2) internal and external forces impeding volunteerism, (3) *pakikipagkapwa-tao* in the E-Tulay program, (4) personal and professional growth from the E-Tulay program, and (5) acknowledgments and rewards from the E-Tulay program.

Being a volunteer teacher for Harriette means having a growing commitment to the E-Tulay program. The sudden offer to teach in E-Tulay and her lack of proficiency in the subject matter prompted Harriette's hesitation to commit to E-Tulay.



*"I really had second thoughts because I am not really that good even though we are language teachers. I am not confident in front of the camera so I am really very hesitant " Can I speak in front of others?", "Can I smile while teaching" I need to consider this because it is Elementary level and I am a secondary teacher, then Ma'am Ten really invites even our other teachers, head teachers, and even the principal to watch the episodes, so I said, " I really felt the pressure."*

*"...it was not offered to me first, it was offered to my husband.... Now, because of his busy schedule, my husband said "Why not you? Try it". Then, I said, " I don't know anything about MAPEH maybe I can say something wrong or commit mistakes, it is online, and a lot of people see it, won't I be embarrassed?... Then Ma'am Ten told me "Don't be nervous because we can make a script, we can study it first and then when you face the camera don't show that you're nervous. You don't know the subject matter but of course, you studied it before you discussed it in front of the camera" So I was a bit convinced and then she said "What are you going to do because it is ASAP, I really cannot think of anyone willing except you. Then," I said, "Okay ma'am, I'll try if it's ok to have a few meetings, then go ahead if I can do it properly, let us push it!"*

Connectivity to different people was experienced as a beneficiary on the one hand, and as a benefactor on the other. As a beneficiary, Hariette received support from her family and colleagues which positively contributed to the dissipation of Hariette's hesitation to commit to E-*Tulay*. Since the setup of E-*Tulay* tutoring was home-based, Hariette's husband helped maintain a certain level of conduciveness to her workplace. External support also came from her local public schools where she was officially employed as a public-school teacher. Words of encouragement from the head teacher also offered an additional layer to the external support that Hariette received. Guidance from co-tutors helped improve Hariette's teaching practices specific to the subject matter that she was assigned to teach in E-*Tulay*.



*“Maybe one of the meaningful ones is that we have a lot of viewers, it's like I expect viewers every week and the thing that I will never forget is that they are not my students. I do not personally know them. They are from another division, and they are from other schools. Usually from Caloocan, Manila then I am happy that it seems like every week, they will watch you again, and they will respond to your activities again. So, it is very meaningful to me because I was appreciated even though they are not really my students. Sometimes there are parents who watch it saying, "Oh ma'am I'll let my son watch this".*

*“In E-Tulay, it's like we formed a bond like I'm not alone, it's like there's a lot I can talk to, a lot I can learn from them because that's not really my forte and it's not my line. They contributed a lot to me like, ah this is a good presentation, they gave me a technical assistant. So, it's just fun because you bond with so many people who are also from different regions.”*

*"The headteacher of Mapeh and then my head teacher in the department and I also had an episode where they really commented that "Ma'am just keep doing it, we are here to support you." I said "Oh, it's really overwhelming" When they watched my episode. I said, "At least the school's support is there for me."*

As a benefactor, Hariette's teaching experiences through the E-Tulay platform intensified her commitment as she witnessed how students benefited from her volunteer work. She also explicitly described how she took some enhancement in her skills and character development acquired by teaching voluntarily in the E-Tulay program. Her growing commitment to E-Tulay was also rewarded as she persisted to perform her volunteer duty despite the difficulties that she had because of her pregnancy and motherly responsibilities to her other child.

*"Yes, in the presentation of the lesson it has been upgraded because in the activities, I have discovered many applications online that can be used by learners because when I did E-Tulay, I found some engaging application through E-Tulay.”*



*“I learned to socialize with other teachers who are like me even if they are from distant divisions. I learned to explore and ask for help from others which I was not able to do before because it was face-to-face as long as I could, I’m like “I’ll do it”. When E-Tulay started because we were blank about the idea of what is E-Tulay, I really learned to socialize with them, and approach them saying “Ma’am, maybe you can help me with this lesson, presentation.”*

*“Yes, mostly in character development so it’s really character development because it’s like it changed me, my hidden characters were really brought out by E-Tulay even though it was not face-to-face, even though it was behind the camera, that really increased, and boosted my self-confidence.”*

*“Because that’s not my personality, as a teacher. I’m not really that kind of very jolly, very lively in front of the students but I did it. I can do it and I have discovered that I can apply for it in teaching. This side of me that I don’t really bring out.”*

*“Besides, for me as a mom, time management is really challenging because there are factors that need to be considered, but I was able to survive as they say in E-Tulay “I cross over on the bridge”. Another unforgettable experience is that because I am pregnant, there are times when I turn off the camera when I am speaking because I feel like I am suddenly in the middle then, for instance, I talk too much I feel short of breath and my vision is a bit dark. Then, I’ll turn off the camera, but I’ll go straight to the word and then I’ll turn on the camera again when it’s ok. I experienced that because I was in the 1st trimester...”*

She received both official and informal encouragement from her superiors and she also gave incentives the learners.

*“In the professional aspect, as a teacher, E-Tulay has helped me a lot. I must have received a lot of compliments, and acknowledgments from the school, personally from our head teacher because they know that what I teach at E-Tulay is MAPEH.”*

*“ Yes, I can use the quiz apps, after I discuss I use them to play a game with the learner and then I will give a prize through G-Cash. To encourage the learner to watch more on our next live session and give help also to them.”*



### **Wends' Individual Textural-Structural Description**

#### ***Wheel as Symbolic Representation of Being an E-Tulay Volunteer Tutor***

From *Introvert to Influencer*, this was the change acquired learning of Wends from her involvement in the E-Tulay program. From being a shy type turning into an optimist who saw the future full of bright prospects was what occurred to our hopeful fellow. She described her lived experiences as a learning process that is symbolically represented by a wheel. She mentioned her journey of personal growth as she recalled how not only the target beneficiaries of the E-Tulay program benefitted from her volunteerism, but also how she benefitted in terms of personal and professional growth from the program.

*“Maybe, tires (wheels) because with the E-Tulay you gave something, but you got something also. It seems to be spinning you give something, but at the same time you learn something, and your personality grows.... As you give, it comes back. It is a cycle because our E-Tulay did not stop...it was marked...Immortalize. Maybe you know that cannot be used anymore when we change the curriculum, but if that is what we teach the learner, the E-Tulay is still there even if it is not a pandemic. It is like a bridge, once you have built it, it is there, connecting never to be lost... The wheel is like a journey... you give, and you receive something. It is really based on my experience. Of course, I gave myself to it, my time, but at the same time, I also learned a lot and met a lot of people.”*

Wends' journey in E-Tulay as a volunteer tutor was shaped by a mixture of internal and external forces which included hesitation, longing for meaningful teaching experience, and technological barriers in online teaching, criticisms from some colleagues, and training support from her E-



*Tulay* team. Wends wrestled with hesitant thoughts when she was initially recruited as an E-*Tulay* volunteer.

As a novice volunteer tutor in E-*Tulay*, Wends initially rejected the idea of being a volunteer tutor in E-*Tulay* because she was not comfortable in front of a live camera. She combatted her hesitation with a stronger resolve to try volunteering first. This internal force alleviated her desire to learn something new and to do things she has never tried before.

*“I don't want to. Because that's not my comfort zone. The one you are videoed ... But because I think it is like something new to try. Maybe I can. I can try. Why are they able to do it?...”*

Wendy's lived experiences as an E-*Tulay* volunteer are also characterized by her quest for meaning as a teacher. Her dissatisfaction regarding the mode of learning was expressed by her longing for interaction with her students. However, her commitment and determination to the task given to her forced her to join the E-*Tulay*. Her doubts about committing mistakes during the live stream did not hinder her to continue in volunteering in the E-*Tulay* program. She overcame her fears by dealing with the feedback of her learners.

