

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

*Our chief ambition is for the education of our children ... We take most pains of all with the instruction of children and esteem observation of the laws and of the piety . . . the most important affair of our whole life.*¹

Introduction

In 2004, the Commission on Higher Education (CHED) declared that “All efforts to improve the quality of education in the Philippines are dependent on the service of teachers. . . . As such, it is of utmost importance that the highest standards are set in defining the objectives, components, and processes of the pre-service teacher education curriculum.”² This implies that the proficiency level of teachers has significant influence on the quality of educational outcomes. Thus, if the country desires to elevate the quality of education, it must also seek to raise the proficiency level of teachers through enriching the teacher education curriculum. Along this line, the Department of Education (DepEd) set forth the Philippine Professional Standards for Teachers (PPST) which aims to “engage teachers to actively embrace a continuing effort in attaining proficiency.”³ The Department further mandated that “The PPST shall be used as a basis for all learning and

¹ Flavius Josephus, *Against Aphion* (1:12), quoted in William Barclay, *Education Ideals in the Ancient World* (Grand Rapids, MI: Baker, 1974), 12. As a traditional Jewish reminder, a Rabbi was also to say: “He who does not teach his son a useful trade is bringing him up to be a thief.” Roland de Vaux, *Ancient Israel: Its Life and Institutions*, trans. John McHugh (London: Darton, Longman and Todd, 1973), 49.

² Philippine Commission on Higher Education, *Revised Policies and Standards for Undergraduate Teacher Education Curriculum*, CHED Memorandum Order Number 30, Series of 2004, Article 1, Section 1.

³ Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42 s. 2017, item 4 a-b.

development programs for teachers.”⁴ These things being so, the Higher Education Institutions (HEIs) in the country should enrich their teacher education curricula, and as an acid test, evaluate the proficiency level of their graduates based on the PPST, then use the evaluation results as a springboard in the said endeavor to enrich their curricula. Relevant to this, Perry Shaw wrote that “One of the best sources of evaluative information on the curriculum as a whole can be the recent graduates.”⁵

One of the higher education institutions in the Philippines offering teacher education program is Harris Memorial College (HMC) which is also the pioneer of kindergarten education in the country. HMC is now looking forward to commemorating its two centennial celebrations: first, for the kindergarten program in 2022 and second, for the training of teachers in 2024. After almost a hundred years of teaching children and training teachers and with all the educational reforms which have been going on nationally and globally, the researcher was anxious to know whether HMC is still producing proficient educators of children when evaluated against the current professional teaching standards in the country. What is the proficiency level of HMC early childhood teacher-education graduates? Are graduates of HMC adequately equipped to serve as early childhood educators? Are they proficient in the four domains of: (1) content knowledge and pedagogy, (2) learning environment, (3) diversity of learners, and (4) spiritual maturity and Christian witness? Hence, the research questions came to life.

⁴ Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42 series of 2017, page 1, number 5.

⁵ Perry Shaw, *Transforming Theological Education: A Practical Handbook for Integrative Learning* (Cumbria: Langham Global Library, 2014), 20.

Background of the Problem

Multidisciplinary research on anthropology and human development studies, which have been conducted especially in the last 60 years, have resoundingly and almost unanimously testified that the early childhood⁶ years are crucial and foundational in a person's development as the experiences and learning in this stage have the most critical impact on all areas of children's subsequent development.⁷ These studies show that support for spiritual formation, physical development, growth in language facility, motor skills, adaptive abilities, and social-emotional functioning will develop the child's maximum potentials which in turn will lead to competence in school, success in the workplace, healthy relationships, positive functioning, and significant contributions to church and society.⁸

The Philippine national bicameral legislative body ratified a law institutionalizing the kindergarten education into the basic education system of the country.⁹ The legislators

⁶ It is generally accepted that "Early childhood is a period in the life cycle that includes birth through age 8. This stage can be divided into four different age groups: infants and toddlers (birth to 36 months); preschoolers (three and four-year-olds); kindergartners (five and six-year-olds); and primary grade children or first through third graders (6 to 8-year-olds)." Stephanie Feeney, Eva Moravcik, and Sherry Nolte, *Who Am I in the Lives of Children?: An Introduction to Early Childhood Education* (Boston, MA: Pearson Education, 2013), 36. Rosa Anonot refers to early childhood as between ages 2 to 6, and she has also emphasized that it is a critical period "wherein the foundation for later development is laid." Rosa Anonot, *Child and Adolescent Development*, updated and revised edition (Mandaluyong City: Books Atbp., 2014), 3.

⁷ Feeney, Moravcik, and Nolte, *Who Am I in the Lives of Children?*, 111. See also Philippine Senate and House of Representatives, *Early Years Act (EYA) of 2013*, Republic Act No. 10410, 2013. Sections 1-17.

⁸ Aurelia T. Estrada, *Developmental Characteristics of Young Children* (Sampaloc, Manila: Rex Book Store, 2011) 11; Feeney, Moravcik, and Nolte, *Who Am I in the Lives of Children?*, 111.

The ideas presented in the paragraph above set the foundation and rationale for CHED mandated guidelines for early childhood teacher-education programs in the Philippines. Philippine Commission on Higher Education, *Policies, Standards and Guidelines (PSG) for the Bachelor of Early Childhood Education (BECEd)*, CHED Memorandum Order (CMO) Number 76, Series of 2017, Article 1, Section 1.

⁹ Philippine Senate and House of Representatives, *Kindergarten Education Act*, Republic Act No. 10157, 15th Congress, 2nd Regular Session, Sections 1-12, pages 1-6. The Congress discussions began and were held in Metro Manila, on the 25th day of July, 2011; finally passed on November 21 and 23, 2011; and was approved by President Benigno S. Aquino III on January 20, 2012.

believe that “Kindergarten education is vital to the academic and technical development of the Filipino child for it is the period when the young mind’s absorptive capacity for learning is at its sharpest.”¹⁰ This act formally made kindergarten as “the first stage of compulsory and mandatory formal education.”¹¹ The law also pushed for the conceptualization and development of a regular training program for kindergarten teachers to ensure that their teaching styles, methodologies and approaches are always in line with modern trends and current issues encountered in education.¹²

The developing awareness of the country relevant to early childhood education was also compounded with the growing national pursuit for international competence brought about by globalization. The competitive advantage and, in many cases, the global survival of Philippine graduates are premised on the country’s ability “to offer quality degree programs that meet world-class standards.”¹³ As a result, the “Enhanced Basic Education Act of 2013” was enacted to enhance the Philippine basic education by

¹⁰ Philippine Senate and House of Representatives, *Kindergarten Education Act*, Republic Act No. 10157, Section 2, Paragraph 2.

¹¹ Philippine Senate and House of Representatives, *Kindergarten Education Act*, Republic Act No. 10157, Section 2, Paragraph 1.

¹² Philippine Senate and House of Representatives, *Kindergarten Education Act*, Republic Act No. 10157, Section 6, Paragraph 1. The law grants free kindergarten education in public schools (mentioned in section 8). Also cited in Department of Education, *K to 12 Curriculum Guide - Kindergarten*, version as of January 31, 2012, Quezon City, page 1.

¹³ Philippine Commission on Higher Education, *Handbook on Typology, Outcomes-based Education, and Institutional Sustainability Assessment* (Quezon City: CHED Institutional Quality Assurance and Governance, 2014), 8. See also *Primer on the Quality Assurance and Institutional Sustainability Assessment of Higher Education Institutions*, Annex 4 of Guidelines for the Implementation of Commission on Higher Education, CMO 46, series 2012, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education through Outcomes-based and Typology-based QA*, (Quezon City), 14.

strengthening its curriculum and increasing the number of years for basic education¹⁴ encompassing kindergarten and grades 1 to 12.¹⁵

While this reform is a very noble endeavor and no one would dissent with its scope, many are still skeptical about its sufficiency to bring about any substantial and meaningful change. For example, Carmela Canlas Oracion, one of the Filipino educators, believes that the K to 12 Program is “unlikely to bring about real improvement without proper attention to other important aspects such as the crucial role of the teacher in supporting the reform towards achieving positive student performance outcomes.”¹⁶ In answer to this educational issue, the Department of Education amended its standards for teachers “to ensure that teachers are properly equipped to effectively implement the K to 12 Program.”¹⁷ The investigation at hand is one of the primary attempts to find out whether teachers in the early childhood education program measure up to the proficiency standards of the Philippines, and from there to find out ways to contribute more effectively to the further enrichment of the early childhood teacher-education curriculum in view of achieving a greater degree of quality education for children.

Statement of Purpose

¹⁴ Philippine Senate and House of Representatives, *Enhanced basic Education Act of 2013*, Republic Act No. 10533, Section 1.

¹⁵ K to 12 means Kindergarten to Grade 12, which signifies the addition of 2 more years in the Basic Education Curriculum and mandatory Kindergarten as prerequisite to Grade 1. Philippine Commission on Higher Education (CHED), Department of Education (DepEd), and Technical Education and Skills Development Authority (TESDA), *Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013*, September 4, 2013, Rule 1, Section 6.

¹⁶ Carmela Canlas Oracion, “Teacher Leadership in Public Schools in the Philippines” (PhD diss., University of London: Institute of Education, 2014), 21. Oracion elaborates that the Enhanced Basic Education Act of 2013 only indicated teacher education and training as the participation of teachers and school leaders in the implementation of the reform. She further adds that teachers and teaching matter far more than this concept of participation.

¹⁷ Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42 series of 2017, page 1, number 5.

The purpose of this study is to discover the proficiency level of the 2017-2019 early childhood teacher-education graduates of HMC in the areas of content knowledge and pedagogy, creating a healthy learning environment, dealing with diverse learners, and their Christian maturity. The result of this investigation will be used to enrich the early childhood teacher-education curriculum of HMC.

Statement of the Problem

The main question that is addressed in this research is: Are graduates of HMC adequately equipped to serve as early childhood educators? Are they proficient in the four domains of: (1) content knowledge and pedagogy, (2) learning environment, (3) diversity of learners, and (4) spiritual maturity and Christian witness?

Research Questions

The research questions that guide this study are as follows:

1. What are the demographic characteristics of the respondents in terms of the following:
 - a) for alumni-respondents
 - (1) number of years in the teaching profession
 - (2) position in the institution
 - b) for alumni's peer-respondents
 - (1) number of years in the institution
 - (2) position in the institution
 - c) for alumni's supervisor-respondents
 - (1) number of years in the institution
 - (2) position in the institution?

2. How do the selected alumni-teachers evaluate their own proficiency level in terms of the following:

- a) content knowledge and pedagogy
- b) learning environment
- c) diversity of learners
- d) spiritual maturity and Christian witness?

3. How do the selected peer-respondents evaluate the proficiency level of the alumni-teachers in terms of the following items:

- a) content knowledge and pedagogy
- b) learning environment
- c) diversity of learners
- d) spiritual maturity and Christian witness?

4. How do the selected supervisor-respondents evaluate the proficiency level of the alumni-teachers in terms of the following items:

- a) content knowledge and pedagogy
- b) learning environment
- c) diversity of learners
- d) spiritual maturity and Christian witness?

5. Are there significant differences in the HMC graduates' proficiency level based on the following:

- a) alumni's self-evaluation
- b) peers' evaluation, and
- c) supervisors' evaluation?

Theoretical Framework

A trifocal theoretical and scientific framework is used as the foundation for this study namely, the social constructivist theory of Lev Semenovich Vygotsky,¹⁸ the Philippine Professional Standards for Teachers of DepEd, and Harold Burgess's Model for Analyzing Religious Education Curriculum. The theory of Vygotsky explains the essence of the research theme: teacher proficiency. It elaborates why highly proficient teachers are essential in the educational venture of children thus providing the unique characteristic and primary aim of this investigation which is to determine the proficiency level of selected teacher-education graduates of HMC. The PPST and Burgess's model for analyzing religious education curriculum, on the other hand, will serve as the bases of the four domains to be used in discovering the proficiency level of the research subjects in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.

Gordon B. Davis and Clyde A. Parker explain that the theoretical basis for a dissertation should "provide the rationale for the research to be performed."¹⁹ They further make the pertinent observation that a research problem does not unexpectedly sprout out. There should be a theory that serves as a ground in believing that the problem is sound and that a solution is possible.

¹⁸ Lev Semenovich Vygotsky was a lawyer, philologist, and a psychologist from the former Soviet Union. He was a student during the time of Wilhelm Wundt, the founder of experimental psychology, and William James, the American pragmatist. Ivan Pavlov, Vladimir Bekhterev, and John B. Watson, who have popularized stimulus-response theories of behavior were Lev Semenovich Vygotsky's scientific contemporaries. Lev Semenovich Vygotsky, *Mind in Society: Development of Higher Psychological Processes*, ed. Michael Cole, Vera John-Steiner, Sylvia Scribner and Ellen Souberman (Cambridge: Harvard University Press, 1978), 1.

¹⁹ Gordon B. Davis and Clyde A. Parker, *Writing the Doctoral Dissertation: A Systematic Approach*, 2nd ed. (Hauppauge, NY: Barron's Educational Series, 1997), 86.

