

The Story of Volunteerism Among Tulunan Mobile Library Volunteer Teachers

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ABSTRACT: *The outburst of COVID-19 pandemic caused the abrupt change in the whole world and educational system is not an exemption. The Department of Education in the Philippines made a quick decision that mode of teaching has shifted to modular approach. This phenomenon caused a lot of problems which lead Tulunan Local Government to initiate a program they called “ Tulunan Mobile Library”. This phenomenological research sought to describe the story of the mobile library volunteer teachers in teaching mathematics at the Municipality of Tulunan, North Cotabato, Philippines. It investigated the experiences and coping mechanism shared by the informants. Using in-depth interviews, the following were the struggles of the volunteers extracted through thematic analysis: insufficiency of resources, minimal expertise in teaching Mathematics, diversity of learners and time constrains. However, they managed to push through with their volunteerism through these coping mechanisms: they developed patience, practiced planning ahead, remained passionate and motivated their learners. This study points out the importance of preparedness in every voluntarism engagement that may be used in teaching. Furthermore, it can be noted that the participants experienced difficulties and struggles but those did not stop them to continue their act of volunteerism. They are very resilient and developed coping mechanism.*

KEYWORDS: qualitative, experiences, mobile library, volunteer, phenomenology

INTRODUCTION

Mobile library existed for a long time and it is not new to the world and forms a different concept year by year. Numerous countries have initiated to extend their services to people through the use of mobile library. Mobile Library is also known in a diverse terms such as book mobile, book-on-wheels, travelling library, book wagon. The term mobile library is used to describe motorized vehicle carrying library materials and in any library service that does not stay to one place is considered as mobile library (Stringer, 2010).

Covid-19 Pandemic brought drastic changes in the educational system globally. The Department of Education ensuring the safety of their learners, teachers and parents in these difficult times, for this reason DepEd announced no face-to face classes in accordance to DepEd Order No. 008, s. 2020 (Department of Education, 2020); hence mode of teaching has shifted abruptly to modular approach. Tulunan Municipal Councilor Rogie Lantoria enumerated the challenges identified relative to the new mode of teaching: 1) inadequacy of resources of most pupils and students to continuing education; 2) lack of knowledge of parents to guide their children in answering their modules; 3) pupils/students cannot grasp topics in the modules without guidance (Paylangco, 2021). And so, the Local Government Unit came up with the decision to launch Tulunan Mobile Library to the 29 Barangays in the Municipality.

Tulunan Mobile Library brought learning materials in the communities. Along with this, more than a hundred volunteer teachers submit themselves as tutors to pupils/students in the barangays. In the Sangguniang Bayan Resolution No. 874 S. 2021, it was also stipulated that the volunteers need to be capacitated. It was also identified that most of the beneficiaries have difficulty in mathematics. However, the volunteers are not graduates of math-related degrees. Thus, the researcher found interest in investigating the story of Tulunan Mobile Library Volunteers in teaching mathematics.

REVIEW OF RELATED LITERATURE

Mobile Library Volunteers

Volunteer's services for library can be enhanced immeasurably. The effort and time spent by the volunteers to develop and well-managed of their services and to become more sophisticated and perform their duties in a more efficient manner. Also volunteers used to ease the burden of the existing library personnel in their daily workload (Reed, 1994). And according to Frevert (1997) volunteers can increased and improved more work output and act as public relations advocates and provide bright new ideas to community. The effective use of volunteers, library personnel must willing to treat volunteers role as vital and let volunteers to plan and manage some volunteers program.

As studied by Kuenhne & Sears (1993) a volunteers who still remained involved after their requested program commitment shows that the volunteers sense its purpose and personal development. It stated that volunteers stay longer in require commitment were highly more educated and reportedly higher life satisfaction. Moreover, according to Belgian Red Cross in their 'Bridging the Gap' project they recruit volunteers as their teaching staff to help improve the personal development of at-risk children with poor performance. This project aims to develop evidence-based guidance and with the help of volunteers in doing the right didactical approach in supporting these children (De Buck et al., 2018).