*“Another thing I am afraid of, Sir, is because you are live, you are recorded when you make a mistake, the basher, that is the reality of it. I hope it will not happen to me; I cannot handle it. I do not seem to know how to deal with it. Because Sir, the whole Philippines will watch you, right?”*

*“Someone just commented on me because one hour is allotted to me then another hour for the next lesson. A young student commented to me, saying ma'am's speech is so fast, her speed is like Gloc-9...she is related*



*to Gloc-9, I said, I'm sorry, that is how I speak so fast. I just laughed at that. I also calmly read the comment on life, and I did not take it seriously. So that he will not think I am affected by what he said. I said yes, because we need to finish this module, and we only have one hour, if you are having trouble with what I said during the session, you can replay it... I said that if you are confused about the lessons that we are teaching, you can replay them until you understand our session."*

Volunteering in E-Tulay also exposed Wendy to various technological barriers that involved power outages and poor internet connection which led to her not to be able to attend the scheduled tutoring sessions.

*"Yes. That was internet connectivity. I had that too. It was like what, we had a blackout in our area, as in blackout, no electricity, no Wi-Fi, I can't enter the session."*

Further, Wends also experienced delayed support from her local public school because she was suspected of volunteering only for her own interest. This was the driving force of Wends' volunteerism in the E-Tulay program for the recognition of the existence of the school where she belonged.

*"There are some school heads who do not agree. They do not really appreciate this extra work and what others say is that it is only for you (my personal interest). We are told that the school has no profit for that only you who can have benefit on that, which is not true. Of course, our school also gets recognized when they send good teachers and are recognized... You know, Sir, one of my motivations is if there are chances like this, then I grab the opportunity to join. Because I want people to know that there is T-Annex... that hello we are here, we exist like that."*

The structures of being an E-Tulay volunteer for me included *pakikipagkapwa-tao* in the E-Tulay program, personal and professional





growth from the E-*Tulay* program, and volunteers' recognition and rewards from the E-*Tulay* program.

Relating with various people involved in the E-*Tulay* program was another feature of Wendy's lived experiences. The concept of "*pakikipagkapwa*" illuminates Wends' connectedness to people who were involved in the E-*Tulay* program. Being treated as a "*kapwa*" for Wends means benefitting from the support of leaders and co-tutors as she performed her duties as a volunteer. It also highlighted the blurring of individual and group responsibilities among these people.

*"I met a lot of people. I met people from the central office, it seems that my connections have grown and expanded. It is not just the ones you know who are here..."*

*"At the beginning of our first few weeks, we were really new tutors, so our head at the Senior High really guided us. At the beginning of the whole hour, you will show her how you will deliver, but as weeks go by, we just seem to run lightly. It also removes the nervousness before the actual live session..."*

Wendy's experience as an E-*Tulay* volunteer tutor was also marked by personal and professional growth in terms of communication, information management, and linkages. The tutoring duties in E-*Tulay* gave opportunities to practice skills related to these areas that Wendy applied to her full-time job as a public-school teacher. When communicating with the audience, she learned the importance of voice modulation. She also learned to appreciate her audience in response to



their participation. On sharing information during a tutoring session, she learned to do proper citations.

*“I got a lot out of my volunteerism in E-Tulay. First, I have overcome what I said is not my comfort zone. Look at me talking now...”*

*“The making of PowerPoint presentations, we don't just make PowerPoint presentations. If you have observed, everything we do there should be cited right properly. Everything you put in there must be correct, that is where I learned, in the technical aspects of making materials.”*

Wends received recognitions both officially from the E-Tulay program and from her local school.

*“We became Exemplary Tutors. We did not expect it because no one told us that we had to do our best or exemplary work because, at the end of the quarter, there was an award. No one tells us that. So, we just do it right and have our session done, then suddenly I will be recognized like that. It was so heartwarming when you do not expect it... The other tutors are also great... In Senior High School, there was only one chosen. We are partners... I appreciate it because we were chosen as exemplary tutors, so they also appreciate our efforts and what we did.”*

*“Since there is a recognition, the school got to appreciate it also. Besides, it is also an accomplishment of the school because when the school sends reports, the recognition of the teachers is also included.”*

### **Nards' Individual Textural-Structural Description**

#### ***Triangle as Symbolic Representation of Being an E-Tulay Volunteer Tutor***

Nards is our *Resilience Champion* who portrays his resiliency despite the difficulties encountered in involving the E-Tulay program. He used the shape of a triangle to symbolically represent his lived experiences of being an E-Tulay volunteer. The triangle indicates the interaction between the



stakeholders in the E-*Tulay* program. Nards placed the students at the top of this triangle indicating that they were the priority for the program. Meanwhile, the tutors and the parents were only there to support their growth.

*“I prefer a triangle, with the student on top and the teacher volunteers and parents on the other two sides. Through working together, the teacher volunteers, parents, and students can raise the child's hopes, which is the triangle's main objective and focus. Although parents who support teachers get credited for their efforts, at the end of the day, who should we be supporting? At the very least, teachers require assistance and support, but let's look at who requires it the most: the learner.”*

The lived experiences of being an E-*Tulay* volunteer for Nards is that of a journey of personal and professional growth. Nards began his journey as an E-*Tulay* volunteer with various hesitation that negatively influenced his intention to participate in the E-*Tulay* program.

*“When Sir Aristotle offered me this, I immediately thought, am I really qualified? Because there are so many good teachers, especially in NCR, why me? I applied for a teacher broadcaster sir, but I didn't pass, besides not being able to pass a video. But I said, I can't really do it because you know we're Ilocano, we're not fluent in Tagalog, we speak hard, but I said, okay I disqualified myself, but the opportunity you gave me is E-*Tulay*, I do have, in the back of my mind, I question my skill, myself. Am I really the one who is chosen? Imagine our head directors are from the Regional Office, so I say this is a challenge and at the same time a challenge to myself. I'll see if I survive or not.”*

Poor self-worth was mentioned at the beginning of the interview stemming from his dissatisfaction regarding his appearance before the camera and his insecurity with his manner of speech. Nards overcame his hesitations by volunteering in E-*Tulay* and discovered his full potential which



he did not do before. He showcased a new version of himself in terms of teaching and this experience happened in his volunteering act in the E-Tulay program.

*“I saw on the screen that it was dark, and I think I looked like a shadow. Even though the camera I used was my phone because here you see the flaws in my body, it was so dark and black, then I was wearing a headset that time, I said to myself my god I can't imagine what I look like there...But at that time, I said OKAY, I'll change my appearance because it was too dark and black, then the laptop I used, was so lagged and I could not get into the stream yard... from that moment I said to myself I have a poor performance and it need to be changed., then I realized I need to improve and get it better the next time.”*

In addition, Nards was also worried about his health because of his prolonged exposure to computer devices that he used for live streaming.

*“It's a bit risky at the same time... but it helped a lot of students... it's for my growth to maximize my skill. When it comes to teaching online, we're used to it being more face-to-face, but when the pandemic came, we're a little challenged, not just for us, but for the students, because it's a new face-to-face teaching scheme which is facing the monitor, maybe when you have four classes in teaching then you will feel saturated...”*

*“ I want to help, but of course, I have to be careful. Even if I want to improve myself for the next session, I still have to take care of myself because what if I get sick, what will happen, who will take over, that's a bigger factor that I will have problems with, I should be careful.”*

The dissolution of his hesitations and worries was associated with his resolution to at least try volunteering first before deciding not to be a part of E-Tulay. His resolve was expressed through his commitment to consistently train and prepare for his duties in E-Tulay as a tutor.

*"I have to push to so that I can see a different version of me in teaching. I said face to face, I thought that was all I could give, and then, E-*



*Tulay came, offered to me, "I have something more to do." There is another flavor. For me, if you don't take risks, you don't grow."*

*"In Physical Education, I should demonstrate skills or basic, especially in physical fitness tests, you don't just show it in the book, just copied videos because you will be copyrighted, so you should be creative, so I did, I tapped my G-9 colleagues, and we did videos, which are our own that we cannot copyright. Because in online, if it is copied right, it cannot be directly uploaded to Facebook, children cannot upload it, and they cannot see the live, so that is what should be avoided, it cannot be copied correctly. To avoid being copied right, you should do your own video."*

*"I used to have three monitors and one cellphone, I still need to set up proper lighting, so there are struggles but at the same time you get lessons from it that can't just face the camera ..."*

Professional growth was another feature of his lived experience as an E-Tulay volunteer. Confronted with more practical problems including technical issues with internet and devices, lack of knowledge on information sharing and management, only pushed him to grow professionally in terms of his skills. Internet and technological problems were addressed immediately with alternative solutions.