The specific problem discussed in the following pages seeks to find out the proficiency level of the selected early childhood teacher-education graduates of HMC. The research questions are based on the rationale that teachers and teacher-proficiency are significant in quality learning outcomes for children. Therefore, enriching the teacher-education curriculum is essential and, in striving to achieve the same, a well-founded tracking down of the proficiency level of teacher-education graduates is vital so that the latter can function as a springboard for bringing about necessary improvements and corrections for the purpose of curriculum enrichment.

Vygotsky's "social constructivism," also known as "social cultural theory," places great importance on cognitive activity of the young child which tends to occur during social interaction with the help of a more knowledgeable other (MKO), which often means teacher and/or mentor. The MKOs aim to provide and support a child as he/she explores new understandings, knowledge and skills, thus providing learning and insight about himself/herself as a learner. Vygotsky highlights two important factors in learning: the guidance of a "more knowledgeable other," and the "zone of proximal development" (ZPD).²⁰ In a nutshell, his theory emphasizes that knowledge is co-constructed through social interaction and that children learn especially "under adult guidance" or in working

²⁰ Vygotsky, *Mind in Society*, 86. In this book, Vygotsky emphasized the significance of adult guidance or the assistance of somebody "more capable" which is nowadays often referred to as MKO or "more knowledgeable other" to join the two terms.

Since professional teachers are intentionally trained to be the adult guides for learning, MKO is often implied as teachers; but for all learners across the lifespan, anybody "more capable" or more knowledgeable on a certain learning activity can provide the assistance needed for certain knowledge, skill or attitude being imbibed. Saul A. McLeod, "Lev Vygotsky" (Aug 05, 2018): 3-4, accessed August 20, 2019, <https://www.simplypsychology.org/vygotsky.html>.

with a “more capable” person.²¹ The need of having an adult guide²² or somebody more capable on a learning venture that confronts the learner explains the need for a high teacher-proficiency level. A teacher or MKO can guide a learner only as far as his or her own level of proficiency permits. The more proficient the educator is, the farther the educator can assist an individual on varied learning tasks.

A doctoral dissertation was conducted in the Philippines in order to investigate whether teachers’ proficiency is significantly related to pupils’ performance. In his study, Armando Austria Ponce²³ partnered with 26 respondent schools in the Province of Rizal. The subjects of the study were the Grades III-VI teachers who were teaching English, Mathematics and Science and Health and who took the Regional Proficiency Test during the SY 2003-2004 and the selected Grade IV pupils who took the National Achievement Test administered during the same school year. Findings of the study showed that teachers’ proficiency is significantly related to the pupils’ performance with respect to English, Mathematics and Science and Health.

Vygotsky’s concept of the “zone of proximal development” (ZPD) points to the distance between what the child can do and what the child cannot do.²⁴ It is the zone pertaining to what the child can do with the help of a more capable person. The word

²¹ Vygotsky, *Mind in Society*, 86; McLeod, “Lev Vygotsky,” 3-4.

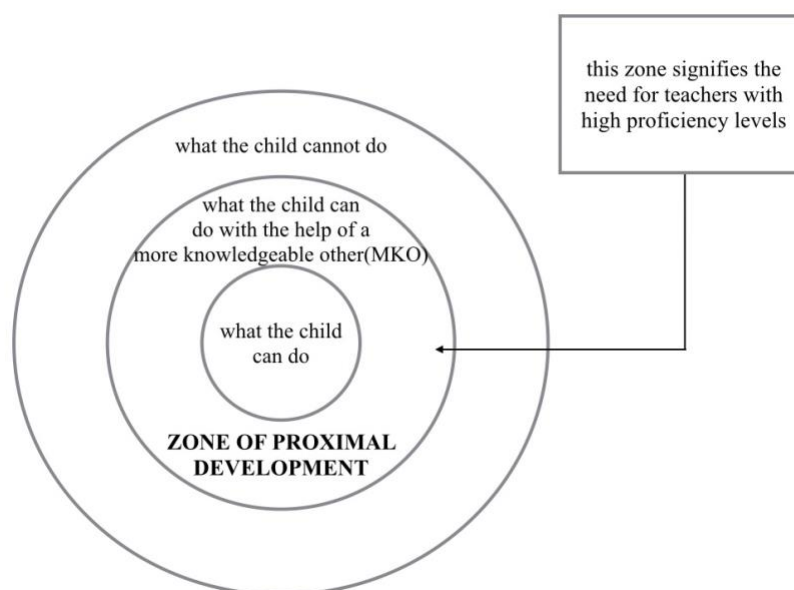
²² Explaining further the child’s need of adult guidance, Vygotsky commented: “We (Lev and collaborators) have more than once observed that in the course of solving a task, children get confused because they begin to merge the logic of what they are doing with the logic of the same problem as it has to be solved with the cooperation of another person.” Vygotsky, *Mind in Society*, 29.

²³ Armando Austria Ponce, “Teachers’ Proficiency and Pupils’ Performance in English, Mathematics, and Science and Health in Public Elementary Schools in the Division of Rizal: Input to Enhancement Program” (PhD diss., University of Rizal System, Morong, Rizal, 2005), vi-vii.

²⁴ “Zone of proximal development,” in the original words of Vygotsky, is “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance, or in collaboration with more capable peers.” He further adds: “The zone of proximal development can become a powerful concept in developmental research, one that can markedly enhance the effectiveness and utility of the application of diagnostics of mental development to educational problems.” Vygotsky, *Mind in Society*, 86-87.

“proximal” suggests that this zone is the closest or the most immediate psychological development of the children. Vygotsky stresses “. . . what a child can do with assistance today she will be able to do by herself tomorrow.”²⁵ Figure 1 presents the illustration of Vygotsky’s concept of MKO and ZPD.

Figure 1: Illustration of Vygotsky’s Concept of MKO and ZPD



The ZPD proposes that the mental level of the cognitive functioning of the child should be identified according to what the child can achieve with guidance and encouragement from a more knowledgeable person instead of what the child can achieve independently.²⁶

²⁵ Vygotsky, *Mind in Society*, 87.

²⁶ This is the same argument Vygotsky used to oppose mental level evaluation as it is usually measured by “tests of intellectual ability patterned after the IQ tests . . . in Western Europe and the United States.” Vygotsky, *Mind in Society*, 10. Vygotsky laments: “In studies of children’s mental development it is generally assumed that only those things that children can do on their own are indicative of mental abilities. We give children a battery of tests or a variety of tasks of varying degrees of difficulty, and we judge the extent of their mental development on the basis of how they solve them and at what level of difficulty . . . Over a decade even the profoundest thinkers never questioned the assumption; they never

While the theory of Vygotsky expounded why highly proficient teachers are essential in the teaching-learning process, the PPST and Burgess's model for analyzing religious education curriculum are the foundations of the four domains to be used in the present study for discovering the proficiency level of the research subjects in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness. The first three domains are based on PPST and are also invoked by Harold Burgess's Model of Religious Education Curriculum while the fourth one is adapted from the idea of Catherine Stonehouse in her discussion of Burgess's model, and this is not found in PPST.²⁷ The above mentioned four domains are significant in enhancing the curriculum of the early childhood teacher-education program of HMC and also of any Christian Higher Education Institution (HEI) because those are the main elements of teacher-education programs which are Christian in nature. Content knowledge and pedagogy indicates comprehension of curriculum content and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding and application of theories and principles of teaching and learning.²⁸ Learning environment, on the other hand, is the educational setting dealing with both the physical environment and the learning condition. Diversity of learners refers to the mixture of learners with different personalities, capabilities, upbringing, including varied backgrounds and characteristics such as gender, language, religion, race and culture. Finally, spiritual maturity and Christian witness indicates a highly developed state of

entertained the notion that what children can do with the assistance of others might be in some sense even more indicative of their mental development than what they can do alone." Vygotsky, *Mind in Society*, 85.

²⁷ A more thorough explanation of the four domains as these are integrated from PPST and Harold Burgess's Model of Religious Education Curriculum is provided in the theoretical framework. A comprehensive discussion on PPST and Burgess's model may be found further in Chapter II.

²⁸ RCTQ, *Philippine Professional Standards for Teachers*, 10.

piety evidenced by the attestation of faith in Jesus Christ through words, thoughts and deeds, and helping others to do the same. PPST²⁹ defines teacher quality in the whole country.³⁰ DepEd mandated that “The PPST shall be used as a basis for all learning and development programs for teachers.”³¹ Figure 2 shows the three PPST-based domains as used in this study.

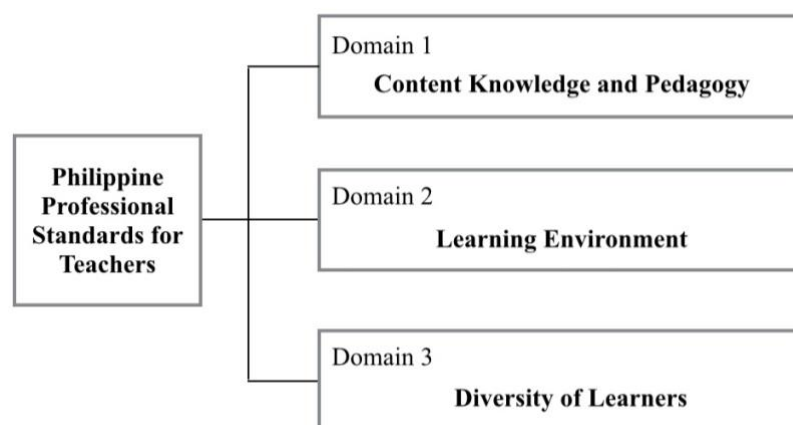


Figure 2: PPST-based Domains

The three PPST-based domains (content knowledge and pedagogy, learning environment, and diversity of learners) are essential in this study as these are the main elements of the teaching and learning process on top of the fact that they involve children’s direct participation. Relevantly, another function of PPST is “to assess teacher performance” and “identify needs.”³² Through this investigation, teacher performance

²⁹ Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42 series of 2017.

³⁰ Department of Education, *Philippine Professional Standards for Teachers* (Manila: Teacher Education Council, 2017), 4.

³¹ Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42 series of 2017, page 1, number 5.

³² DepEd, *National Adoption and Implementation of the PPST*, DepEd Order No. 42 s. 2017, item 4 c.

will be assessed by discovering their proficiency levels, and through the results thus obtained one will be able to identify those domains that need to be strengthened. The same results will also serve as springboard in offering recommendations for curriculum enrichment on the Early Childhood Teacher-Education Program of Harris Memorial College in relation to PPST's aim to "provide support for professional development."³³

Harold Burgess's model for analyzing religious education invokes curriculum categories corresponding to PPST's three domains, namely: content, environment and learner. In *Children Matter: Celebrating Their Place in the Church, Family, and Community*, a well-studied and comprehensive resource book on ministry with children, Scottie May, Beth Posterski, Catherine Stonehouse, and Linda Cannell define curriculum "as the experiential big picture of what is involved in teaching and nurturing children."³⁴ Using Harold Burgess's Model for Analyzing Religious Education, they have identified six components of curriculum: aim, learner, content, teacher/shepherd, environment, and evaluation.³⁵ The authors also showed interrelatedness of the categories on content, teacher/shepherd, environment, and learner. Figure 3 illustrates Harold Burgess's Model for Analyzing Religious Education.³⁶

³³ DepEd, *National Adoption and Implementation of the PPST*, DepEd Order No. 42 s. 2017, item 4 c.

³⁴ May et al., *Children Matter*, 192.

³⁵ Harold Burgess introduces these categories for analyzing religious education in *Models of Religious Education* (Nappanee, IN: Evangel, 2001), cited in May et al., *Children Matter*, 195. The six categories will be further discussed in Chapter II.

³⁶ This illustration is taken from May et al., *Children Matter*, 197.

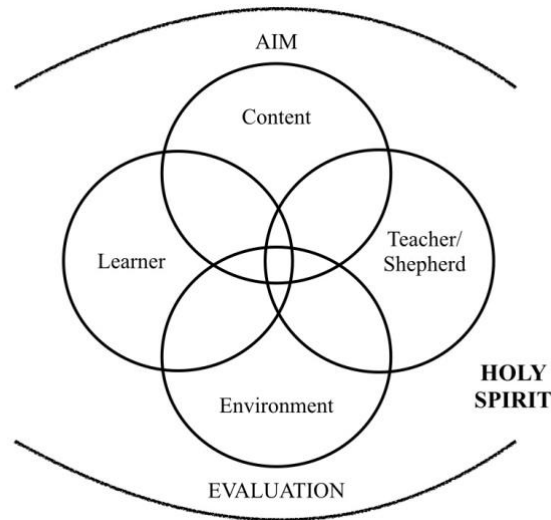


Figure 3: Illustration of Harold Burgess's Model for Analyzing Religious Education

The center of this model displays the dynamic interrelatedness of the following categories: content, teacher, environment and learner. Parallel to the three PPST-based domains discussed above, Burgess's model takes into account categories on content, environment, and learner. Since this study is focused on teacher proficiency, the teacher-category in Burgess's model will not be used as a separate domain but as the main trunk from where the three other domains branch out. Teacher effectiveness is impacted by whether or not the teacher is listening to the students, and is aware of the environment.

Figure 4 presents the four teacher proficiency domains to be used in this study as adapted from PPST and Harold Burgess's Model for Analyzing Religious Education.