The significance of library volunteerism is to support the needs of every individual to be productive and enhancing social contact between the library and the local community. When the volunteers are placed well in their appropriate job, they will

contribute and enhance the library to achieve its mission and statement of goals (Driggers & Dumas, 2002). In addition of Chuah et. al., (2020) volunteers with different expertise help to develop the capacity in sustaining community managed library.

As indicated by Dong-Geun (2019) library volunteers are important human resources as they develop and utilize library materials. Volunteers' satisfaction creates strong positive effects, considering the total support and loyalty in continuation of volunteering in library. As mentioned by Bartlett (2013) volunteers' labor is very functional. Only volunteers is engaged in their task that without their assistance some of the task would not be completed for considerable period of time.

In Zimbabwe for example, the Rural Libraries and Resources Development Program (RLRDP) is non-government organization founded in 1990 that used donkey-powered library carts bringing libraries to rural parts of Zimbabwe. The organization aspire the children and providing relevant reading materials, sponsoring debates in the communities and providing the means and mechanism for continuing education for everyone in the community (Debczak, 2017). In Tanzania (Grinshpan, 2019), stated that the Little Travelling Library in Mwanza is non-profit organization designed a mobile handicarts that runs literacy program for children. This organization aims to help children to master their English and reading skills and to encourage children to read independently.

In the Philippines, the Lakbay Alalay mobile Library was launched at Laoang, Tarlac. The project aims to improve reading proficiency among kids because it serves as the foundation to better and quicker learning once the child proceed to upper-grade levels (Laurel, 2019). Moreover, Vice Mayor Ong stated that the program is meant to bring the services of library to far-flung areas considering their distance from the municipal library at the town center (Abella, 2019).

According to Malipot (2020) although a vaccine against COVID-19 is in the works, Education Secretary Leonor Briones announced that face-to-face classes will not be held in S.Y 2020-2021. Both students in basic education are now enrolled in a home-based learning or distance learning program. They are learning lessons through a variety of delivery methods, including modular (printed and offline), internet, radio and television-based teaching, or a mixture of these methods (blended learning).

Teaching Mathematics

As mentioned by Loughran J. and Russel T. (1997) Teaching education in mathematics is an activity fraught with difficulties and challenges. A lot of mathematics teachers of education face different dilemmas, tensions and challenges in providing ideas and to develop skills for children. According to Warshauer (2014) teachers of mathematics can use as a tool to integrate student struggle into tasks and instructional practices rather than to avoid or prevent struggle. It says that struggling to make sense of mathematics is a necessary component of learning mathematics with understanding. .

Teachers' ability in mathematics is huge impact for successful learning in the field of mathematics. Service-learning experience of pre-service teachers had a number of intended and unintended outcomes; it increased understanding, innovation and confidence in the area of mathematics (Kirtman, 2010). Schmidt, W. et. al. (2011) stated that a particular teacher was an inspiration by many children to persevere and to fulfill their personal potential and dreams, providing with the support of the popular idea that "Teachers make a difference".

According to Adler (2000), that mathematics teacher education should pay more attention to resources, including what they are and how they function as an extension of the instructor in classroom mathematics. Teachers utilize the tools to help students learn mathematics in variety settings. Moreover, as Yeh et. al. (2019) indicated that many of the students may subsequently continue to lag behind in mathematics achievement and lose interest in the subject, finally giving up on the subject. In reality, compared to many other places, pupils in remote areas have less enthusiasm in learning mathematics.