*"The humor is still there, but it should be limited, but it is still there, the humor must not be lost. And then, I'm not saying that I'm not decent at facing students but getting your perfect angle when facing your students. My frizzy hair is ugly, it's like, personal grooming, presentable, not just in face to face, it should be on camera too, for it all matters because it's all connected to catch attention. As a tutor, I must be presentable and fresh-looking, because if I look heavy in the camera, it can cause stress to the child. Maybe they won't come to class..."*

*" I have to think a bit, what's new, what's my new move, what's new strategies to do just to get the child's interest because I know the attention span. They get bored when the discussion is too long, so the activities must be interesting, of course, suitable for those not just on the topic but also for the person you are talking to, which is your students."*



*“I have this live session experience where I danced and followed the Zumba dance. Then, the glitch happened. I follow the video lesson so that if ever there will be poor connections still I am there in the video. So, that was my experience.”*

*“It was not good feedback but there is always room for improvement. That becomes my basis on how I will improve it next time. Although, I failed because of was low-tech but still it was still an achievement because I finished the session. Maybe I failed on my physical image on the monitor but in terms of teaching, I did it right. Then, the following session I got better looks because of the high-quality gadgets that I used.”*

The structures of being an E-Tulay volunteer for him included *pakikipagkapwa-tao* in the E-Tulay program and volunteers’ recognitions and rewards in the E-Tulay program.

His relationships with other people such as his friends and colleagues also increased and deepened the more as he persisted in his commitment to the E-Tulay program. He expressed this in terms of gratitude for the people who helped him out during his E-Tulay involvement. By resolving to volunteer, Nards found support from friends, students, colleagues, and mentors who guided and encouraged him until he eventually realized his self-worth. The good qualities that he saw from other volunteers he also applied to his teaching style. His connections with them did not end on the live session but until his present teaching status as they continue to have communications.

*“I saw through E-Tulay, I saw my self-worth... most of the students are solace, their hope or their final sort of hope is from the teachers. Because you don't have teachers anymore, you don't have gadgets yet, so how do you answer the modules, that's when I really saw the value of teachers.”*



*“I meet other people...There is one of our colleagues who is a Master Teacher in another school in Manila. MAPEH too. He grabbed the opportunity just to teach or become a volunteer. Until now, we do have some connection because we still chat and we have G.C., that alone gives me inspiration regardless of their positions as long as you know how to touch the lives of other students, or you can impart knowledge. Besides friendship, I met many different faces of teachers and different strategies for teaching. “*

*“I learned their skills. That's where I see their different culture, I mean the way they teach the subject. It's different from my strategies. That's when I can say that it's okay, I can adapt it to my teaching.”*

*“Although I am also drawing strength from our students and colleagues...I topped my G-9 colleagues, and we did videos really, which were our own... Actually, I messaged my colleague in MAPEH, and they gave me moral support and they greeted me with congratulations.*

Nards was motivated to do volunteerism in teaching because the E-Tulay program appreciated his efforts.

*“With regards to the recognition, I will be motivated to do more somehow, seeing the little effort of the tutors, that becomes the driving force of the tutor or myself, our enthusiasm is coming, they saw that without publicly saying that this is what you did but someone still appreciates it. Despite all.”*

### **MC's Individual Textural-Structural Description**

#### ***Circle as MC's Symbolic Representation of Her Lived Experienced***

*Transformation pioneer* is one of the things I thought of calling her to recognize her pioneering spirit in embracing change and growth. She helped many volunteer teachers and learners while she was at the prime of teaching in the E-Tulay program. Her description of her symbol is explicit in her narrative.



*“For me, the circle... because the E-Tulay is not just finished... but really continues because the children who have learned and they will share it with others and It's not just students who are in that circle, there are also teachers in the Philippines, so teachers and students who learned there at E-Tulay, will share it continuously... so for me, it's a circle that I can symbolize my experience.”*

Being a volunteer teacher for MC was one of the preoccupations to the numerous activities required in each phase of the E-Tulay program. From its conceptualization, planning, and execution, MC was always doing something.

*"I am one of the pioneers in the E-Tulay program. I was one of the teacher's broadcasters in the DepEd TV before the E-Tula program was born. I am also part of the planning in raising the E-Tulay and I am one of the people involved in finding volunteer tutors to teach here. I handled many subjects in E-Tulay since I am indeed one of the pioneers here."*

The busy nature of being an E-Tulay volunteer was characterized by being exposed to various challenging scenarios for the first time including teaching different subjects that were not really her major.

*“Having no one to guide you about the how-to of being a volunteer. I took it all because I know that there is no one to teach because we are limited to only 20 volunteers from DepEd TV...”, and traveling to new locations, “I also experienced going central office one time... We will go live there... to do live sessions.”*

In the process of doing her duties as a volunteer, MC valued being connected to her colleagues. There was a sense of camaraderie among other tutors, *“...the tutors were really loving so you feel different when you're there, you feel like you belong to the group.”* This camaraderie was proven





through the various support that she received from her colleagues throughout her time as a volunteer tutor.

Success is measured in multiple ways which makes the program a "big success." MC appreciates not only the official recognitions that she received from DepEd authorities but also the learnings that the students gained from accessing her lessons.

*"There are a lot of learners whose feedback is really good, what they say is really good... and they had a good experience at E-Tulay and there are also those who became honor students..."*

There was a realization of happiness that fueled her continuous preoccupation to the activities pertaining to the E-Tulay. *"Yes, I was very happy. If you're not happy, you'll stop the nonsense, right?"*

The structures of being an E-Tulay volunteer for MC included external forces affecting volunteerism, volunteers' acknowledgments, and rewards in the E-Tulay program and spearheading action in the E-Tulay from being a volunteer. MC experienced being a pioneer volunteer for E-Tulay as she was involved in the conceptualization and recruitment of consultants.

"Well, maybe we should invite a doctor, we'll focus on health because we're in a pandemic". "Ok, that's mine," I said like that, I named that, "E-Tulay ni doc". I researched because I watch a lot of vloggers, I also researched on TikTok, who the doctors I can go to, and talk to. Carl Balita has already volunteered, just in case someone else commits 100% to all the episodes he can be there, so that's what I hired because Mr. Balita is



quite busy and he does a lot, I talked to him in case he can't commit 100 %... “

“This guy from the DepEd TV said something, he said "Doc. Her nickname is Nay Darna because she is a stroke survivor. But she is okay now through therapy. So that's what he told me, I immediately called her and then she said "Okay" and she was happy and then we had a video call, it was good and then I said Doc. can you come every Saturday at this time? because that's what I was really looking for and then said "Ok, ma'am, no problem because it's my free time.”

"The schedule is really the problem because they are doctors in big hospitals. They like it, they are excited, they really volunteer. You'd think that E-Tulay wasn't the only teacher there, businessmen, doctors, and so many people have already entered. It's really volunteerism all over the Philippines, all professions. There were policemen there, the ones they invited were policemen, so I said it was successful. It's really a big success in E-Tulay because we have involved other professions. There is a psychologist, everything is there so E-Tulay is all in one.”

As a tutor, she underwent various trainings and preparations,

*"I also experienced the central office one time because it was necessary. A white van picked us up, door to door...At the central office to go live on E-Tulay. We will go live there as in from Cavite and then the others from Bulacan, Laguna, and Batangas to do live sessions. A van will pick us up, they have a budget for that. Then of course, for example, there's an exercise, you'll call your E-Tulay there, they're just on standby there because we're going to on air live one after the other, so they're lined up there, they're sitting outside. "Dance here first, I'll need a dancer, they will dance there. "Oh, I need an actress", ma'am Pam is the one I always call, if she's an actress, oh that's it, that's right next to me. That's how our system used to be, so I really told you, that's why my decision to do E-Tulay really had a big impact on my life as a teacher, and that's why you need this kind of life learning knowledge."*

This eventually contributed to the improvement of her pedagogical skills.