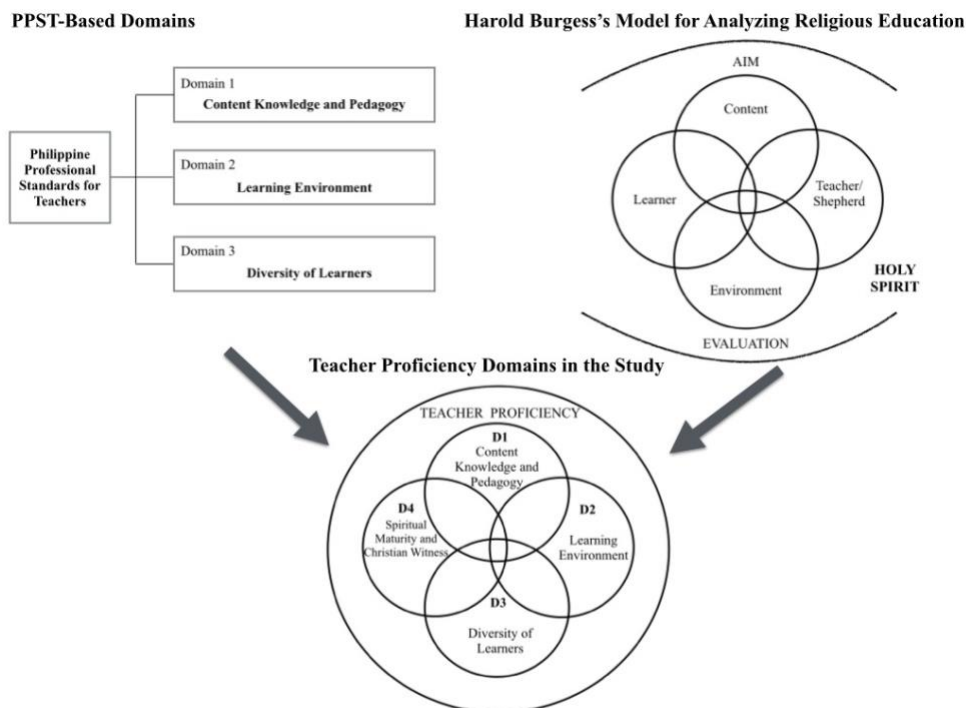


Figure 4: Teacher Proficiency Domains in the Study

The fourth domain on teacher proficiency is spiritual maturity and Christian witness. This domain is not found in PPST but it was added by the researcher herself as she was inspired by Catherine Stonehouse's discussion of Burgess's model. As shown in figure 3, the Holy Spirit is the most dominant term there, implying that in the total educative process, abiding in the leading of Holy Spirit and being permeated by the same Spirit of God must be the main affair. Stonehouse emphasizes that "our curriculum is ineffective unless God's Spirit is at work in and through us, our students, and all that we do."³⁷

Domains 1, 2, and 3 have been taken primarily from PPST while these have also been reinforced through Burgess's model. Domain 4 is researcher-added as inspired by

³⁷ May et al., *Children Matter*, 197-198.

the concept of Catherine Stonehouse in her discussion of Burgess's model. The illustration of the four teacher proficiency domains to be used in this study adapted the overlapping four circles used in Burgess's model signifying that each of the domains is distinct but they are also interrelated and connected to each other.

Null Hypotheses

The following are the null hypotheses that drive this investigation:

1. There is no significant relationship between the demographic characteristics of the selected respondents and their evaluations in the proficiency level of the alumni teachers.
2. The proficiency level of the selected alumni teachers is very low and the alumni are not adequately equipped in the domains of:
 - a) content knowledge and pedagogy
 - b) learning environment
 - c) diversity of learners
 - d) spiritual maturity and Christian witness
 based on the alumni respondents' self-evaluation.
3. The proficiency level of the selected alumni teachers is very low and the alumni are not adequately equipped in the domains of:
 - a) content knowledge and pedagogy
 - b) learning environment
 - c) diversity of learners
 - d) spiritual maturity and Christian witness
 based on the peer respondents' evaluation.

4. The proficiency level of the selected alumni teachers is very low and the alumni are not adequately equipped in the domains of:
 - a) content knowledge and pedagogy
 - b) learning environment
 - c) diversity of learners
 - d) spiritual maturity and Christian witnessbased on the supervisor respondents' evaluation.
5. There is no significant difference in the selected HMC graduates' proficiency level based on the following:
 - a) alumni's self-evaluation,
 - b) peers' evaluation, and
 - c) supervisors' evaluation.

Brief Description of the Research Design

This research is a descriptive-survey in design employing the mixed quantitative-qualitative method. The researcher is convinced that descriptive-survey design is the best-suited fit for her endeavor due to the specific nature of the theme under scrutiny.³⁸ Descriptive research design is a study format that gathers data from one or more groups and analyses it in order to describe prevailing conditions and general characteristics of the population under study.³⁹ The current work has aimed at describing the present proficiency status of early childhood teacher-education graduates of HMC through the

³⁸ The comprehensive explanation of the methodology of this research will be presented in Chapter III.

³⁹ Jose F. Calderon and Expectacion C. Gonzales, *Methods of Research and Thesis Writing* (Mandaluyong City: National Book Store, 2008), 62; William R. Yount, *Research Design and Statistical Analysis in Christian Ministry*, 4th ed. (Nashville, TN: Broadman and Holman, 2006), 1-8.

data gathered from three respondent groups: the alumni, their peer teachers, and their supervisors. Survey through questionnaire and interviews were employed as “tools of descriptive research.”⁴⁰ Data gathered through survey questionnaires were treated statistically to measure the relationship between the demographic characteristics and the proficiency level of selected alumni and to measure the significant differences between and among the self-evaluation of alumni, the evaluation of peers, as well as the evaluation by the supervisors. At the same time, individual interviews with selected respondents were employed to further explore the proficiency status of the graduates.

Significance of the Study

The results of this investigation will be used as a springboard in further enriching the early childhood teacher-education curriculum of HMC. This piece of work will also benefit the following:

1. HMC Administrators

The results of the study will get the attention of Harris Memorial College and its alumni association, especially as regards those domains of teaching proficiency that need more attention and also about areas of excellence which need to be appreciated and maintained.

2. Early Childhood Teachers

Findings of the study will guide teachers in implementing necessary measures in attaining or maintaining teaching proficiency in early childhood education. It will also give teachers an augmented level of

⁴⁰ Yount, *Research Design and Statistical Analysis*, 1-8.

awareness and knowledge for addressing concerns on the four domains of teaching proficiency in the early childhood education program.

3. Early Childhood Learners

Improved programs as an end result of the research will have the children and the future learners as ultimate recipients.

4. Wider Community

Community leaders may take the initiative to invest in teacher-education and in Early Childhood Development Programs to the point that all children, especially those from disadvantaged backgrounds, will be given a fair start in school and in life, thus contributing to better nation building.

5. Other Researchers and Readers

Other researchers and readers can use the present research as a basis of comparison and it will provide insights pertaining to teacher-proficiency in early childhood education.

Assumptions of the Study

While it is generally assumed that teacher-education graduates from higher education institutions accredited by Commission on Higher Education bear quality skills and competencies for the teaching profession, the primary assumption behind the present research is that the findings on the proficiency level of selected HMC teacher-education graduates will lead to a significant enrichment of the Early Childhood Teacher-Education curriculum of the said institution with emphasis on those teaching domains where the alumni were found to be needing further improvement as well as continued maintenance of quality in those domains of high proficiency results.

Another basic assumption is that the respondents from 2017 to 2019 early childhood education graduates of HMC would represent a cross-section of the study population who are in the teaching profession up to this point of time. It is also assumed that peers and supervisors of the selected HMC alumni will be willing to partner in this study as respondents. Lastly, the researcher further assumes that all respondents will answer questions honestly and candidly.

Definition of Terms

For an easy and smooth understanding and clarity ambiguous terms and concepts are defined here operationally and authoritatively.

Child Development is the process of change through which a child is able to reach his or her unique God-given physical, mental, emotional, social and spiritual potential which should be promoted simultaneously through interaction with his or her environment, and should be viewed as a continual lifetime process.⁴¹

Content Knowledge and Pedagogy indicates comprehension of curriculum content and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding and application of theories and principles of teaching and learning for educators to be capable of teaching efficiently and effectively.⁴²

⁴¹ Glenn Miles and Paul Stephenson, *Child Development Study Pack: For People Working with Children* (Teddington: Tearfund, 2009), 15; see also, Glen Loyola, "A Case Study of the St. Bernard Child Development Project" (Master's thesis, Asia-Pacific Nazarene Theological Seminary, 2013), 16.

⁴² Research Center for Teacher Quality (RCTQ), *Philippine Professional Standards for Teachers* (Manila: Department of Education and Teacher Education Council, 2017), 10, 24.

Curriculum denotes the collection of courses and experiences which is designed and arranged to develop competencies and to accomplish objectives, and lead to the awarding of a degree.⁴³

Curriculum Enrichment refers to the endeavor of enhancing the educative process of a certain degree program to augment quality outcomes.

Diversity of Learners deals with the mixture of learners with different personalities, capabilities, upbringing, including varied backgrounds, and characteristics such as gender, language, religion, race and culture.

Domain means the broad conceptual sphere of teaching and learning practices defined by specific strands in the set of professional standards for teachers.⁴⁴

Early Childhood Education denotes the process of learning from birth to age eight. In this study, it refers to the formal educational program offered by schools to children up to age eight.

Early Childhood Teacher-education Graduates refer to persons who are awarded with the degree of Bachelor of Elementary Education, major in Early Childhood Education.

Evaluation indicates a process used to judge the quality of a performance or work product against a standard.⁴⁵

Harris Memorial College is a Higher Education Institution that offers academic programs from nursery level up to bachelor degree. This paper is concerned about the

⁴³ The varied definitions by different educators and authors of the term “curriculum” are comprehensively discussed in Chapter II, but the definition given above is the one operationally used in this paper.

⁴⁴ RCTQ, *Philippine Professional Standards for Teachers*, 24.

⁴⁵ CHED, *Handbook on Typology, Outcomes-based Education*, 63.

institution's graduates in Bachelor of Elementary Education, major in Early Childhood Education.

Learning Environment deals with the educational setting referring to both the physical and emotional environment as well as the learning condition.

Proficiency Level refers to the degree of integrated knowledge, skills, and attitudes that enables an individual to perform a specific task or role and, for this paper, that specific task refers to teaching.

Spiritual Maturity and Christian Witness indicates a highly developed state of piety evidenced by the attestation of faith in Jesus Christ through words, thoughts and deeds; and helping others to do the same.

Scope and Delimitation of the Study

The limitations of the study are mainly on four aspects: the restricted selection of subjects; the cross-sectional time-frame; the selected research tools; and the boundaries of the teacher-education standards intentionally positioned.

First, there is a restricted selection of subjects since there are “some predetermined criterion of importance”⁴⁶ that have to be considered to get participants “fit with the purpose of the study.”⁴⁷ There are significant criteria for selection and from those who pass the criteria screen, a sample size of 30 will be taken from each respondent group through mixed method sampling.⁴⁸

⁴⁶ Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 4th ed. (Los Angeles, CA: Sarah Miller and George McCune, 2015), 281.

⁴⁷ Johnnie Daniel, *Sampling Essentials: Practical Guidelines for Making Sampling Choices* (New Delhi: Sarah Miller and George McCune, 2012), 87-88.

⁴⁸The criteria for each respondent group as well as the rationale for choosing a sample size of 30 and the step by step process of mixed method sampling will be discussed in Chapter III.

Secondly, this study is cross-sectional in time frame which means that “participants are investigated at a single point in time,”⁴⁹ namely within the academic year 2019-2020 for the particular case at hand. Going beyond the intended duration will require change of the persons who will be involved as respondents of the investigation.

The third delimitation is the selected tools of investigation, namely: survey questionnaires and individual interviews. Neither any other modes of analyzing the alumni’s proficiency nor their college curriculum are included. Evaluation of their college transcript of records, for example, is not part of this investigation.

Finally, the teacher-education standards to be used in this study are limited to four domains: content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.⁵⁰ The researcher has qualified the first three domains because those involve children’s direct participation; while the fourth is of vital importance to education which is Christian in nature.

Outline of the Dissertation

This dissertation has a total of five chapters. The first three chapters were accomplished as research proposal and the fourth to fifth have been completed after the data gathering was conducted. The chapters gave structure to the study and put it into context and they are organized as follows:

⁴⁹ Penny Mukherji and Deborah Albon, *Research Methods in Early Childhood: An Introductory Guide*, 2nd ed. (London: Sarah Miller and George McCune, 2015), 234.

⁵⁰ PPST has seven domains in total but this study will make use of only the first three domains as those are the ones which employ children’s direct involvement. The fourth to seventh domains are the following: Curriculum Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development. A more detailed elaboration of PPST is given in Chapter II, and the extensive explanation of the domains used in this study is found in Chapter III.

Chapter 1: The Problem

This chapter practically gives the reader a bird's eye-view of the dissertation before diving deep into discovering the findings of the investigation through data gathering. Chapter I presents the introduction, background of the problem, statement of purpose, research questions, theoretical framework, brief description of the research design, statement of null hypotheses, significance of the study, assumptions of the study, definition of terms, scope and delimitations of the study and this outline of the dissertation.