As studied by Campbell, S.B. (1997) that Children that had troubles at a young age are still having difficulties. Some children with problems by the time they reach childhood may continue to externalize their issues, while others will improve as they grow. Problem behavior is relatively stable, increasing the relative risk of the child developing a diagnosable disorder by school age. Difficult behavior, such as tantrums, noncompliance, overactivity, or peer conflict, may be an indicator of emerging behavior problems or an age-appropriate, short-term manifestation of stress. Furthermore, according to Leong, Y.H. & Chick, H.L. (2011) stated that the challenges of achieving several educational goals in a short amount of time resulted in a number of times when time pressure was felt. The importance of instructional goals in time pressure scenarios gives light on the nature and causes of time pressure situations.

Coping Mechanism of the Volunteers

A strong sense of effectiveness supports teachers' efforts to face difficult challenges and persist in the face of adversity in mathematics. Direct, clear and well demonstration of mathematics is taken to be necessary for teacher in teaching (Smith, 1996). Teaching mathematics in creative way promotes creativity as a key element of practice and offers ideas to involve your students and develop knowledge, understanding and enjoyment (Pound & Lee, 2015). As indicated by Szydlik et. al. (2013) suggests that nature of mathematics provides a strong indicator of future for teaching practices for all teachers. And a prospective teacher provides participants with authentic mathematical experiences and to foster autonomous mathematical behaviors. Moreover, according to Chapman (2012) a teacher with compatible beliefs and positive attitudes could facilitate more positive engagement in teaching mathematics

Volunteerism provides more benefits and positive outcomes to community, its increase the literacy rate and the number of children in engaging to school. Volunteers motivate children to engage in mentoring in values, understanding and enhancement. And it recognize as a useful strategy for human resource development. (Tracey et. al., 2014).

As stated by Valls & Kyriakides (2013) volunteerism practice is still widely followed by many European Schools as they aiming more successful education as they promote high academic achievement and social inclusion and cohesion. In addition, Panasuk, R. et. al. (2002) stated that lesson planning is described as active decision-making that occurs prior to the delivery of teaching. Teachers make decisions that affect their own and their pupil's behavior, both consciously and unconsciously.

Patience should be taken into account because it is one of the most important characteristics associated with a successful volunteer teacher, and it is also the most valued attitude of well-trained volunteer teachers by the children. Good task completion and stretching skills require a great deal of patience (San Jose, 2019). There is no doubt that a lesson plan is an essential component of mathematics instruction. It identifies crucial aspects of the teaching planning process. It focuses on task design and class flow, as well as providing advice for teachers looking to improve the session (Fujii, 2019).

METHODOLOGY

This study used a qualitative research approach. This phenomenology method focused on the experiences among mobile library volunteer teachers specifically in teaching children in the field of Mathematics. This study described how preparation affects on teaching Mathematics of the Volunteers.

The researcher played vital parts in the research. In this research, the researcher served as the facilitator and interviewer for one-on-one in-depth interviews, the transcriber of the data collected, and data analyst. Anyone may conduct community-based research but certainly not for everyone. And researcher should be an open-minded, possess good traits and characteristics for best-suited researcher. For the best research outcome the researcher need to showed interest and requires the intention to be involved in research (Pereyra & Surg, 2012).

Ten (10) volunteers from Mobile Library of Tulunan served as the informants of this study. All ten (10) volunteers were subjected to one-on-one in-depth interview and they are all experienced in assisting children in teaching Mathematics while they are in field. Qualitative research methods are more concerned with garnering an in-depth understanding of a phenomenon or are focused on meaning, it suggest that 5-50 participants is adequate to obtained a quality data (Dworkin, 2012).

I sought approval from the Chancellor to conduct my study outside the campus. Upon receiving the approval, I communicated with the Tulunan Mayor to let me gather data from the mobile library volunteer teachers. I chose my participants who have an experienced in teaching mathematics in Mobile Library. During the Interview, I then presented the intention of the study and let my participants to know about their roles; I discussed the scope of the interview process through the Ethics Information Sheet (EIS). Then, I conducted one-on-one in-depth interview to the first five participants. Next, I interview another five participants for triangulation. Afterwards, I transcribed

the response of the participants for each question, translate to English Statements stated in Filipino and Ilonggo. Finally, I analyzed the data and put into themes.