*"I just really want to learn, and I really want to experience what online learning is really like... Of course, it's also to develop my skills because even though I'm talkative, it's different that I only talk to children face to face,*



same as on TV, the manners of speaking are different and different when online. So, I really want to learn it, how do I do it online? Because we go online but only on G-meet and then always, "Do you see me yet?" like that "Is it ok?" It's different when you're on a live stream, you can't do that because it's live, you just keep going, because it's live."

MC received recognitions both official and informal from her co-tutors, superiors, and the learners.

*"The most meaningful experience I had in E-Tulay was when I attended a live face-to-face awarding with General Trias. I was really in tears because I was being applauded by many fellow tutors... hearing their applaud, it felt really good, "Ah ok, this is it, I finished the school year, I did my best" this is my reward for doing my best", this is the fact that even though I didn't earn, I can see evidence that I did my best, I don't even have a salary, I am not expecting it. I'm not promoted, and there is nothing in return for that, so I am like "Oh, this feels good..." still holding my two awards."*

*"I appreciated the children attending me every episode, they were there waiting for me, so I gave them a reward. That t-shirt is made by me to make an E-Theatro t-shirt because it's not easy."*

As a pioneer volunteer, MC's experiences were mostly first-time experiences that were foundational for the establishment of the E-Tulay program.

### **A. J.'s Individual Textural-Structural Description**

#### *Bridge as A. J.'s Symbolic Representation for His Lived Experiences*

I called A. J. A *Servant Mentor* as he saw himself as a mentor to other volunteer tutors in the way he served them. He recognized his role as a mentor and guide for others interested in volunteering. He described his experienced in the E-Tulay program as follows:



*"My experience in E-Tulay represents the bridge. That's really what I think is a symbol of my experiences. Because I saw that, I experienced how E-Tulay bridged education during that time. The problem is the pandemic, not only that, the challenges of the internet, communication, everything. Because of course, the internet can't be removed, only those who can access it. What about those who don't? They became a bridge not only for education but also became a bridge for all of us. It became a bridge for our success as well. Not everyone gets it, we just had an opportunity. It was a privilege that we were able to get this and recognize it, that's why we were promoted, and that's why many were promoted. In our professional growth."*

Being a volunteer teacher in E-Tulay for A.J. was a test for his leadership career. It was an inevitable part of learning wherein he was able to evaluate his skills in leadership including directing, mentoring, recruiting, appointing, and delegating people to achieve the goals of the E-Tulay program. An important quality of a leader is patience which is consistently tried during a tenure as a program head, director, mentor, pioneer, and teacher volunteer in the E-Tulay program. This highlights the multiple roles that A. J. have to take for the program to work out.

*"Now the challenge is, as I told you before, they can't really control the overtime...sometimes when there is stubbornness, in a sense that they are unconscious of the time. I mean there are only those allotted to us, you know thirty minutes in Edukasyon Sa Pagpapakatao. Sometimes someone goes over almost an hour, so when he goes overtime. Then, there is a domino effect."*

*"There is a factor that you I enjoy my passion, what I am doing, so that means, even though the difficulty level of managing, directing, then I still a tutor, then sometimes I am subbing, I am the host of a special program, I am accepting it and still enjoy it."*

*"I am one of the directors and mentors in the E-Tulay program in the Edukasyon sa Papakatao program."*

*"I was not her mentor, but I became her mentor eventually because his mentor was busy, so I was really involved in her development."*



The structural description of the experience of being an E-Tulay volunteer tutor of A. J. included external forces affecting volunteerism, *pakikipagkapwa-tao*, recognitions and rewards from the E-Tulay program, personal and professional growth, and spearheading action in the E-Tulay program. He experienced being a pioneer volunteer for E-Tulay program as he got involved in the directing and mentoring other volunteer teachers.

*"Yes, I had mentored everyone. As well as lesson preparation, you are familiarized with the live stream application that is used, then with the stream yard, PowerPoint, and extra tips to make it easy to live stream."*

In the process of doing his duties as a volunteer teacher, he values being connected and helping his colleagues. There was a sense of generosity camaraderie among other tutors in his narrative.

*"It's also fulfilling because at the same time, I'm able to do what I want to do, and I've been able to help my friends and my companions. You can also experience the joy I experienced at that time with the success I experienced. I even shared it with my friends, my classmates here at our school, who also experienced what I experienced."*

This eventually contributed to the upskilling of his leadership and teaching skills.

*"That's really the most challenging thing, you'll just laugh afterward because it's like this, I am directing, since I am the ones who direct it, we cover the one channel we call the live stream because it's three channels so it's difficult, because it's all at the same time broadcasting."*

*"It really had a big impact because it uncovered or tapped our inner talents, our hidden talents, hidden skills, that we can do these things. Back then, we were just in the four corners of the classroom and teaching, but I become ICT expert. " So, just to give you a picture, we have a special program and then there is a live tutorial that is still ongoing, we need to*



*create a delay. For example, a commercial or if you have a feature video, you just have to think about what you're going to show, so it's really live."*

He recognized also the intersectoral impact of the E-*Tulay* program and received recognitions both by words of appreciation and tokens.

*"All over the Philippines, we still have times when people in other countries comment and appreciate what we do. Yes, he is like a guardian or parent to someone who joins the online tutorial. In a way, I am proud that I have experienced that because I'm part of that and I'm sure this is part of DepEd's history.*

*"Somehow, at some point in my life, I was recognized, someone appreciated what we were doing."*

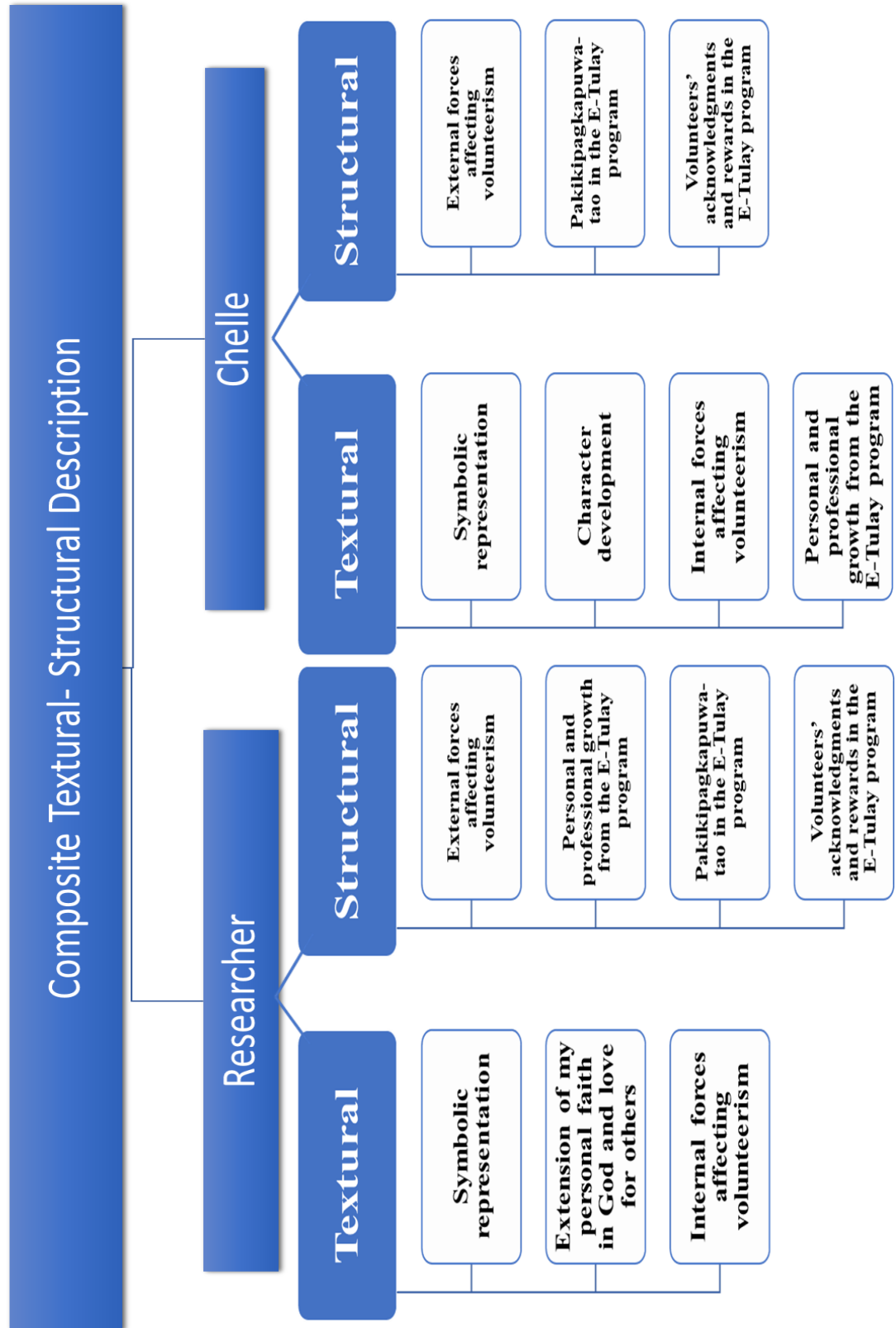
*The recognition is the national level is like that, there are tokens, there are gifts, which DepEd made an effort for, so that's what was given to us as appreciation. Besides that, of course, the words, those are the recognitions we received."*