Chapter 2: Review of Related Literature

Systematic integration and triangulation of relevant theories, researches, and biblical foundational including theological insights and reflections that give the readers a comprehensive picture of the theme being studied is what this chapter is all about. This chapter has an overview which opens the reader to the historical background of educational reforms significant to early childhood education. Next to it is the discussion on the trifocal theoretical and legal bases of the study. It also scrutinizes the early childhood teacher-education curriculum, and expounds the teacher-proficiency domains, namely: content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness. Thereafter, it holistically elaborates learning theories such as behaviorism, humanistic learning theory, theory of andragogy, social cognitive learning theory, and information processing theory for the reason that these theories function as a premise for teaching. Relevantly, child development theories on cognitive, psychosocial, moral, physical, and faith development aspects are examined and

reflected upon especially as regards their implications to early childhood education. The chapter concludes with a summary of literature and studies reviewed.

Chapter 3: Methodology or Procedures

Technical and procedural aspects are carefully discussed and presented in this chapter. It starts with a restatement of the purpose of the study which is followed by the description of the research methodology or approach, research design, selection of subjects dealing with sample and population, development of instruments, pilot studies, data collection and recording, data processing and analysis, chapter summary, and feasibility of the study.

Chapter 4: Presentation, Analysis, and Interpretation of Data

After the rigorous data gathering, this chapter presents the analysis and interpretation of data gathered through survey questionnaires which were treated statistically to measure the relationship between the demographic characteristics and the proficiency level of selected alumni and to measure the significant relationships between and among the self-evaluation of alumni, the evaluation of peers, as well as the evaluation by the supervisors. Along with this, the data that were gathered through individual interviews with the respondents have also been analyzed through identification, examination, and interpretation of patterns and themes that help answer the research question.

Chapter 5: Summary of Findings, Conclusions, and Recommendations

This chapter finally completes the panoramic picture of the research by first giving an encompassing summary, then by presenting the findings and conclusions of the investigation. This section records the fruits of the study endeavor. In realization of the

final objective of the research, a list of recommendations was made which will be offered to HMC towards early childhood teacher-education curriculum enrichment based on the proficiency level of its graduates in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.

This first chapter of the research presented the introduction, background of the problem, statement of purpose, research questions, theoretical framework, brief description of the research design, statement of null hypotheses, significance of the study, assumptions of the study, definition of terms, scope and delimitations of the study and outline of the dissertation. The next chapter will unfold the historical background of the study and will provide a review of related theories, researches and Biblical and theological literature significant to the research theme.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

Overview

This chapter is a systematic integration and triangulation of relevant theories, research studies, and foundational Biblical support that gives the readers a comprehensive picture of the theme being studied. It contains the overview which opens the reader to the historical background of educational reforms significant to early childhood education. Next is a discussion on the trifocal theoretical and legal bases of the study. It also scrutinizes the early childhood teacher-education curriculum, and expands on the teacher-proficiency domains, namely: content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness. Thereafter, it holistically elaborates child development theories on cognitive, psychosocial, moral, physical, and faith development aspects and reflects on the implications to early childhood education. The chapter concludes with a summary of literature and studies reviewed.

Historical Background of Educational Reforms Significant to Early Childhood Education

The vision of the worldwide movement for “Education for All” was initiated in Jomtien, Thailand in 1990 and was supported by the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) envisioning that all children, young people and adults have the right to benefit from an education that will

meet their basic learning needs in the best and fullest sense of the term, an education that includes learning to know, to do, to live together and to be.⁵¹ It is an education geared to tapping each individual's talents and potential, and developing learners' personalities so that they can improve their lives and transform their societies. This vision was reiterated in Dakar, Senegal, in 2000 and was labelled "the most important commitment to education in recent decades and which has helped drive significant progress in education."⁵²

The largest gathering of world leaders in history took place from 3-6 September, 2000 at the United Nations headquarters in New York City to discuss the role of the United Nations at the turn of the 21st century. There they committed their nations to a global partnership to reduce extreme poverty in many dimensions and set out a series of time-bound targets, with 2015 as a deadline, that have become known as the Millennium Development Goals (MDG).⁵³ Those goals however were not totally reached by 2015 deadline. Therefore, continued action is needed to complete the unfinished agenda and sustain the spirit. Hence, the creation of the Sustainable Development Goals

⁵¹ United Nations Educational, Scientific and Cultural Organization (UNESCO), *The Dakar Framework for Action - Education for All: Meeting our Collective Commitments* (Paris: UNESCO, 2000), 8.

⁵² United Nations Educational, Scientific and Cultural Organization (UNESCO), *Education 2030 Incheon Declaration: Towards Inclusive and Equitable Quality Education and Lifelong Learning for All* (Paris: UNESCO, 2015), 6.

The latest World Education Forum was held in Incheon, Korea from May 19-22, 2015, and was attended by over 1,600 participants from 160 countries. UNESCO together with UNICEF, the World Bank, UNFPA, UNDP, UN Women and UNHCR organized the said World Education Forum which sets out a new vision for education for the next 15 years.

⁵³ United Nations, *The Millennium Development Goals Report 2015* (New York: UN, 2015), 5-6.

(SDG)⁵⁴ with the goal of 2030 that builds upon the successes and inspiration of the MDG.⁵⁵ The 17 SDG's summary themes are: no poverty, zero hunger, good health and well-being, quality education, gender equality, clean water and sanitation, affordable and clean energy, decent work and economic growth, industry, innovation and infrastructure, reduced inequalities, sustainable cities and communities, responsible consumption and production, climate action, life below water, life on land, peace, justice and strong institutions, and partnerships for the goals.⁵⁶ The fourth goal which is quality education commits to providing inclusive and equitable quality education at all levels.⁵⁷ However, the latest World Educational Forum in 2015 had to honestly admit that “we are far from having reached education for all.”⁵⁸

On a positive note, with the SDG as a platform for achieving quality early childhood care and education (ECCE) outcomes by 2030, ECCE policy-makers, practitioners, and academicians from Asia-Pacific countries gathered at the second Asia-Pacific Regional Policy Forum on Early Childhood Care and Education in Putrajaya, Malaysia, in 2016 to share experiences, innovations, and lessons learned in developing and implementing ECCE policies and initiatives. At the end of the forum, participants expressed their common commitment to ECCE through the Putrajaya Declaration. It

⁵⁴ Sustainable Development Goals (SDG) of 2030 is a dynamic sequel to the Millennium Development Goals (MDG) established in 2000, and a vigorous integrating action to the continuing goals of Education for All (EFA) towards international endeavors of combating multifaceted poverty and promoting basic human rights to education, and to total well-being. The uniqueness of the SDG is that it calls for action from all countries, poor, rich and middle-income, to promote prosperity while protecting the planet. The goals recognize that ending poverty must go hand-in-hand with strategies that build economic growth and addresses a range of social needs including education, health, social protection, and job opportunities, while tackling climate change and environmental protection. United Nations Development Programme, *Sustainable Development Goals of 2030 Booklet* (New York: UNDP, 2015), 1-3.

⁵⁵ UNESCO, *Education 2030 Incheon Declaration*, 22.

⁵⁶ United Nations Development Programme, *Sustainable Development Goals*, 2-3.

⁵⁷ UNESCO, *Education 2030 Incheon Declaration*, 29.

⁵⁸ UNESCO, *Education 2030 Incheon Declaration*, 6.

highlighted a nine-point action agenda to support the achievements of SDG, especially goal 4.2 which states: “By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.”⁵⁹ In addition to this, the development of teaching standards has been a growing feature of the global education agenda since the inception of the Dakar Framework.⁶⁰

Trifocal Theoretical and Legal Bases of the Study

As mentioned in the theoretical framework of the study, this research is anchored on a trifocal theoretical and legal bases using the social constructivist theory of Lev Semenovich Vygotsky, the PPST of DepEd, and Harold Burgess’s Model for Analyzing Religious Education Curriculum.

Social Constructivist Theory of Lev Semenovich Vygotsky

Vygotsky’s theory emphasizes the significance of children education “under adult guidance” or in working with a “more capable” person or MKO.⁶¹ Educational linguist and professor Vera John-Steiner and book writer and school administrator Ellen Souberman worked together on the theoretical legacy of Vygotsky, and in elaborating on the significance of the proficient teacher or proficient adult to children’s education. They write:

It is in the course of interaction between children and adults that young learners identify effective means for remembering - means made

⁵⁹ United Nations Educational, Scientific and Cultural Organization (UNESCO). *Early Childhood Care and Education Teacher Competency Framework for Southeast Asia* (Paris: UNESCO and SEAMEO, 2018), 1.

⁶⁰ Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), *Teaching Competency Standards in Southeast Asian Countries: Eleven Country Audit* (Quezon City: SEAMEO INNOTECH, 2010), 1.

⁶¹ Vygotsky, *Mind in Society*, 86; McLeod, “Lev Vygotsky,” 3-4.

accessible to them by those with more highly developed memory skills. The lack of recognition among educators of this social process, of the many ways in which an experienced learner can share his knowledge with a less advanced learner, limits the intellectual development of many students; their capabilities are viewed as biologically determined rather than socially facilitated.⁶²

Jerome Seymour Bruner, another prominent theorist, posits that adults like parents and teachers should play an active role in assisting the child's learning. He clarified that educators are not there to impart knowledge, instead they are there to facilitate a child's thinking and problem-solving skills which can then be transferred to a range of situations.⁶³ The act of assisting the child is identified by Bruner as "scaffolding." He described scaffolding as the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring.⁶⁴ It "enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts."⁶⁵

Vygotsky criticized every educational intervention that lags behind developed psychological processes instead of focusing upon emerging functions and capabilities. In this theory, then, teaching represents the means through which development is advanced; that is, the socially elaborated contents of human knowledge and the cognitive strategies necessary for their internalization are evoked in the learners according to their actual

⁶² Vera John-Steiner and Ellen Souberman, "Afterword," in Vygotsky, *Mind in Society*, 125-126.

⁶³ Jerome S. Bruner, "The Act of Discovery," *Harvard Educational Review* 31 (1961): 21-32.

⁶⁴ Jerome S. Bruner, "The Role of Dialogue in Language Acquisition," in *The Child's Concept of Language*, eds. Anne Sinclair, Robert J. Jarvella, and Willem J.M. Levelt (Berlin: Springer-Verlag, 1978), 19. The term "scaffolding" first appeared in the literature when David Wood, Jerome S. Bruner and Gail Ross described how tutors interacted with preschoolers to help them solve a block reconstruction problem. David Wood, Jerome S. Bruner, and Gail Ross, "The Role of Tutoring in Problem Solving," *Journal of Child Psychiatry and Psychology*, 17, no. 2 (1976): 89-100.

⁶⁵ Wood et al., "The Role of Tutoring," 90.

developmental levels.⁶⁶ Vygotsky concluded that the only “good learning” is that which is in advance of development⁶⁷ and that elaborates why teacher-proficiency is an imperative.

Philippine Professional Standards for Teachers

In the Philippines, improving the quality of basic education and teacher-education have become more critical and urgent than ever before. For the majority of Filipinos who suffer from the various consequences of poverty, a good education is the only hope out of it. What Andrew A. Hargreaves⁶⁸ had said about education as being the greatest gatekeeper of opportunity and a powerful distributor of life chances is still very true. This is also one of the reasons that instigated the K to 12 reform.

The former President Benigno S. Aquino III has said: “We need to add two years to our basic education. Those who can afford pay up to 14 years of schooling before university. Thus, their children are getting into the best universities and the best jobs after

⁶⁶ Vera John-Steiner and Ellen Souberman, “Afterword,” in Vygotsky, *Mind in Society*, 131. A particularly imaginative application of the focus on emerging functions and capabilities are Paolo Freire's literacy campaigns in Third World countries. Because he adapted his educational methods to the specific historical and cultural setting in which his students lived, they were able to combine their "spontaneous" concepts (those based on social practice) with those introduced by teachers in instructional settings. Paolo Freire, *Pedagogy of the Oppressed* (New York: Seabury, 1970) mentioned by Vera John-Steiner and Ellen Souberman on the same page.

⁶⁷ Vygotsky, *Mind in Society*, 89. Vygotsky explains that the zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state. These functions could be termed the “buds” or “flowers” of development rather than the “fruits” of development. The actual developmental level (that which is measured by what the child can do alone) characterizes mental development retrospectively, while the zone of proximal development characterizes mental development prospectively. Vygotsky, *Mind in Society*, 86-87.

⁶⁸ Andy Hargreaves, “Introduction,” in *Extending Educational Change: International Handbook of Educational Change*, ed. Andy Hargreaves (AA Dordrecht, The Netherlands: Springer, 2005), 2.

graduation. I want at least 12 years for our public school children to give them an even chance of succeeding.”⁶⁹

In the child’s educational venture, the teacher serves as facilitator of experiences and “manager of the conditions of learning.”⁷⁰ This means that the educator’s role is significant in such reforms as the K to 12 Program. Raising the bar of teacher-proficiency through the Philippine Professional Standards for Teachers (PPST) is then very relevant and this research on teacher-proficiency to augment quality teacher-education is therefore also very timely.