Data was gathered through audio recordings during one-on-one in-depth interviews among participants', who are the volunteers of Mobile Library of Tulunan. The data was transcribed and applied with data reduction. Thematic analyses were used to extract themes in every research question. The system of triangulation is used to improve the credibility and validity of research results. Validity is concerned with the degree to which report adequately represents or tests the concept or ideas being investigate; credibility refers to trustworthiness and how credible the study is. (Noble & Heale, 2019). This study had undergone debriefing to validate the result and a grammarian to analyze the content and to avoid its invalidity and thus, for the result to be just and fair and no biases or any alteration had been occurred. Moreover, all information's obtained are clear, accurate and reliable.

The information's collected from this study is kept as evidences and will remain confidential to avoid information leakages. The audio recordings I gathered was transcribed patiently. Moreover, I conducted interview to another set of participants for triangulation. Furthermore, to observe and employed enough information to established credibility, conformability, transferability and dependability in the research, I sought professional help from my adviser and other two professors for debriefing to check the results, themes, and to scrutinized the content of the analysis.

Prior to the conduct of this study, the researcher presented an Ethics Participation Consent Form (EPCF) for evidence that all informants gladly submitted themselves for a one-on-one interview based on the concept of the study. The methods used by the researcher is related specifically to the research questions and the confidentiality of the information contributes of the informants were respected. The informants were informed that they were free to withdraw their participation at any time without negatively impacting on their involvement in the future services. In a qualitative research, ethical considerations have particular resonance due to the in-depth nature of the study process. The protection of all subject informants through the application of appropriate ethical principles is important in all research study (Arifin, 2018).

RESULTS AND DISCUSSION

The purpose of this phenomenological study was to illuminate the experiences of the Tulunan Mobile Library Volunteer Teachers in teaching mathematics. All informants and participants in in-depth interviews were from the volunteers in Tulunan Mobile Library.

In this study the researcher focused only to the experiences among volunteers in teaching mathematics. It is in this context that the participants were invited to share their experiences related to the subject of the study.

Going back to the conduct of in-depth interviews, it came up with several numbers of pages of transcribed text and analysis of data. Strict focus on the purpose of this study, the suggestion of panel members, and the authority of the researcher, influenced my decisions.

On identifying the themes of the study, important phrases emerged from the transcripts and comments were identified as thematic statements. These were listed and grouped accordingly to determine patterns and connections between themes. Regrouping was done to reduce the themes into fewer items. In this study, a theme is notified when a particular experience was highlighted by at least two participants in a group.

Struggles of the Tulunan Mobile Library Volunteers in teaching mathematics

There were four essential themes extracted from the analysis of data for the research question number one. The essential themes are: Insufficiency of resources, expertise of the volunteers diversity of learners and time constrains. Insufficiency of Resources is the first essential theme. One of the experiences of the volunteers refers to the effectiveness of the resources for mathematical learning that lies in their use, to facilitate in the teaching and learning context. According to Adler (2000), that mathematics teacher education should pay more attention to resources, including what they are and how they function as an extension of the instructor in classroom mathematics. Teachers utilize the tools to help students learn mathematics in variety settings.

This is parallel to the statements of the informants who have experiences in lack of resources in their teaching mathematics in Tulunan Mobile Library:

“I think we should strengthens the Mobile Library equipments and add more books. And I am hoping that we find more sponsors to provide modular books that can help for children.” Idi##005

Being asked by the same question, another participant stated that:

“Find more sponsors for the things that we use in teaching like pencil, ballpen and white board for the children..... we don’t have proper place because sometimes we do it under the tree.” Idi##007

Table 1. The Struggles of Tulunan Mobile Library Volunteers in Teaching Mathematics.