### **Composite Textural-Structural Description**

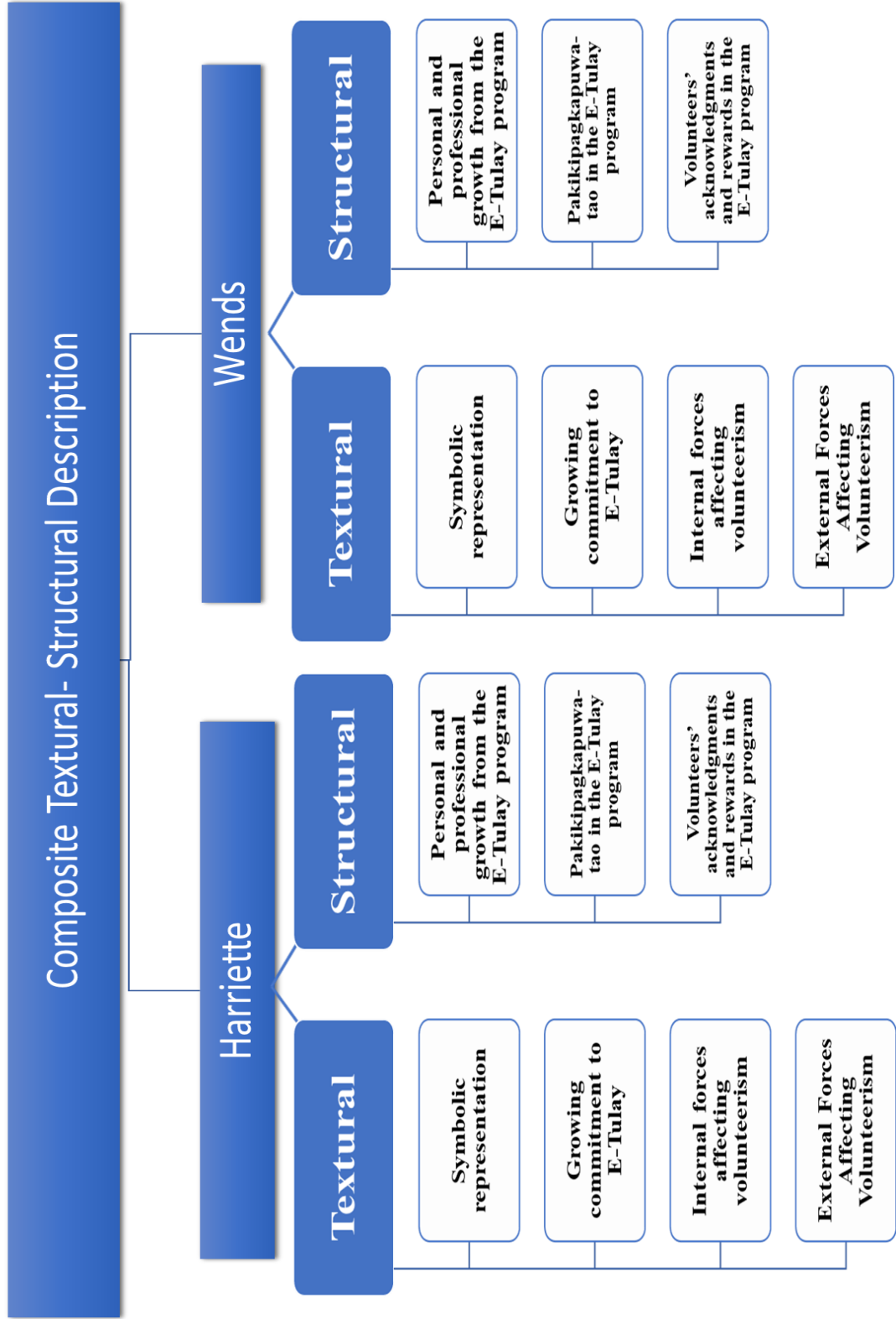
Being an E-*Tulay* volunteer exposes the individual to a world of change in terms of personal and professional concerns. An E-*Tulay* volunteer is someone whose patience is tested because of the numerous activities that accompany the role of a volunteer teacher. Hesitation permeates the initial phase of the experience as there was an initial feeling of resistance when a person was recruited to the program. From hesitation, growth was observed in their commitment as the volunteers experienced receiving help from their colleagues and witnessed how their services benefited the student-viewers by providing them with accessible teaching