The PPST is articulated “through well-defined domains, strands and indicators that provide measures of professional learning, competent practice and effective engagement across teachers’ career stages.”⁷¹ These standards are organized hierarchically. There are seven domains and 37 strands. PPST has been nationally validated as it was signed into policy through Department of Education Order No.42, series of 2017. The standards serve as unified quality measure and public statement of professional accountability that guides teachers and institutions in pondering and examining their own practices as they promote personal growth and professional development. Department of Education Order No. 42, series of 2017 states that the aim of PPST is to “engage teachers to actively embrace a continuing effort in attaining

⁶⁹ Southeast Asian Ministers of Education Organization Regional Center for Educational Innovation and Technology (SEAMEO INNOTECH), *K to 12 Toolkit: Reference Guide for Teacher Educators, School Administrators, and Teachers* (Quezon City: SEAMEO INNOTECH, 2012), 7.

⁷⁰ Robert M. Gagne, *The Conditions of Learning*, 2nd ed. (New York: Holt, Rinehart and Winston, 1970), 324.

⁷¹ Department of Education, *Results-Based Performance Management System Manual for Teachers and School Heads* (Manila, Philippines: Department of Education and Teacher Education Council, 2015), 2. The Results-Based Performance Management System (RPMS) Manual for Teachers and School Heads was developed through the Research Center for Teacher Quality (RCTQ) with support from the Australian Government. Its guidelines on establishment and implementation was signed into policy through Department of Education Order No. 2, Series of 2015.

proficiency” and to “set out clear expectations of teachers along well-defined career stages of professional development.”⁷²

Harold Burgess’s Model for Analyzing Religious Education

As mentioned previously, May, Posterski, Stonehouse, and Cannell identified six components of curriculum using Harold Burgess’s Model for Analyzing Religious Education. These components are: aim, learner, content, teacher/shepherd, environment, and evaluation.⁷³ Vivid aims help set the direction of the curriculum; aims should be founded on what “God wants the children of our church to be moving toward. Those aims should then guide the planning and evaluation of the total curriculum, including curriculum resources.”⁷⁴ In the setting where children are the learners, the curriculum pursues to relate with them and their lives because “children themselves are part of the curriculum.”⁷⁵ The content revolves around the necessity for the children to know and love the stories of God and the people of God. The teaching and learning experiences should “lead them into Biblical events, to meet God there and to reflect on life ... giving meaning to the words of the faith and opportunities to ask their questions and share their insights.”⁷⁶ The “teachers, shepherds, and mentors” facilitate the learning experiences and institute the educative setting. “When we think of curriculum as everything that goes on in the church,” the authors explain, then “Pastors and the whole congregation become

⁷² Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42 s. 2017, item 4 a-b.

⁷³ Harold Burgess, *Models of Religious Education* (Nappanee, IN: Evangel, 2001), cited in May et al., *Children Matter*, 195.

⁷⁴ May et al., *Children Matter*, 196.

⁷⁵ May et al., *Children Matter*, 196.

⁷⁶ May et al., *Children Matter*, 196.

teachers, contributing to the curriculum.”⁷⁷ The “environment” is where the educative process and nurture take place. This curriculum component requires favorable, healthy, and loving relationships on top of a conducive physical environment in order for learning and nurture to be genuine. “Evaluation” examines whether the aims are realized. Understanding the aims is a prerequisite to analyzing the effectivity of the curriculum. Added to the six components of the curriculum is the primordial element in the teaching and nurture of children - the Holy Spirit. Stonehouse emphasizes that “Only God can change lives, and our curriculum is ineffective unless God’s Spirit is at work in and through us, our students, and all that we do.”⁷⁸ Along this line, Martin Luther had equally emphasized the significance of the Bible as the main curriculum component. He stressed that “above all, in schools of all kinds the chief and most common lesson should be in the Scriptures . . . But where the Holy Scriptures are not the rule, I advise no one to send his child. Everything must perish where God’s word is not studied unceasingly.”⁷⁹

Early Childhood Teacher-Education Curriculum

The Philippine Senate and House of Representatives enacted the creation of the Commission on Higher Education in 1994 and bestowed upon it as part of its authorities and functions to “set minimum standards for programs and institutions of higher learning recommended by panels of experts in the field . . . and to monitor and evaluate the performance of programs and institutions of higher learning . . .”⁸⁰ Relevant to this, the

⁷⁷ May et al., *Children Matter*, 196-197.

⁷⁸ May et al., *Children Matter*, 197-198.

⁷⁹ Franklin Verzelius Newton, *Luther on Education* (Eugene, OR: Wipf and Stock, 2001), 147.

⁸⁰ Philippine Senate and House of Representatives, Republic Act No. 7722, *Higher Education Act of 1994*, 2nd Regular Session, Section 8, items d-e. The Congressional discussions were held in Metro Manila, on the 26th day of July, 1993; finally passed on May 4 and 17, 1994; and it was approved by President Fidel V. Ramos on May 18, 1994.

early childhood teacher-education curriculum in the country is anchored on the Commission's mandated standards and guidelines.⁸¹

The components of this teacher-education curriculum are composed of a minimum 158 units which comprise of General Education Courses (36 units), Professional Education Courses (42 units), Major Courses (63 units), Special Topics (3 units), and Mandated Courses (14 units).⁸² Higher Education Institutions (HEIs) offering the teacher-education program are allowed to exercise flexibility in their curricular offering to suit their own context and mission provided they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route.⁸³ The early childhood teacher-education curricular program of Harris Memorial College, Taytay, Rizal, Philippines is given as an attachment (Appendix A) to show sample distribution of courses including institutional required classes.

General Education Courses pertain to the curriculum component that exposes undergraduate students to various dimensions of knowledge and ways of comprehending social and natural realities “that promise to develop in the process, intellectual competencies - critical, analytical and creative thinking and multiple forms of expression and civic capacities demanded of members of community, country and the world.”⁸⁴

⁸¹ The undergraduate teacher education curriculum guidelines are set for the purpose of rationalizing the undergraduate teacher education in the country to keep pace with the demands of global competitiveness. CHED, *Revised Policies and Standards for Undergraduate Teacher Education Curriculum*, Article 1, Section 1.

⁸² CHED, *Policies, Standards and Guidelines (PSG) for the Bachelor of Early Childhood Education (BECEd)*, Series of 2017, Article V, Section 9.1, “Curriculum Components.”

⁸³ CHED, *PSG for the Bachelor of Early Childhood Education*, CMO No.76, s. 2017, Article III, Section 4.

⁸⁴ Philippine Commission on Higher Education, *General Education Curriculum: Holistic Understandings, Intellectual and Civic Competencies*, CHED Memorandum Order Number 20, Series of 2013, 1.

Examples of this are Humanities and Social Studies, Literature, Science, English, and Mathematics among others.⁸⁵

Professional Education Courses represent the component of the curriculum that aims to develop the range of knowledge and skills needed in the practice of the teaching profession. These courses are divided into three broad categories: (a) theory and concepts courses, (b) methods and strategies courses, and (c) field study courses.⁸⁶

Examples of Professional Education Courses are The Teaching Profession, Assessment in Learning, and Teaching Internship.⁸⁷

Major Courses which comprise the greatest number of units are in the area of specialization or expertise that the students are taking as concentration. In the case of early childhood teacher-education program, sample courses are Child Development, Play and Developmentally Appropriate Practices in Early Childhood Education, and Early Learning Environment.⁸⁸

Students have the opportunity to explore special topics and issues related to their field of study by taking three one-unit elective seminars on a range of topics chosen by the teacher education institutions, based on the perceived needs of the students and the expertise of their faculty. Some of the possible topics for these one-unit elective seminars

⁸⁵ The passage of the K to 12 Law in the Philippines opened the way for General Education Courses to be more flexible. In the academic year 2018-2019, General Education Courses were broadened and now carry more emphasis on Filipino heritage. Courses such as Contemporary World, for example, will focus on global conditions, but are expected to be delivered primarily from a Filipino perspective. CHED, *General Education Curriculum*, CMO 20, s. 2013, 1. K to 12 means Kindergarten to Grade 12, which signifies the addition of 2 more years in the Basic Education Curriculum and mandatory Kindergarten as prerequisite to Grade 1. Philippine Commission on Higher Education (CHED), Department of Education (DepEd), and Technical Education and Skills Development Authority (TESDA), *Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013*, September 4, 2013, Rule 1, Section 6.

⁸⁶ CHED, *Revised Policies and Standards for Undergraduate Teacher Education Curriculum*, Article V, Section 10.

⁸⁷ CHED, *PSG for the Bachelor of Early Childhood Education*, CMO No.76, s. 2017, Article V, Section 9.1, "Curriculum Components."

⁸⁸ CHED, *PSG for the Bachelor of Early Childhood Education*.

are, but not limited to, the following: Teaching Multigrade Classes, Environmental Education, Teaching Multicultural Classrooms, Integrative Teaching Strategies, Collaborative Learning, Use of Popular Media in Teaching, Topics on Distance Learning, and Problem-based Teaching, among others. Mandated Courses are Physical Education and National Service Training Program (NSTP).⁸⁹

Drawing from the components of the early childhood teacher education curriculum elaborated in the preceding paragraphs, and the attached curricular program sample from Harris Memorial College in the appendix, one can glean that the term “curriculum” as used above, mostly referred to a “course of study” or a “series of courses that the student must get through” for the purpose of gaining a degree. This concept, which is just one among the multifaceted meanings attached to the term, was explained by George Posner as associated with classic dictionary definition and from the Latin word *currere*, meaning “the running.”⁹⁰

The conceptual differences in the use of the term “curriculum” can also be affected by how educators and curricularists view learning. Robert Hutchins views curriculum as “permanent studies” where rules of grammar, reading, rhetoric, logic and mathematics for basic education are emphasized, while liberal education should be the emphasis in college. On the other hand, John Dewey believes that education is experiencing and reflective thinking is the means to unify curricular elements that are tested by application.⁹¹ Arthur Bestor believes that the mission of the school should be

⁸⁹ CHED, *Revised Policies and Standards for Undergraduate Teacher Education Curriculum*, Article V, Section 14.

⁹⁰ George J. Posner, *Analyzing the Curriculum*, 3rd ed. (Boston, MA: McGraw Hill, 2004), 5-11.

⁹¹ Milagros L. Borabo and Heidi Grace L. Borabo, *Field Study 4: Exploring the Curriculum* (Quezon City: Lorimar, 2015), 26.

intellectual training and that curriculum should focus on the fundamental intellectual disciplines of grammar, literature and writing. Both Hollis Caswell and Kenn Campbell view curriculum as all experiences the children have under the guidance of teachers.⁹²

Paul Vieth claimed that “all life is the curriculum. There is no experience which does not have an influence on what people become.”⁹³ These vast meanings of curriculum grant a panoramic view of the educative process. Yet, as Robert E. Clark has observed, too broad definitions may cause vagueness to its meaning. He insisted that “Boundaries must be determined in order for workers to use the term intelligently and develop a functional curriculum.”⁹⁴ His observation proves to be relevant, especially when it comes to curriculum evaluation. While curriculum may be seen as the totality of the educative process, in this study, the term curriculum will be used to refer to a degree program.⁹⁵

The curricularist Ralph Tyler has defined evaluation as the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction.⁹⁶ In the same way, the Commission on Higher Education of the country puts evaluation as the process to judge the quality of the curricular program against its standards.⁹⁷

⁹² Borabo and Borabo, *Exploring the Curriculum*, 27.

⁹³ Paul Vieth, *The Church and Christian Education* (St. Louis, MO: Bethany, 1947), 134.

⁹⁴ Robert E. Clark, “Supervising Children’s Ministries,” in *Childhood Education in the Church*, eds. Robert E. Clark, Joanne Brubaker, and Roy B. Zuck (Chicago, IL: Moody Press, 1986), 263.

⁹⁵ Degree program refers to the collection of courses and experiences which is designed and arranged to develop competencies and accomplish objectives, and lead to the awarding of a degree. CHED. *Handbook on Typology, Outcomes-based Education*, 68.

⁹⁶ Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago, IL: University of Chicago Press, 1949), 105-106.

⁹⁷ CHED, *Handbook on Typology, Outcomes-based Education*, 63.

This evaluation definition that CHED is employing has been drawn from Peter E. Parker et al., “Differentiating Assessment from Evaluation as Continuous Improvement Tools,” Abstract No. 1462, presented in the 31st ASEE/IEEE Frontiers in Education Conference, on October 10-13, 2001 in Reno, Nevada.

The early childhood teacher education program standards in the Philippines are defined in a 3-category set of minimum learning outcomes: specific to early childhood education, common to teacher education, and common to all programs in all types of schools.⁹⁸

Minimum standards specific to early childhood teacher education curricular program are the following: demonstrate high level of content and pedagogical knowledge; demonstrate appreciation for diversity; manifest collaborative skills; demonstrate innovative thinking; possess critical and problem-solving skills; and advocate for children's rights, equity, community, nationalism, and democratic ideas.

The minimum standards for all teacher education programs include the following: articulate the rootedness of education in philosophical, sociocultural, historical, psychological, and political contexts; demonstrate mastery of subject matter/discipline; facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments; develop innovative curricula, instructional plans, teaching approaches, and resources for diverse learners; apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices; demonstrate a variety of thinking skills in planning, monitoring, assessing, and reporting learning processes and outcomes; practice professional and ethical teaching standards sensitive to the changing local, national, and global realities; and pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

⁹⁸ CHED, *PSG for the Bachelor of Early Childhood Education*, s. 2017, Article IV, Section 6.