Essential Themes	Thematic Statements
Insufficiency of resources	Lack of books that can help for children in learning mathematics....idi##005 Minimal number of sponsors for the things that used in teaching....idi##007 There are no comfortable chairs and tables during session...idi##002
Expertise of the volunteers	There is difficulty in deciding what method in teaching shall be used....idi##001 Mathematics is not the field of expertise of the tutors....idi##002 Mathematics by nature is very hard....idi##006 I am a linguist therefore I am inclined in language preferably in English or Filipino....idi##009 The topic is basic but sometimes is hard if we do not know the process....idi##010 I am a teacher but mathematics is not my field....idi##002 I am not good in mathematics....idi##007 It is very difficult to teach knowing that you have minimal background in the subject matter....idi##009
Diversity of learner	We need to adjust in every barangays because every children has different knowledge....idi##004 You should need to go with the flow of the attitudes of the children....idi##007 Deal with the different attitudes of the children....idi##008 Lot of students have difficulty in learning....idi##009 We don't have an authority if ever we see an indecent behavior....idi##002 Deal with the different attitudes of the children....idi##008 Lot of students have difficulty in learning....idi##009 You need to handle your temper and you need to adjust....idi##007 It is good to see that students become interactive....idi##009 Students have different [economic] strata....idi##003 Some of the students are not interested....idi##005
Time constrains	You only have few hours to teach for the entire particular lesson....idi##003 In a short period of time you need to understand it....idi##001 I ask few minutes to review their topic....idi##001 I take a break to think....idi##005 No time to practice solving problem in mathematics...idi##007

For another participant, he directly stated that;

“There are no comfortable chairs and tables during sessions” Idi##002

Expertise of the volunteers is the second essential theme that emerged in the question number 5. The informants revealed that they are not good in the field of mathematics. As mentioned by Loughran J. and Russel T. (1997) Teaching education in mathematics is an activity fraught with difficulties and challenges. A lot of mathematics teachers of education face different dilemmas, tensions and challenges in providing ideas and to develop skills for children.

This is parallel to the statements of the informants saying mathematics is not their expertise in teaching mathematics to Tulunan Mobile Library.

“Mathematics by nature is very hard, not all people are good in it. There are really experiences in introducing the lesson you have to be careful to it because it causes redundant.” Idi##006

One participant stated that;

“First I am a linguist, therefore I am inclined in language preferably English or Filipino, so since it is my first time to teach mathematics of course it is difficult because there are terminologies that I cannot understand.” Idi##009

As for another participant, here is what he said;

“Though the topic is basic but something it’s hard if we don’t know the process.” Idi##010

Similarly, another participant also shared about his experiences in Tulunan Mobile Library:

“This is one of my problems because mathematics is not my field. So this is one of the problems that the students have hard time to learn in this subject.” Idi##002

Third essential theme focuses on Diversity of learners. This talks about the behavior of the children encounter by the Tulunan Mobile Library Volunteer Teachers while they are teaching in mathematics. From the informants interviewed, these are their following statements. When asked about the behavioral changes about their learners. One participant directly answered;

“We don’t have an authority if ever we see an indecent behavior of the children. We only need is to make an interventions to them, we talk to them that they should only focus of what lesson that I teach.” Idi##002

Asking the same question, another participant said that;

“You should need to go with the flow of their attitudes, you should need to handle your temper and you should need to adjust to them.” Idi##007

While another participant stated;

“Students are not able to answer even basic questions but after teaching them through Mobile Library it is good to see that the students become interactive” Idi##009

Another participant added;

“Most of the children when it comes to number some of them are not interested” . Idi##005

These statements are somehow related to study of Yeh et al. (2019) that many of the students may subsequently continue to lag behind in mathematics achievement and lose interest in the subject, finally giving up on the subject. In reality, compared to many other places, pupils in remote areas have less enthusiasm in learning mathematics. In addition, Cambell, S.B. (1997) that Children that had troubles at a young age are still having difficulties. Some children with problems by the time they reach childhood may

continue to externalize their issues, while others will improve as they grow. Problem behavior is relatively stable, increasing the relative risk of the child developing a disorder by school age. Difficult behavior, such as tantrums, noncompliance, over-activity, or peer conflict, may be an indicator of emerging behavior problems or an age-appropriate, short-term manifestation of stress.