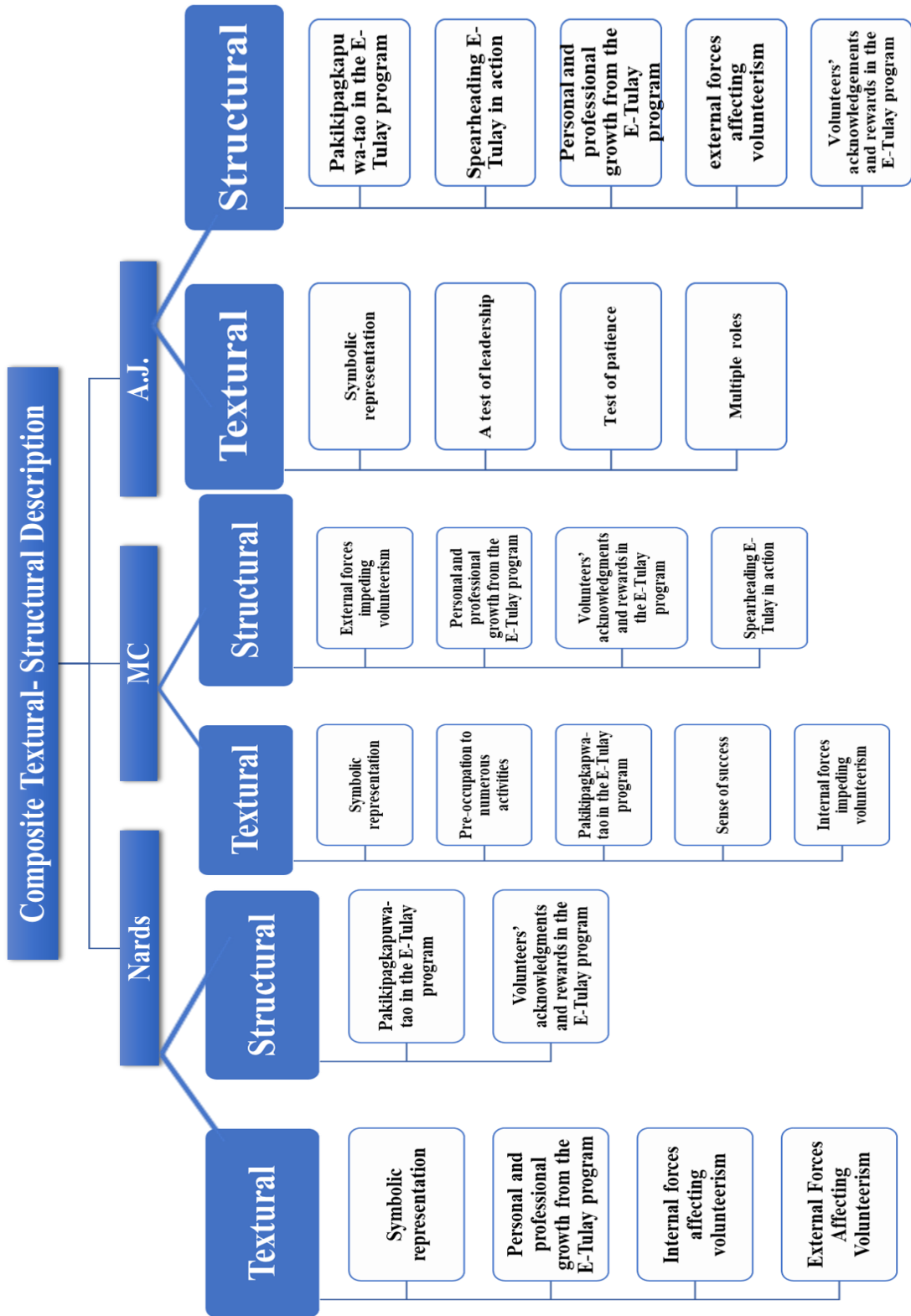


resources from various subject matters. Along with the growing commitment was the growing professional skills of the volunteer teacher, which was evident in the improvement in their communication, usage of technology, and forming linkages. When performing one's duties as a volunteer, tensions between roles as a public-school teacher and an E-*Tulay* volunteer were briefly encountered. The tension disappeared as the volunteer teacher was recognized by various stakeholders both in official and non-official modes for his/her contributions.











### Eidetic Insights

As I reflect on the hermeneutical circle of the process of my study, I came up with the concept of an open hand. It is just a simple message for unity beyond diversity, construction of harmonious relationships towards development and stability. Though I and my co-researchers have differences in many things such as background, custom, faith, teaching style, audience, etc., upon reflecting on my journey and my co-researchers' lived experiences, I can say that we have something in common, we have the same goals which were to impart the knowledge to the learners as we considered them the equal with us as volunteers in joining the *E-Tulay* program. This common goal is embodied in the growing commitment experienced by the co-researchers.

We have all one hand to give and to take, a hand that does not close just to keep God's blessings, but an open hand as we allow the blessings to flow from God to others. A hand willing to share hope, give influence, and pass light to others to do the same. As shown in the lived experiences of the volunteer teachers, spirituality is connected to *pakikipagkapwa-tao* and vice-versa. The passing of an active radiance of light as a guide for others to take the same path as they step in the work of volunteerism.



In our work, it is impossible to attain the goal or the vision without working together. In the Pedagogy of the Oppressed, Paulo Freire (2000), argued that a “student must be viewed as a spring of water that needs to be dug, for her/his water flow.” It seems that the shade of meaning is to fill the cup of the learners. It means to teach the learners by influencing them with the idea of *pakikipagkapwa-tao* through our manner of living. That is why, I believe that the efforts of the volunteer teachers in the E-*Tulay* program were not in vain for we pass the active radiant of light not just to the learners of the E-*Tulay* program but also to those people who used the recorded video-lessons of E-*Tulay* as their medium of teaching-learning process in their respective schools. Indeed God designed us to help one another. We cannot experience the fullness of spirit-filled life without sharing our lives with them as reflected in the volunteerism of the teachers in the E-*Tulay* program. Without harmony in our “I-Thou” relationships, our spirit-filled life is far from being completed.



## Chapter 5

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter depicts a creative synthesis of the essential insights derived from the vital themes of the lived experiences of the volunteer teachers in the *E-Tulay* program. After the creative synthesis, the implications and the possibilities of study are also presented.

#### Creative Synthesis

To briefly summarize the major points of the arguments made throughout the entire thesis, I composed a poem that embodies the foresight or concepts of the hermeneutical circle of the lived experiences of the volunteer teachers in the *E-Tulay* program. It reflects the essence of phenomena that came from the totality of our experiences.

This study is a tribute to the volunteer teachers who wrestled the challenges in the *E-Tulay* program. An intimate and sensitive part of one's existence is revealed when one has the bravery and honesty to open up and share his or her story voluntarily. Sharing the experiences is letting people know who they really are. Their struggles are real; hesitations are there; *pakikipagkapwa-tao* is a possibility; personal and professional growth is inevitable. Here is the poem I composed inspired by the lived experiences of my co-researchers.



***Contagious***

Beyond a heart of gold, we touch one's soul.

We discover a world where volunteerism exists.

Through commitment and collaboration of educated minds,

We stretch our arms, and we easily multiply.

The torch of volunteerism strongly blazes.

It ignites the boundless flame of empathetic soles.

From a selfless person it all began.

Whose deeds unite every naïve mind.

As the sparks of volunteerism illuminates.

Communities promised to coexist.

When our hearts are in harmony.

It lights up the divine kindness we possess.

Volunteerism reaches far and abroad.

A wave-like ripple effect to me and you.

The selfless spirit will manifest.

If we shared the gift of love and care.

When our goals become infectious to others,

As contagious, as the epidemic,



It may sound absurd and strange,  
But surely, we can be a catalyst of change.

This poem was composed through the process of my hermeneutical circle in the continuous analysis of the descriptions of the live experiences of the co-researchers of this study. This is the sum of the themes that show the volunteer teachers' kindled hearts when they were involved in teaching voluntarily in the E-*Tulay* program. It also shows the fore-conception that comes from my composite textural-structural description. This poem also encourages *pakikipagkapwa-tao* or fellow human beings to also do social responsibility through volunteerism in the way they know and want.

Further, it says that if we have anything to spread to others, these are the positive achievements brought about by volunteerism. The volunteer teachers who were involved in this were not forced, but the passion in their hearts was ignited to fill the darkness caused by hopelessness. When people take the initiative, it will initially spread to other beings who are merely waiting for the tap on shoulder to begin their benevolent action.

There was no compensation at first glance, but the rewards of experiences were more than monetary value. Expanding knowledge is also expanding responsibilities. The heaviest is not the stone nor the rock, but the responsibility. The responsibility assigned to the volunteer teachers



became heavy because of the various experiences they encountered. Hence, there is a way to make it easier. God's fellow creatures are also tools to strengthen each other. It is said in Ecclesiastes 4:9, "Two are better than one." One can strengthen his/her companion if he/she is weak. That is why the friendship developed within *E-Tulay* is so important. Whether we admit it or not, no one lives for himself alone. We are responsible for each other.

***My Composition Image of the Creative Synthesis***

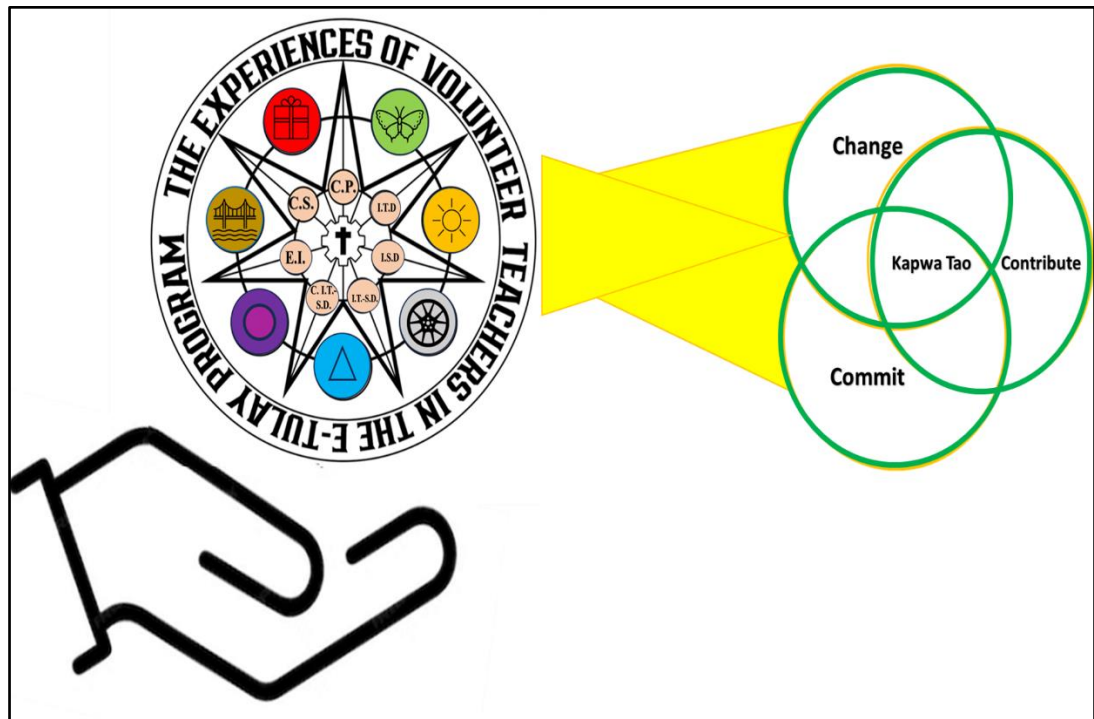


Figure 2. The Composition Image of the Experiences of Volunteer Teachers in the E-Tulay Program and the Composite Textural-Structural Description of the Study





***The Meaning of the Composite Image Synthesis: The P.A.R.O.L. of the E-Tulay Volunteerism***

As I reflect upon my personal navigation and the lived experiences of my co-researchers, I came up with the idea of making an acronym to the name of my creative symbol, P.A.R.O.L. which captures the gist of the study or the synthesis.