Common to all programs in all types of tertiary schools, the minimum standards are as follows: articulate and discuss the latest developments in the specific field of practice; effectively communicate orally and in writing using both Mother Tongue, Filipino and English; work effectively and independently in multidisciplinary and multicultural teams; act in recognition of professional, social, and ethical responsibility; and preserve and promote Filipino historical and cultural heritage.⁹⁹

Curriculum evaluation of an Early Childhood Teacher Education Program in the Philippines is also referred to as Program Level Outcomes-based Quality Assurance. CHED refers to this as a direct assessment of educational outcomes, with evaluation of the individual programs that lead to those outcomes. In this approach, the program outcomes are largely measured against the policies, standards, and guidelines of the discipline.¹⁰⁰

While evaluation is the process to judge the quality of the curricular program against its standards, quality assurance (QA) is the process of evaluating and enhancing the quality of the program to assure that standards are being maintained. QA does not mean merely specifying the standards or specifications against which to measure or control quality. Rather, QA is about ensuring that there are mechanisms, procedures and processes in place to ensure that the desired quality, however defined and measured, is delivered.¹⁰¹

⁹⁹ CHED, *PSG for the Bachelor of Early Childhood Education*, s. 2017, Article IV, Section 6.1 - 6.3.

¹⁰⁰ Philippine Commission on Higher Education, *Policy-Standard to Enhance Quality Assurance (QA) in Philippine Higher Education Through an Outcomes-based and Typology-based QA*, Memorandum Order Number 46, Series of 2012, Article 3, Section 16.

¹⁰¹ Clive H. Church, "The Qualities of Validation," *Studies in Higher Education* 13, n. 1 (1976): 27-43.

Teacher-Proficiency Domains

It has been observed time and again that quality teacher education program begets quality teachers and quality teachers beget quality in children's lives. The impact of teachers and their proficiency in the lives of children as they are now "laying the foundations on which to build life and faith"¹⁰² can never be overestimated. This applies equally also to the place of teachers and their proficiency in the functioning of the community at large.

As claimed by the DepEd and the Teacher Education Council in the Philippines, "Teachers play a crucial role in nation building. Through quality teachers, the Philippines can develop holistic learners who are steeped in values, equipped with 21st century skills, and able to propel the country to development and progress."¹⁰³ This is in consonance with the DepEd vision of producing "Filipinos who passionately love their country and whose values and competencies enable them to realize their full potential and contribute meaningfully to building the nation."¹⁰⁴ Evidences show unequivocally that good teachers are vital to raising student achievement, and quality learning is contingent upon quality teaching. Hence, enhancing teacher quality becomes of utmost importance for long-term and sustainable nation building.¹⁰⁵ Quality education is power.

¹⁰² Catherine Stonehouse, *Joining Children on the Spiritual Journey* (Grand Rapids, MI: Baker Books, 1998), 62.

¹⁰³ Department of Education and Teacher Education Council, *Philippine Professional Standards for Teachers* (Manila, Philippines: Department of Education and Teacher Education Council, 2017), 3. The Philippine Professional Standards for Teachers was developed through the Research Center for Teacher Quality (RCTQ) with support from the Australian Government.

¹⁰⁴ Department of Education, *Our Department of Education Vision, Mission and Core Values* (Republic of the Philippines: Department of Education, 2013), enclosure to *DepEd Order No. 36 s. 2013*, no pages.

¹⁰⁵ Department of Education and Teacher Education Council, *Philippine Professional Standards for Teachers*, 3.

In an exemplary research conducted by Nativity Petallar, Stella Bokare, Morita Dialing, and Maria Ana Quimbo, the authors underline that “The transforming power of quality education is multidimensional and is effective in all areas of life.”¹⁰⁶ They view education as “a lifelong process where learning and knowledge acquisition becomes the force that urges the learner to experience life at different angles and challenges.”¹⁰⁷

Relevant to the discussion that the transforming power of education is effective in all areas of life, the active human nature “does not natively turn toward the good,” as Lawrence O. Richards puts it, thus necessitating a process of education and training. Mosaic Law presupposes a clear social context that God designed for the nurture of faith and spirituality of children. One generation’s experience with God had to be communicated to a new one that lacks such experience so that they also come to know, love and obey the God of their parents (see Exod 12:25-27).¹⁰⁸ Mosaic covenant envisages that it had to be taught also to succeeding generations. Moses asks the Israelites to teach the commandments of God in the flow of life (Deut 6:7) to the new generations.¹⁰⁹ May, Posterski, Stonehouse, and Cannell say that “God’s plan, seen in Deuteronomy 6, is that the faith community support the family and together they educate and raise the children.”¹¹⁰ In Wisdom literature, especially in the Book of Proverbs, education had the specific goal of guiding the new generation to choose the way of

¹⁰⁶ Nativity Petallar et al., “Assessment of Quality and Institutional Accountability of the Eight Philippines-Based Seminaries of the Asia Graduate School of Theology (AGST): Implications to Institutional Development,” Terminal Report on Completed GIA Project of UPLB CHED_ZRC 2010, 11.

¹⁰⁷ Petallar et al., “Assessment of Quality,” 11.

¹⁰⁸ For Israel history was something that had to be experienced. They rightly thought that children are to participate as the community relives the past that has shaped its own faith and identity. Lawrence O. Richards, *A Theology of Children’s Ministry* (Grand Rapids, MI: The Zondervan Corporation, 1983), 22.

¹⁰⁹ May et al., *Children Matter*, 33.

¹¹⁰ May et al., *Children Matter*, 34.

wisdom, which meant the choice of a holy life.¹¹¹ As exemplified in Proverbs, nurturing involved instruction, modelling and discipline (even the rod!) as of a loving father (see Prov 3:11-13; 29:15). The new covenant required that God come and live among us to show us grace and truth (John 1:14), God walking onto the human stage not as an adult, but as a baby and living out a complete childhood, experiencing helplessness, loving care, obedience to parents and the process of growing in divine and human favor, as reported by Luke 2:52.¹¹²

Content Knowledge and Pedagogy

“Content knowledge and pedagogy” refers to the mastery of curriculum content and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding of the application of theories and principles of teaching and learning.¹¹³ Proficiency of teachers in content knowledge and pedagogy is an imperative in promoting high quality learning of the children guided by them. Teachers who are proficient in this domain apply developmentally appropriate and meaningful pedagogy grounded on content knowledge and current research. Competent early childhood educators in the Philippines, for example, are expected to display proficiency in Mother Tongue, Filipino and English to facilitate the teaching and learning process, as well as exhibit the needed skills in the use of communication strategies, teaching strategies and technologies to promote high-quality learning outcomes.¹¹⁴

¹¹¹ De Vaux, *Ancient Israel: Its Life and Institutions*, 25.

¹¹² According to Jewish tradition, in AD 63 the high priest Joshua Ben Gimla decreed that every town and village must have a school which all children had to attend from age 6 or 7. This tradition is however contested by some scholars who date the institution of public instruction from the time of John Hyrcanus, about 130 AD. De Vaux, *Ancient Israel: Its Life and Institutions*, 50.

¹¹³ Department of Education, *Philippine Professional Standards for Teachers*, 4.

¹¹⁴ Department of Education, *Philippine Professional Standards for Teachers*, 4.

The Swiss theorist Jean Piaget (1896-1980), together with his considered theoretical descendants, has made a lasting contribution in the understanding of children and their metacognitive buildout¹¹⁵ through his theory of cognitive development.¹¹⁶ Piaget and his followers underline the significance of an educator's or mentor's role as a guide in the child's cognitive as well as holistic development. They underline the fact that the more proficient an educator is in learning concepts and teaching strategies, the greater the quality learning outcome reached by the children guided by him/her.

Speaking about the importance of teachers' proficiency in terms of content knowledge, the English educator and philosopher Richard Stanley Peters points out: "If anything is to be regarded as a specific preparation for teaching, priority must be given to a thorough grounding in something to teach."¹¹⁷ True enough, this basic premise shows that a teacher cannot teach what he/she does not know. Knowledge on curriculum

¹¹⁵ *Constructivism*, as he calls his theory of how learning occurs, conceives that people construct "knowledge as a result of constant and active interactions between the environment and the structures within the brains." Piaget views that the "constant balancing and re-balancing between the mental structures of the learner is the result of the active engagement with the environment and results in the construction of knowledge for that individual, who can then act upon the environment in light of the new structures." Sandra Waite-Stupiansky, "Jean Piaget's Constructivist Theory of Learning," in *Theories of Early Childhood Education: Developmental, Behaviorist and Critical*, ed. Lyon E. Cohen and Sandra Waite-Stupiansky (New York: Routledge, 2017), 4.

Lawrence Kohlberg, Carol Gilligan, James Fowler, and Robert Kegan may be considered theoretical descendants of Jean Piaget. Each of them has made his or her own significant contributions to the understanding of structural development and, very specifically, as regards the maturation of cognition in relation to moral, ethical, and faith-related issues. Following Piaget's research model, Kohlberg, Gilligan, and Fowler have employed verbal interviews as their primary method of research. Kegan's stages are based on his own experience as a psychotherapist, parent, and educator. Felicity Brock Kelcourse, "Theories of Human Development," in *Human Development and Faith: Life-cycle Stages of Body, Mind and Soul*, 2nd ed., ed. Felicity Brock Kelcourse (St. Louis, MO: Chalice Press, 2015), 40-41.

¹¹⁶ Piaget posits four genetically determined stages that unfold in an invariant sequence which he terms as *Sensori-Motor Intelligence* (Period I: birth to 2 years), *Preoperational Thought* (Period II - 2 to 7 years), *Concrete Operations* (Period III - 7 to 11 years), and *Formal Operations* (Period IV - 11 years to adulthood) stages. Kelcourse, "Theories of Human Development," 38-40.

Piaget's 'genetic epistemology,' or the study of how we come to know what we know, has been a melting together of his profound insights from Biology and Philosophy, the two fields of inquiry that were very close to his heart. Kelcourse, "Theories of Human Development," 38.

¹¹⁷ Richard Stanley Peters, *Education and the Education of Teachers* (London: Routledge and Kegan Paul, 1977), 151.

content is fundamental for every educator. Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner view putting content knowledge as primordial to teaching. In their report to the Learning Policy Institute, they write: “Professional learning that has shown an impact on student achievement is focused on the content that teachers teach.”¹¹⁸ Eric Alan Hanushek confirms that 41 research studies that he came across are unanimous in proving that “stronger teacher test scores are most consistently related to higher student achievement.”¹¹⁹

While the significance of content knowledge is unequivocally acknowledged, every experienced teacher is also well aware that content knowledge is not a standalone tool for teaching. It has to become transitive through the integration of a sound, and critical pedagogy relevant to the learners and to their living conditions. While discussing about children and curriculum, May, Posterski, Stonehouse, and Cannell make the pointed observation that “The processes and methods used in teaching also affect what is learned and are part of the content.”¹²⁰

In 1986, Lee S. Shulman, an American educational psychologist, and his colleagues proposed a special domain of teacher knowledge that they termed “pedagogical content knowledge.” Shulman argued that knowing a subject for teaching requires more than knowing its facts and concepts. Teachers must also understand the organizing principles and structures as well as the rules for establishing what is legitimate to do and say in a field. The teacher need not only to understand that something is so; the

¹¹⁸ Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, *Effective Teacher Professional Development* (Palo Alto, CA: Learning Policy Institute, 2017), 5.

¹¹⁹ Eric A. Hanushek, “Assessing the Effects of School Resources on Student Performance: An Update,” *Educational Evaluation and Policy Analysis* 19, no. 2 (1997): 144.

¹²⁰ May et al., *Children Matter*, 196.

teacher must further understand why it is so, on what grounds its warrant can be asserted, and under what circumstances the belief in its justification can be weakened or denied.¹²¹ Diwakar Sharma, author of the book *Training the Teacher Trainer: Strategies, Techniques, Modern Tools*, has a similar view. According to him, the qualities of good teaching require that the teacher knows his or her subject matter; and that the teacher possesses professional teaching skills and strategies.¹²² There exists an intrinsic connection between subject matter and the methods of teaching. This has been recognized in a research-based report on teaching knowledge. Emphasizing the centrality of the teacher in the educational process it concludes that teachers' knowledge and skills are the most influential factors in pupils' learning.¹²³ If students are to learn, more and more teachers must have both the subject-matter knowledge and teaching skills in order to help their students reach the higher level of achievement.¹²⁴

When the significance of the domain of content knowledge and pedagogy is looked at from a biblico-theological angle, one soon recognizes that Jesus was an exceptionally dynamic teacher, who, through the mastery of the subject and competence in the languages of the people with whom he communicated, exemplified the qualities of a pedagogy expert. This factor challenges the teachers today to know their subjects well,

¹²¹ Lee S. Shulman, "Those Who Understand: Knowledge Growth in Teaching," *Educational Researcher*, 15, no. 2 (1986): 9. Shulman has made notable contributions to the study of teaching, assessment of teaching, and also in the fields of medicine, science and mathematics. He has further explained that pedagogical content knowledge includes also an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to the learning of the most frequently taught topics and lessons. He also believes that developing general pedagogical skills was insufficient for preparing content teachers, as also was an education that stressed only content knowledge.

¹²² Diwakar Sharma, *Training the Teacher Trainer: Strategies, Techniques, Modern Tools* (Rajouri Garden, New Delhi: Deep and Deep Publications, 2011), 15.