The last essential theme from the experiences of the Volunteers in the Tulunan Mobile Library refers to Time constrains. This talks about how the volunteers maximize their time and plan intelligently the lessons and the topics given to the children. And how being passionate as a volunteer in Tulunan Mobile Library. The following are the statements shared by the informants;

Here is the statement of one participant when he asked about the experiences of the Tulunan mobile library volunteers in teaching mathematics.

“Whatever the topics that has in their modules and in a short period of time you need to understand it and for you to teach them effectively.” Idi##001

When asked with the same question, another participant honestly answered;

“It’s hard for us to finish the discussion and lack of time, just imagine you only have few hours to teach for the entire particular lesson.” Idi##003

However, another participant was asked the same question and he revealed that;

“If I feel some difficulties I take a break and to review.” Idi##005

In line with these statements of the informants, Leong, Y.H., Chick, H.L. (2011) stated that challenges of achieving several educational goals in a short amount of time resulted in a number of times when time pressure was felt. The importance of instructional goals in time pressure scenarios gives light on the nature and causes of time pressure situations.

Coping Mechanism of Tulunan Mobile Library Volunteers

Several questions were added to expand the concept with regards to the insights that can be pulled among informants in experiences of the Tulunan Mobile Library Volunteers in Teaching Mathematics. For this research question, four essential themes were extracted.

Table 2. Coping Mechanism of Tulunan Mobile Library Volunteers.

Essential Themes	Thematic Statements
Develop patience	I advice a lot of patience because children have different attitudes....idi##003 You have to maintain the patience from day one until the end....idi##006 Continue to serve, although there are some struggles and challenges....idi##004
Plan ahead	You should need to know first in yourself....idi##007 Identified my weakness in teaching then I read a lot of books....idi##009 In preparations you can have the idea every time....idi##010 Constant review then asking the help of others....idi##001
Remain passionate	It has been my passion and as a teacher by profession....idi##001 I will extend my help to those students who have hard time in learning....idi##002 It is my passion to serve in Tulunan Mobile Library....idi##005 I will help the youth of our Municipality....idi##001 My passion to teach that I really want to kill ignorance....idi##009
Motivate Learners	Of course, we are teaching the youth to motivate them self....idi##004 I explain to them the importance of the lessons.... idi##002 I motivate them to listen carefully... idi##001 Let them sing or play to get their interest... idi##005

Develop patience is the first essential theme in this research question. This essential theme talks about how the volunteers handle the task in teaching mathematics. When asked how they cope with the experiences they identified, the following volunteers answered honestly;

One participant stated that;

“Lot of patience in teaching children and always bear in mind that they need you in their learning process.” Idi##004

Also, another participant added that;

“Patience! Because children have different attitudes, some are intelligent, some are naughty and some are nothing to care. So in that case you face with different behaviors.” Idi##003

When asked with the same question, another participant answered;

“You have to maintain the patience from day one until end so I believe that is the secret.” Idi##006

Added by another participant;

“Let’s continue to serve no matter what. Though there are some struggles and challenges, let us continue to help”. Idi##004

In line with this, patience should be taken into account because it is one of the most important characteristics associated with a successful volunteer teacher, and it is also the most valued attitude of well-trained volunteer teachers by the children. Good task completion and stretching skills require a great deal of patience (San Jose, 2019).