***Passing Active Radiant of Light (P.A.R.O.L.)***

This acronym reflects the impression that teaching volunteerism plays an operational and important role in promoting change, commitment, and contribution in our communities and the world. It radiates positivity through volunteer work and offers support without expectation to light up the lives of others with selflessness and empower them to do acts of kindness. We are the light of the world. Having said that, it should be noted that the followers of God are only lights because of Christ. In John 8: 12, Christ proclaimed that “I am the light of the world...” He is the light; hence we reflect the light he provides us. In continuation, “...The one who follows me will never walk in darkness but will have the light of life.” Yet, this metaphor is not just applied to the disciples but to all believers. The volunteer teachers in the E-Tulay program proclaim to be followers of God. Our lived experiences are evidences of being a light of this world as we took part as volunteer



teachers. Indeed, our journeys are the active radiant of light that will be passed on to the next generation.

In Matthew 2:2, the star instructs the magi, "Where is He who has been born King of the Jews? For we have seen His Star in the East and have come to worship Him." The star introduces the notion of leadership. Historically, the stars were utilized as a navigational aid for night-time travel. Similar to my study, the P.A.R.O.L. bestows a guiding light to lead our co-creatures from the dark circumstances of the pandemic through the volunteer teachers who engaged in the E-*Tulay* program.

***The Cross in the Center*** implies that the processes are all connected to the center, the supreme being the source of all things, our God, the inspiration of our acts of goodness and kindness. Our prime mover to take the initiative to do one good act which is better than a thousand good intentions. The center also symbolizes the presence of God to which all of us are connected.

***Gear (middle)*** in the inmost part is the technological symbol that pertains to the idea of a platform in the E-*Tulay*. Technology is the way of the teaching-learning process. It is a means for educating the learners. It is also an instrument to pay back all the blessings received in the sense of teaching volunteerism by spreading knowledge and good news to young minds.



**The Seven Small Circles** represent the process of the study and how to relate them with my study: Creative Presentation (C.P.) of lived experiences, Individual Textural Description (I.T.D.), Individual Structural Description (I.S.D.), Individual Textural-Structural Description (I.T.-S.D.), Composite Individual Textural-Structural Description (C.I.T.-S.D.), Eidetic Insights (E.I.), and Creative Synthesis (C.S.).

**The Star** is the symbol that refers to the faith experiences of the co-researchers. Its seven rays signify the seven hopes of the volunteer teachers who shared their lived experiences. In Hebrew number 7 means a perfect number. The commitments of our journey as volunteer teachers in teaching in the *E-Tulay* program led to the perfection of the last, the least, and the lost.

**The Seven Big Circles Outside the Star** portrays the symbols of myself and my co-researchers as we described our lived experiences as volunteers in the *E-Tulay* program. I used gift box that signifies my adventure in the *E-Tulay* teaching volunteerism process that serve as a gift to me and I myself is also a gift to others especially to the learners. The first co-researcher has a symbol of a butterfly which signifies change. Sunrays are the symbol for the second co-researcher which means shedding light to the learners. Then the third co-researcher used the symbol of a tire that means give and take process of teaching and learning. Next is the co-



researcher four who used the symbolism of a triangle which means the collaborative effort of the teacher and the parents for the benefit of the learners. The fifth one is circle used by co-researcher five that means unending journey of teaching and learning. The last co-researcher used the symbolism of a bridge which means a medium of learning and growth for the students and the volunteer teachers in the E-*Tulay* program.

**Connected Solid Lines Inside and Outside the Star** means that the appearance of the solid line inside the star is the process of my study: that has a connectedness to get the essence of our lived experiences. Without the process and steps the essence of volunteerism will be impossible to appear. Moreover, the solid line outside the star signifies that I and my co-researchers are linked to each other in order to be united in heart to teach in the style of volunteerism as tutors in the E-*Tulay* program.

**The Outer Circle on the Star** signifies the title of my study. Through this notion, I walked through the many points of reflection based on my personal adventure and the narrative of the lived experiences of my co-researchers.

**Hand** represents the instrument of contagious, passing, and giving radiant light to each other. It also symbolizes the commitment, growth, recognition, internal and external forces of the volunteer teachers. The hand here is used to do the duties and responsibilities. Thus, the hand is also



used to give recognition to the volunteer teachers, on the other hand, they also give recognition to their learners, parents, co-teachers, and in the E-*Tulay* program.

**The solid vice-versa wide color yellow line** represents the radiant light that will be a contagious or influence to pass on to others. It contains the lived-experiences of the volunteer teachers in the E-*Tulay* program that encourages others to be involved in the work of volunteering. In the same way, there is the two-way process which signifies that even the *kapwa-tao* who were the recipients gave their contributions as they inspired the volunteer teachers in their involvement in the E-*Tulay* program. Moreover, the *kapwa-tao* are also portrayed as beneficiaries of this study or the community that will encourage to do volunteerism work in the same way or in the style that they want to do.

**The three circles:** change, commit, and contribute are the essences of being an E-*Tulay* volunteer teacher. This is the constant idea in the lived experiences of the teacher volunteers who committed themselves to change in order to contribute to the community.

**Kapwa Tao** as the community which can benefit from this study. They are also the main goal of the idea of contagiousness which will bring the active radiant of light of our lived experiences. We hope that these experiences will serve as inspiration to others to encourage them to also



take step in *pakikipagkapwa-tao* in the same way and also in the way that they want and are able to do. They can also benefit and use the recorded video lessons of the E-*Tulay* program that the volunteer teachers worked on during the time when the live sessions in the E-*Tulay* program was still at its peak. As long as the resources of the E-*Tulay* program are available on social media, they can adopt, scrutinize, or use the learning process themselves in their teaching.

I put the hand symbol as I reflected on the eidetic insights which means volunteerism. This is also the way the volunteer teachers responded to the call of the community. The hand is also in an open posture which means that it is ready to give and take in the events and possible events that may come. It also manifests the visual passing of the active radiant of light which symbolizes the lived experiences of the volunteer teachers who are ready to influence others before, during, and after their service in the E-*Tulay* program.

The light line that expands in yellow color is a visual manifestation of the passing or contagious process. It can be seen from P.A.R.O.L., and it gave light to the drawing of three circles. The three circles signify the Lasallian mission of teaching minds, touching hearts, and transforming lives that I can relate with as I reflected on the descriptions and themes of our lived experiences. It signifies that it is contagious and can be passed on to



others as contained in the Lasallian mission. As we learned within *E-Tulay*, others also learned. As we were able to touch the hearts of others in the same way, the beneficiaries of this study are also expected to touch the lives of others if they use this study. Just as we have transformed lives through the *E-Tulay*, it is expected that the lives of people who read this study will also be transformed by encouraging them to respond to the call of *pakikipagkapwa-tao* of the *E-Tulay* program.

The goal of the passing active radiant of light is to give encouragement to the *kapwatao* or fellow human beings to do the same volunteerism that we did to others. Not exactly in the way we did it but in the way they know and are able to do in order to show *pakikipagkapwa-tao* which is an important value of the Filipinos. I believe that our stories can evoke inspiration because of the sincere hearts reflected in the lived experiences of the people contained in it. Filipinos love to help, thus if they can read a study like this, it will rekindle the feelings that are innately good.