¹²³ Linda Darling-Hammond, "Policy and Professionalism," in *Building a Professional Culture in Schools*, ed. Ann Lieberman (New York: Teachers College, 1989), 55-77.

¹²⁴ Linda Darling-Hammond and Barnett Berry, "Investing in Teaching," *Education Week* 17, no. 937 (1998): 1.

to prepare thoroughly, and to adapt their subjects to the students' level of comprehension in their teaching approach.¹²⁵ Roy B. Zuck says that when Christian teachers faithfully study and then teach the Scriptures and communicate the words to others they are "part of a divine chain of communication from God the Father, to God the Son ... to students."¹²⁶

Reflecting on the basis of the authority of a Christian teacher, Roy B. Zuck further says that, being the Son of God, only Jesus could teach with intrinsic authority from God the Father. A Christian teacher's authority on the other hand is a derived authority. It is authoritative "to the extent to which it is faithful to God's ... revelation."¹²⁷ It is derived from Jesus who authoritatively revealed the word of God. His/her authority stems not from within, but from the Scriptures, which is taught.¹²⁸ In the words of Robert E. Delnay, "We can use our minds to master our subject, and just as Jesus taught with absolute expertise, we can achieve a relative expertise based on study."¹²⁹

Jesus' teaching was referred by the people as διδαχή καινή (*didache kaine*) "a new teaching" (Mark 1:27) and he was teaching "with authority," in the sense of being "fresh" and not previously known.¹³⁰ Jesus was a highly effective teacher who impacted his listeners through the sheer content of his teaching and the way he taught. The impact of the content (what?) and style (how?) of Jesus' teaching (see Matt 7:28; 13:54; 19:25; 22:33; Mark 1:22; 6:2; 10:26; 11:18; Luke 2:48; 4:32) was such that the evangelist uses

¹²⁵ Roy B. Zuck, *Teaching as Jesus Taught* (Grand Rapids, MI: Baker Books, 1995), 65.

¹²⁶ Zuck, *Teaching as Jesus Taught*, 58.

¹²⁷ Zuck, *Teaching as Jesus Taught*, 57; Robert W. Pazmiño, *Principles and Practices of Christian Education* (Grand Rapids, MI: Baker, 1992), 125.

¹²⁸ Zuck says that the bible being the "absolute standard and test of truth" one can teach with authority as he or she is true to the Scriptures. Not that what is spoken is authoritative, but what God says in his written Word is authoritative. Roy B. Zuck, *Teaching with Spiritual Power!: Developing the Relationship that Makes All the Difference* (Grand Rapids, MI: Kregel Publications, 1993), 57, 118.

¹²⁹ Robert E. Delnay, *Teach as He Taught* (Chicago, IL: Moody, 1987), 31; Zuck, *Teaching as Jesus Taught*, 58.

¹³⁰ Zuck, *Teaching as Jesus Taught*, 49.

different Greek words such as θαυμαζω (*thaumazw*) (Luke 4:22), θαμβεω (*thambew*) (Mark 10:24.32), θαμβος (*thambos*) (Luke 4:36), ἐξίστημι (*existemi*) (Luke 2:47), and ἐκπλησσω (*ekplessw*) “conveying the idea of being astounded and overwhelmed”¹³¹ to indicate the surprise, amazement and astonishment of his listeners to their Master.¹³²

Commenting on people being astounded by Jesus’ teaching, Zuck says that “There was an absoluteness about his teaching, a sense of finality, “a unique freshness” and confidence about this Teacher’s words.”¹³³ Henry Barclay Swete says that “The authority which held the audience spellbound was not the magic of a great reputation, but the irresistible force of a Divine message, delivered under the sense of a Divine mission.”¹³⁴

As regards the content and variety of Jesus’ teaching one can notice that more than half of the verses in the four Gospels include words Jesus spoke. One fourth of 7800 verses in the New Testament record Jesus’s words.¹³⁵ Roy Pitcher identifies *four central principles* of Jesus’ teaching – the Kingdom of God, Fatherhood of God, repentance and reconciliation, plus his own Messiahship.¹³⁶ Jesus the Teacher’s core subjects included

¹³¹ According to F.W. Farrar, “The word expresses more sudden and vehement astonishment.” F.W. Farrar, *The Gospel according to St Luke*, Cambridge Greek Testament for Schools and Colleges (Cambridge: Cambridge University Press, 1884), 155; see also Zuck, *Teaching as Jesus Taught*, 48.

¹³² The impact of his teaching was such that the people of his native town Nazareth were so astounded that they asked “Where did this man get this wisdom and these deeds of power?” (Matt 13:54); “Where did this man get all this? What is this wisdom that has been given to him?” (Mark 6:2).

¹³³ Zuck, *Teaching as Jesus Taught*, 48; see further, Norval Geldenhys, *Commentary of the Gospel of Luke. New International Commentary on the New Testament* (Grand Rapids, MI: Eerdmans, 1951), 169. The teachings of the rabbis and teachers of the law during the time of Jesus were mostly second-hand repetitions. They often quoted Scripture and tradition, or other teachers, in order to give authority and credibility to their own instructions and decisions. Jesus, on the other hand, was his own authority. Zuck, *Teaching as Jesus Taught*, 49-50.

¹³⁴ Henry Barclay Swete, *Studies in the Teachings of Our Lord* (London: Hodder and Stoughton, 1903), 19.

¹³⁵ Zuck, *Teaching as Jesus Taught*, 78.

¹³⁶ Roy Pitcher, *Jesus A Master Teacher for the 21st Century: Translating Jesus’ Generic Teaching Strategies and Methods from the 1st to the 21st Centuries* (Bloomington, IN: AuthorHouse, 2013), xii.

humility, forgiveness, fear, money, worry, prayer, false ambition, sin and judgment, God's kingdom and how to enter it, watchfulness, hypocrisy and legalistic traditions, his own identity, his death, departure and return, and ministry of the Holy Spirit – subjects that deal with one's spiritual relationship with God, with others, and God's plans.¹³⁷

Reflecting on the principles and processes in Jesus' teaching, Roy Pitcher comments that these were: "relevant," both in the immediate and medium terms, "highly motivated" both in terms of satisfying needs and creating aspirational promises, "contextually meaningful," "rooted" in the authority of tradition, based on the authority and inspiration of his "personal ability," all of which Pitcher considers as providing a basis for translating his methods into the 21 century.¹³⁸ Looking attentively at Jesus' way of teaching one can easily notice that He was part of their world and "knew His audience and taught out of their culture and into their life situation." Therefore, his relevance made them listeners, and Jesus' methods can serve as a lasting model in the sense that "his teaching methods would take account of life as it is and yet retain his essential message."¹³⁹

Even though Jesus made use of the traditional three-part instruction process of: (a) arousal, explanation and demonstrations, (b) pupils replication of the demonstration with the teacher's assistance and (c) pupils doing reinforcing work, His methods exceeded these as "He skillfully and readily responded to needs, arrested people's attention as he tried to change their attitude to their great expectation – the coming of the Kingdom of God."¹⁴⁰

¹³⁷ Zuck, *Teaching as Jesus Taught*, 81.

¹³⁸ Pitcher, *Jesus A Master Teacher for the 21st Century*, x.

¹³⁹ Pitcher, *Jesus A Master Teacher for the 21st Century*, xi.

¹⁴⁰ Pitcher, *Jesus A Master Teacher for the 21st Century*, xi.

Jesus' teaching ministry was characterized by "tenderness, compassion and empathy" and he treated each listener with care and concern. Gospels witness to Jesus patiently explaining to his disciples when they were dull and did not understand his teachings. After the public teaching he engaged his core group explaining to them in private all the details – the parable of the sower, for example (see Matt 13:10-23; Mark 4:10-20; Luke 9-15). As his own intimate friends did not understand him or misunderstood him as he taught them about humility and service (Matt 18:3-9; 20:20-28; Mark 9:35-37; 10:35-45; Luke 22:24-30) Jesus never begrudged their dullness or their interruptions or questions.

Calling them τέκνον (*teknon*) (Mark 10:24), which literally means 'a born one,' a form of familiar address, as in parent-child relationship, Jesus showed his intimacy with them. It is said that seeing the crowds of people coming to him, "he had compassion on them because they were harassed and helpless," like sheep without a shepherd (Matt 9:36; Mark 6:34). Meaning of 'compassion' which is translated from σπλαγχνίζομαι (*splachnizomai*), 'to have pity or feel compassion,' which is originally derived from σπλάχνα (*splanchna*), the entrails, is used only of Jesus or by Jesus in his parables.¹⁴¹

Describing Jesus' attitude to his people, Clarence H. Benson says that he "loved all his pupils, not merely the loveable or the bright ones, but even the unlovable."¹⁴² He was close to his disciples, spending extended time with them alone and sometimes with individuals in the groups. He called them to be with him, to remain with him (Mark

¹⁴¹ Because the people of the ancient world thought the viscera were the seat of emotions, this word connotes Jesus' deep-seated emotion feeling of sympathy and empathy. "What we are to see here is not purely human pity, but divine compassion for troubled people." Leon Morris, *The Gospel according to Matthew* (Grand Rapids, MI: Eerdmans, 1992), 239.

¹⁴² Clarence H. Benson, *The Christian Teacher* (Chicago, IL: Moody, 1950), 205.

3:14). It is a fact that there is no substitute for a teacher's love for his or her students. Sympathy for and empathy with them in their times of distress is an essential quality for teachers. Teaching is far more than getting across content; it also calls for communicating a genuine personal interest in and love for each student.¹⁴³ Arthur W. Chickering and Zelda F. Garmson say that "Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement."¹⁴⁴ The amount of interaction inside and outside of the classroom between teacher and students has been found to substantially influence effective teaching and learning.¹⁴⁵

Jesus normally related his teaching to the people and their environment. He taught within a geographical, social and spiritual context. Therefore, each step, object and place become memorable and significant. He referred to his surroundings more frequently than contemporary teachers such as the Pharisees. The world was seen as a living parable waiting to be told because it is God's world. Jesus' sharp observations provided him with evidence that was there for all to see. By watching, helping, copying, developing and listening the disciples developed image that became their basis to promote Jesus' teaching later.¹⁴⁶ The unlearned disciples were a high risk also. They found it difficult to grasp his teaching, and often had ambitions and expectations of power and leadership. The Master Teacher's great success is that he would not be "confined by their limited

¹⁴³ John T. Granrose, "Conscious Teaching: Helping Graduate Assistants Develop Teaching Styles," in *New Directions for Teaching and Learning: Improving Teaching Styles*, ed. Kenneth E. Eble, (San Francisco, CA: Jossey-Bass, 1980), 29; Zuck, *Teaching as Jesus Taught*, 84.

¹⁴⁴ Arthur W. Chickering and Zelda F. Garmson, "Seven Principles for Good Practice in Undergraduate Education," *AAHE* (American Association of Higher Education Bulletin), March, 1987, 4, 85.

¹⁴⁵ Robert C. Wilson et al., *College Professors and Their Impact on Students* (New York: Wiley and Sons, 1975), 167; Zuck, *Teaching as Jesus Taught*, 86.

¹⁴⁶ Pitcher, *Jesus A Master Teacher for the 21st Century*, 48.

aspirations as he took them to new levels of conception.”¹⁴⁷ Jesus developed his teaching process naturally as events and opportunities emerged.

Learning Environment

Learning is the process of knowledge, skill, and attitude formation which takes place in an educational context called the learning environment - both tangible and intangible. Every learner is a person endowed with physical, mental, emotional, social, and spiritual faculties which are all heavily involved in the individual’s learning process. Therefore, the learning context should also be holistically considered - in its physical, mental, emotional, social, and spiritual aspects.¹⁴⁸ Aptly, PPST highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement.¹⁴⁹ In the same line, May, Posterski, Stonehouse, and Cannell emphasize that one of the significant functions of teachers is to “establish the learning environment.”¹⁵⁰ They add:

The environment is the context of the curriculum. The welcome, or lack of it, that children feel ... may enhance or undermine the effect of what they experience ... Within a class ... both the physical environment and the relational environment contribute to or detract from learning and nurture. Until strong, accepting, supportive relationships are built, the learning of many children reaches only a superficial level.¹⁵¹

¹⁴⁷ Pitcher, *Jesus A Master Teacher for the 21st Century*, 48.

¹⁴⁸ Mariam Berkeley Reinecke, in her attempt to clarify the vast implications of the word “environment,” which is not limited to a physical place, explains: “Humans live surrounded by water and earth, air and energy of all wavelengths, the elements of which are recombined within the complex biology of our cellular mechanics to form us, man. In any attempt therefore to define environment society has to consider all that is without and all that is within us, if nothing is to be omitted.” Mariam Berkeley Reinecke, “An Analysis of the Components of a Child’s Sustainable Learning Environment” (PhD diss., Heriot-Watt University Edinburgh College of Art, 2000), 5-6.

¹⁴⁹ DepEd, *Philippine Professional Standards for Teachers*, 14.

¹⁵⁰ May et al., *Children Matter*, 197.

¹⁵¹ May et al., *Children Matter*, 197.