Second essential theme is to Plan Ahead. This includes how the volunteers should plan before teaching mathematics to children. There is no doubt that a lesson plan is an essential component of mathematics instruction. It identifies crucial aspects of the teaching planning process. It focuses on task design and class flow, as well as providing advice for teachers looking to improve the session (Fujii, 2019). From the interview conducted here are the informants' answers;

One participant stated that;

“Constant review and also with the help of other volunteer teachers.” Idi##001

From the same questions, another participant's reply went this way;

“I identified my weakness in teaching then I read a lot of books, I watch videos and asked for advices from people who are good in that subject.” Idi##009

Also supported by what another participant has said;

“You should need to know first in yourself. You need to have self confident to share to them of what you have learned.” Idi##007

The third essential theme surfaced from this research question refers to Remain passionate. The energy of the volunteer teacher motivates the students around them to reach complete understanding. Where students are engaged, motivated and enjoying themselves, while also connecting their positive feelings to their learning goals. The informants willingly shared their insights asked what their motivation as one of the Tulunan mobile library volunteers.

One participant shared that;

“It has been my passion and as a teacher by profession I really feel the need to be part of this program.” Idi##001

Another participant supported the question as his answer went like this;

“It's my passion to serve in Tulunan Mobile Library.” Idi##005

Also another participant answered;

“I will extend my help to those students who have hard time in learning.” Idi##002

Another participant's reply went this way;

“I believe that I can contribute to the learning of the students and it is one of my goals.” Idi##009

Teaching mathematics in creative way promotes creativity as a key element of practice and offers ideas to involve your students and develop knowledge, understanding and enjoyment (Pound & Lee, 2015). Moreover, according to Chapman (2012) a teacher with compatible beliefs and positive attitudes could facilitate more positive engagement in teaching mathematics.

The last essential theme which surfaced is to Motivate learners. It serves the motivation of the volunteer teachers in serving the youth of the Municipality of Tulunan. And this is what one participant said;

“of course the fact that we are teaching the youth and motivate themselves,since this is our purpose to serve especially the youth of Tulunan”. Idi##004

Also, another participant stated that;

“Some pupils is willing to listen and to learn.

That is why I motivate them because of their willingness”. Idi##001

One participant also gave his insight about the question;

“I just give an activity for my students

just like dancing to entertain them and to get their interest”. Idi##005

Another participant shared that;

“I explain to them the importance of the lesson and I use real life situation for them to understand well the said topic”. Idi##002

In line with this Tracey et. al., (2014) stated that volunteerism provides more benefits and positive outcomes to community, its increase the literacy rate and the number of children in engaging to school. Volunteers motivate children to engage in mentoring in values, understanding and enhancement. And it recognize as a useful strategy for human resource development.

IMPLICATIONS AND CONCLUDING REMARKS

Implication for Educational Practice

This phenomenological study implies the importance of preparedness in every voluntarism engagement that may be used in teaching. This also helps those individuals who have an interest as a volunteer in teaching children not only in the benefited children in the Tulunan Mobile Library but also in their community.

Implication for Future Research

This phenomenological qualitative research entitled “experiences of the Tulunan Mobile Library Volunteer Teachers in Teaching Mathematics” explores the life experiences of the volunteers in teaching mathematics and handling different behaviors of children. This gives a concise and brief understanding of the experiences of those volunteers. This study is beneficial for students, teachers or even future teachers because they will know what to prepare and how to prepare if they are teaching mathematics in their community and among others.

This study further recommends other group of individuals on preparedness of the volunteers not only in teaching mathematics but also in other field of engagement. Also the impact of the children in participating such activities like Tulunan Mobile Library. They can apply other theory which subject to the preparedness and impact of the learning performance of the children.

Concluding Remarks

This phenomenological qualitative research made me realize things as this study went by. I face a lot of challenges especially in contacting a particular participants for this study because of the COVID-19 pandemic that we are facing right now, anything you can do is limited. Also I have lack of resources to use like cellular load, fare and sometimes there is no internet connection and weak signal in some areas in Tulunan. And because of that I felt demotivated to pursue this study for a time, however having this study enlightened me on how those volunteers really pursue in teaching mathematics in Tulunan Mobile Library despite of the experiences that they had encounter.

It is in this journey that I was able to study the topic I am interested with. It is with great delight and pure joy knowing that the study I once picture out come into reality. God be thanks and praised!

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