### **Implications of the Study**

Based on the findings of this study, the following presents the personal and professional implications can be drawn from the core themes that emerged from the interpretation of the lived experiences of volunteer teachers in the *E-Tulay* program. Items one to three present the personal implications of the results of this study while items four to eight present the



professional implications, including that which relates to the discipline of religious and values education. Nevertheless, while the implications can be seen, an overlap of categories may be noticeable particularly in the personal implications and professional implications that indicate the themes of spirituality and religion.

1. The existential musings of some volunteer teachers imply the reality of the relationship between volunteerism and one's spirituality and/or sense of purpose. As such, a person's religiosity may present a powerful motivation for prospective volunteers.

2. The strong presence of internal forces affecting volunteerism in the lived experiences of volunteer teachers in *E-Tulay* implies that being a volunteer depends greatly on the psychological and spiritual realities of the person. The absence of monetary rewards for the fulfilment of the tasks in *E-Tulay* seems to naturally draw volunteers to seek transcendental meaning in the form of character growth, self-efficacy, fulfilment of vocational calling and religious responsibilities.

3. The recurrence of the theme *pakikipagkapwa* in the lived experiences of volunteer teachers in *E-Tulay* suggests that the nature of the tasks in the program is greatly relational. Teamwork and collaboration with various partners are essential factors in dealing with personal issues especially at the beginning of the volunteers' commitment to the program.





*Pakikipagkapwa*, despite being reliant on help outside of oneself, is a huge factor for the internal stability of the volunteer.

4. The lived experiences of the volunteer teachers in *E-Tulay* imply the flexibility of the modes of volunteerism. Rather than be confined to the traditional notion that volunteerism should be performed in a single locale, this study presents not just the possibility but the reality of long-distance volunteerism which maximizes the use of internet and technology for the common good. This may also imply the need to modify the Values Education Curriculum in the K-12 curriculum wherein the topic of volunteerism is included.

5. The changes in the perspective of the volunteer teachers that occurred throughout the period of their volunteer work imply the need to emphasize openness to experience as an essential quality of a volunteer.

6. The positive impact of receiving support from colleagues and co-volunteers as expressed in how volunteer teachers were able to grow in their commitment implies the importance of *pakikipagkapwa-tao* and camaraderie especially in the Philippine context.

7. The success of *E-Tulay* based on the feedback received by the volunteer teachers from various stakeholders implies that the use of online mode for teaching does not necessarily diminish the quality of learning. On



the contrary, it implies that the inevitability of online learning is now recognized even by people who are not in the profession of education.

8. The tension between the role of the co-researchers as volunteer teachers and public-school teachers implies the need to enhance the cooperation from the various units of the Department of Education.

### **Recommendations**

The following are the recommendations based on the findings from the lived experiences of volunteer teachers in E-Tulay:

1. Cooperation protocols for volunteering project should be developed to avoid tension between the roles of volunteers who also have full-time work as public-school teachers in the Department of Education.
2. Inclusion of different modes of volunteerism should be adopted to the curriculum for Values Education and other subject matters which has an integration discusses the topic of volunteerism.
3. The outreach program spearheaded by school administrators should be flexible in terms of their mode of delivery.
4. The reiteration of teaching in volunteerism of educators among their learners to encourage them participating not just for their own good but for the common good of future generations.



5. The parents must collaborate with the institutions to ensure the efficient guidance in fostering volunteerism to themselves and to their students at home.
6. The active participation of students in volunteering will be an avenue for their growth as a member of the community. It will inspire them for their deep understanding of volunteerism and help them to practice doing *pakikipagkapwa-tao* by serving others.
7. Future researchers should investigate the feasibility of other modes of volunteerism in different settings.



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Appendix A

Letter of Request

 De La Salle University – Dasmariñas  
COLLEGE OF EDUCATION  
GRADUATE STUDIES

**DR. ROSEMARIE D. TORRES, CESO V**  
Schools Division Superintendent  
Division of Cavite

Department of Education  
DIVISION OF CAVITE

RECORDED

04 JUL 2023

RECORDS UNIT

Ma'am:

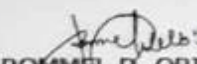
I am presently enrolled in thesis writing for my post-graduate studies Master of Arts in Education, major in Religious and Values Education at De La Salle University- Dasmariñas. My research is entitled, **THE EXPERIENCES OF VOLUNTEER TEACHERS IN THE E-TULAY PROGRAM.**

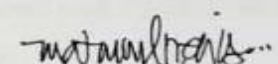
This study will try to illuminate the experiences of volunteerism in the context of being a volunteer teacher. The result can serve as a basis for enriching the E-Tulay program which was initially introduced during A.Y. 2021-2023 of the Department of Education.

The respondents of my study will be the six E-Tulay volunteer teachers during the period of 2021-2023 for not less than one year regardless of their subject matter, resident in Cavite, and a public-school teacher by the DepEd under the division of Cavite. In this regard, I would like to ask your permission for me to facilitate my semi-structured interview with co-researchers to make this study possible.

I hope that this will merit your approval. Thank you.

In Christ, Noted:

  
**ROMMEL B. ORIBELLO**  
 Researcher

  
**MARNON L. REGIS, EdD**  
 Adviser

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Contact Details  
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**Appendix B**

**Interview Guide**

**Interview Proper**

1. Describe the nature of your experiences as a volunteer in E-Tulay during the Covid-19 pandemic.
2. Has Covid-19 pandemic impacted your volunteer participation in E-Tulay?
3. Can you give an example of a time when your volunteer work in E-Tulay has become meaningful to you?
4. Give me an example of an unforgettable experience during your volunteer work in E-Tulay.
5. What experiences impact your decision to get involved in E-Tulay?
6. What is your most meaningful experience as a volunteer in E-Tulay?
7. Using a symbol, how would you describe your experience as a volunteer in the E-Tulay program of the DepEd during the Covid-19 pandemic?



**Appendix C**

**Ethics Review Certification**



De La Salle University – Dasmariñas  
ETHICS REVIEW COMMITTEE

**CERTIFICATION**

The DLSU-D Ethics Review Committee has reviewed the protocol for the study titled “THE EXPERIENCES OF VOLUNTEER TEACHERS IN E-TULAY PROGRAM” code DERC-2022-23\_6-288T2 as proposed by ROMMEL ORIBELLO, College of Education-Graduate Studies.

The committee approves the implementation of the study. This certification is valid until November 15, 2023. Issued this 15<sup>th</sup> June 2023.

  
Dr. EMERSON N. DOMINGUEZ  
DLSU-DERC Coordinator



## Appendix D

### About the Author



**Name: Rommel D. Oribello**

**Contact Number: 09684923332**

**Email address: rmmloribello@gmail.com**

Rommel D. Oribello is a graduate in 2024 of Master of Arts in Education, major in Religious and Values Education from De La Salle University Dasmariñas. He completed his Bachelor of Arts in Theology, majoring in Pastoral Studies at the Philippine Missionary Institute in 2017.

He is a faculty of Tanza National Trade School where he has taught Edukasyon Sa Pagkakatao from 2018-present. He served as a volunteer tutor for DepEd *E-Tulay* in the 2021–2022 academic year. At the L & J Country Estate in Mendez, Cavite, on December 16, 2021, he received an award as a National TV Educational Discussant. He was selected by the *E-Tulay* program as one of the outstanding nominees for *Diwa ng Bayanihan* 2022. On May 28, 2022, he was additionally acknowledged as an Exemplary tutor for the Third Quarter through the virtual *E-Tulay* awarding system. Moreover, he was granted Exemplary content knowledge throughout the third quarter of 2021–2022.



**Appendix E**

**Deed of Declaration**

I, Rommel D. Oribello, hereby submit my thesis entitled The Experiences of Volunteer Teachers in the E-Tulay Program. I truthfully declare that it is a product of my original research investigation.

Signed this 13th day of December 2023 at De La Salle University-Dasmariñas, Cavite, Philippines.

Candidate's name and signature:

A handwritten signature in black ink, appearing to read 'Rommel D. Oribello', written over the printed name.

ROMMEL D. ORIBELLO

MAED, major in Religious and Values Education