Katherine Copsey, the author of *From the Ground Up: Understanding the Spiritual World of the Child*, reminds the readers about the significance of addressing the psycho-spiritual needs of the child and writes, “Anyone whose need for love, touch, attention, etc. is neglected for long may even disown such need or be unaware of such need which will then manifest itself with a sense of worthlessness, inadequacy and isolation.”¹⁵²

Expressing the need of properly establishing the learning environment, Beverly Armento expresses her confidence in educators and she writes that “Teachers can integrate their knowledge, skills and dispositions to create learning environments that help children create meaning in their lives.”¹⁵³

Several theorists separately express their observation that the quality of early environmental experiences strongly influences the child’s education and later life. Simply put, environment affects child development. Lev Vygotsky has said that “... development should be studied as a process determined by the interaction of organism and environment”¹⁵⁴ and the reason for this is quite similar to what has been expressed by Piaget who emphasizes that “Experience forms thought, and thought forms experience.”¹⁵⁵ From a Vygotskian perspective, the teacher's role is mediating the child's learning activity as they share knowledge through social interaction¹⁵⁶ because early

¹⁵² Kathryn Copsey, *From the Ground Up: Understanding the Spiritual World of the Child*, The Bible Reading Fellowship (Oxford: The Bible Reading Fellowship, 2005), 64-65.

¹⁵³ Beverly J. Armento, “The Professional Development of Social Studies Educators,” in *Handbook of Research on Teacher Education*, 2nd ed., ed. John P. Sikula (New York: Mcmillan, 1996), 53.

¹⁵⁴ Lev Semenovich Vygotsky, *Thought and Language*, ed. Alex Kozulin (Cambridge, MS: The Massachusetts Institute of Technology Press, 1986), 66.

¹⁵⁵ Jean Piaget, *The Child’s Conception of Physical Causality* (Paris: Alcan, 1927), 337.

¹⁵⁶ Lisbeth Dixon-Krauss, *Vygotsky in the Classroom: Mediated Literacy Instruction and Assessment* (White Plains, NY: Longman Publishers, 1996), 18.

years' experience impacts individual's later success in the areas of social, cognitive, emotional, and physical development.¹⁵⁷

The scientific pedagogy of prepared environment was championed by the Italian physician and educator Maria Tecla Artemisia Montessori (1870-1952). A prepared environment is a learning setting richly structured to provide a huge variety of experiences for the child. Montessori was of the view that educating the senses leads to developing the mental processes and also improving the other aspects of growth. Montessori also stated that the environment offers the factors that help in the mental and physical development of the child more than anything else, and that they have clear impact on the child's upbringing. The distinctive of the prepared environment is its abundance of order, beauty, accessibility, and availability of real materials as opposed to toys. A Montessori classroom is filled with a vast array of sequential learning activities known as didactic materials. They are displayed in open shelves, in order, without clutter, and each object has a purpose and special location. Montessori believed that "care for one's own person must form part of the environment in which the child lives; (and) the teacher himself or herself is the most vital part of this world."¹⁵⁸ She also realized the unique way in which children learn and she understood the notion of a child's absorbent mind. "Realizing the absorbent nature of the child's mind, she has prepared for him a special environment; and then, placing the child within it, has given him freedom to live in it, absorbing what he finds there," explains Erwin Mortimer Standing, Montessori's

¹⁵⁷ Jack P. Shonkoff and Samuel J. Meisels, ed., *Handbook of Early Childhood Intervention*, 2nd ed. (New York: Cambridge University Press, 2000), 3-31.

¹⁵⁸ Maria Montessori, *The Absorbent Mind* (New York: Dell Publishing Company, 1967), 271.

close friend and assistant for over 30 years.¹⁵⁹ The influence of the prepared environment in the Montessori setting is what allows for children to take pride in their discoveries and which forms the foundation for a lifetime love of learning.

Seen from a Christian perspective, each and every person is continuously engaged in the inevitable human search for meaning. People are always in the process, trying to make sense or discover meaning amidst the happenings of their lives. Religious education is grounded in this effort to understand, interpret, and live in the light of eternity.

Teachers' role consists in creating contexts for learning. Mutuality and co-learning empower teachers to enter more deeply into experience and risk.¹⁶⁰ Seymour, Crain, and Crockett say that "The teacher creates mutuality by approaching education as an open process in which both leader and learner seek to make sense of life."¹⁶¹ The teacher is at the same time also a co-learner and listening is the starting point for hospitable space. Since it is known that one understands another's realities only fragmentarily, listening is the starting place for teaching. "Hearing one another involves seeking to enter the meanings of others, for only then can one begin to understand them."¹⁶²

Religious education specifically may be understood as a hospitable and just space¹⁶³ or a context which facilitates religious learning, in which human beings, including teachers and learners, consider together their life experiences and meanings; in

¹⁵⁹ Erwin M. Standing, *Maria Montessori: Her Life and Work* (New York, NY: Penguin Putnam, Inc., 1998), 265.

¹⁶⁰ Seymour et al., *Educating Christians*, 142.

¹⁶¹ Seymour et al., *Educating Christian*, 138.

¹⁶² Seymour et al., *Educating Christian*, 139.

¹⁶³ A hospitable and just space is a welcoming space for a conversation about meanings. "Hospitality means receiving each other, our struggles, our newborn ideas, with openness and care. It means creating an ethos in which the community of truth [pledging of commitment] can form, the pain of truth's transformations be borne." Seymour et al., *Educating Christians*, 90; see further, Parker J. Palmer, *To Know as We are Known: A Spirituality of Education* (San Francisco, CA: Harper and Row, 1983), 73-74.

this hospitable space remembered meanings may be laid alongside new experiences for interpretation or transformation as God's presence is expected to abide there.¹⁶⁴ In the absence of this hospitable space each one will be fearfully protecting his or her 'self' without being able to be transformed toward wholeness.

The challenge to religious education is "to be open to the prophetic claim of God who, through creation, calls us to meaning, identity and vocation."¹⁶⁵ Christianity communicates the insight that it is one's innate and inexplicable desire to be related to the Ultimate and to attempt to derive one's identity, worth, significance, and purpose in existence that he or she is properly and fully engaged in. This is the teacher's calling and vocation.

According to Rita Nakashima Brock, "Without a safe and nurturing environment for remembering, in which we can experience the pain of our own distinctive brokenness, be angry, and begin to grieve over our broken-heartedness, we remain lost to ourselves and each other, cut off from the grace that gives us life."¹⁶⁶ Because people need healing and because people have experienced God's amazing healing, a teacher seek opportunities to teach which must be understood as sharing God's good news with co-learners.¹⁶⁷ Seymour and others further say:

Teachers seek to create contexts for learning. The context for learning is an intersection ... bringing together past meanings, the experience, and visions of future. The intersection becomes a learning context when there is hospitable and just space in which interpreters practice God's presence together.¹⁶⁸

¹⁶⁴ It is in this context that Seymour and his co-authors speak of education as capable of providing alternative frames or reference or fresh images and stories that can help a person move toward greater wholeness. Seymour et al., *Educating Christians*, 94-95.

¹⁶⁵ Seymour et al., *Educating Christians*, 72.

¹⁶⁶ Rita Nakashima Brock, *Journeys by Heart: A Christology of Erotic Power* (New York: Crossroad, 1988), 22; Seymour et al., *Educating Christians*, 143.

¹⁶⁷ Seymour et al., *Educating Christians*, 144.

¹⁶⁸ Seymour et al., *Educating Christians*, 144.

Teachers teach because they have experienced God's good news that is transformative and have proved its life-transforming force in one's personal life and value system.

Speaking of the importance of creating an effective teaching-learning environment, Gregory C. Carlson underlines how healthy relationship heals resistance, doubts and confusion.¹⁶⁹ Even a cursory look at the Gospel accounts of Jesus' teaching ministry shows something very remarkable in this regard: Jesus told the truth about himself to those who were investigating, to those who were doubtful, he asked questions, and raised challenges and he provided evidence of God's work.¹⁷⁰ Even when they missed the point Jesus continued to teach his own slow-to-learn disciples and He repeated the major teaching of the cross and resurrection even though they did not get it (see Matt 16:21; 17:23; 20:17-19). He stabilized those who failed - like Peter, when they did not even trust themselves (see John 21). In spite of their myriad failures and misunderstandings, unlike others, His own close disciples never abandoned him - showing the strong bond that was established between them in the course of their teacher-learner relationship.¹⁷¹

Jesus the teacher promoted an atmosphere of "learning together" through the community of fellowship and practice and the learners benefited from learning together in close-knit, confident relationships, which has been called 'koinonia' in biblical

¹⁶⁹ Gregory C. Carlson, *Rock Solid Teacher: Discover the Joy of Teaching Like Jesus* (Ventura, CA: Gospel Light, 2006), 68-70.

¹⁷⁰ Carlson, *Rock Solid Teacher*, 69.

¹⁷¹ Jesus the Master teacher brought healing through the gracious words he spoke to people like Mary to whom Jesus spoke in front of the Garden tomb (Mark 16:9), or the woman at the well (John 4:1-42), or the Roman centurion who was complimented by Jesus for his faith (Luke 7:9-10). Carlson, *Rock Solid Teacher*, 68-70.

terms.¹⁷² One can envisage the good teacher and effective teacher as a very good host. Henri Nouwen says that someone who is filled only with ideas, concepts, opinions and convictions cannot be a good host due to the fact that a person hardly has any inner space to listen, no openness to discover the gift of the other.¹⁷³ In an atmosphere of “learning together,” on the other hand, the stranger is treated as neighbor, bringing new meanings, which opens one’s own cherished meanings to scrutiny. Hospitable space is receptive, welcoming, and affirming because it honors the whole presence of each one, but it is also confrontational due to the critical awareness about the power of systems to control, inhibiting one from opening oneself to the difference and otherness.

Diversity of Learners

Recognition and adequate provision for learner-diversity is a necessary precondition for an effective and personalized early childhood education. Every learner is unique, and thus expresses one’s self differently in a way which can never be the same with anybody else. Whenever there is more than one person in the educative process, diversity is born. There are no two individuals who will ever behave exactly in the same manner whether they are siblings or even twins. Learners will always bring with them their own unique ways of expression, behavior, beliefs, gestures, including the choice of words, and their own interpretations which bring essence to human diversity. This fact is strongly supported by German diplomat and linguist Wilhelm von Humboldt in his book, *Linguistic Variability and Intellectual Development*, which discusses individual variation on language when he stated that each tongue draws a circle about the people to whom it

¹⁷² Pitcher, *Jesus A Master Teacher for the 21st Century*, 45.

¹⁷³ Henri Nouwen, *Reaching Out* (Garden City, NY: Doubleday, 1975), 47; see further, Carlson, *Rock Solid Teacher*, 91.

belongs, and it is possible to leave this circle only by simultaneously entering that of another people. He adds: “Learning ought ... to be the conquest of a new standpoint ... inasmuch as every person’s language contains the entire fabric of concepts and the conceptual approach of a portion of humanity.”¹⁷⁴ Diversity creates potential for a very rich environment of learning by connecting pupils to the past, present and future as every people group represents a socio-cultural history rich with life stories, learnings, and experiences.

Diversity of learners enriches education. Individual variation not only allows a learner to make sense of personal uniqueness but also leads him/her to an introspection with such questions as: Who am I? Where did I come from? Where am I going? Why am I here? Diversity is an open pathway for a learner to know one’s self better, and to appreciate, understand, accept and respect others. Nevertheless, this ideal educational mixture requires critical handling from a proficient educator. Diwakar Sharma has stated that the qualities of good teaching require that the teacher knows and likes the learners, understands the culture, knows how to appreciate others, and knows how to avoid being judgmental.¹⁷⁵ James A. Banks, a pioneer and one of the founders of the discipline of Multicultural Education, has proposed what he calls “equity pedagogy” which exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, ethnic, language, and gender groups. This

¹⁷⁴ Wilhelm Von Humboldt, *Linguistic Variability and Intellectual Development*, trans. George C. Buck and Frithjof A. Raven (Philadelphia, PA: University of Pennsylvania Press, 1971), 39-40.

¹⁷⁵ Sharma, *Training the Teacher Trainer*, 15.

involves using a variety of teaching styles and approaches that are consistent with the wide range of learning styles within various cultural and ethnic groups.¹⁷⁶

The theoretical foundations supporting diversity of learners and promoting social interactions are multiple. Lev Vygotsky's social constructivist theory asserts that learning takes place through the connections between people and the sociocultural context in which they act and interact in shared experiences.¹⁷⁷ Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological)"¹⁷⁸ Building on Vygotsky's argument that individual functioning develops through the social, cultural and historical processes and thus the child's development and learning take place through interactions with other more skilled members of the society, Barbara Rogoff claims that the unit of analysis of cognitive development should be the "sociocultural activity" rather than the individual ones.¹⁷⁹ Her

¹⁷⁶ James A. Banks, *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed. (Boston, MA: Allyn and Bacon, 1971), 15, 18.

¹⁷⁷ Vygotsky further elaborated that humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, as ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills. Kathryn Crawford, "Vygotskian Approaches in Human Development in the Information Era," *Educational Studies in Mathematics* 31, nos. 1-2 (1996): 43-62.

¹⁷⁸ Lev S. Vygotsky, "Interaction Between Learning and Development," *Readings on the Development of Children* 23, no. 3 (1978): 34-41.

¹⁷⁹ Barbara Rogoff, "Cognition as a Collaborative Process," in *Handbook of Child Psychology: Cognition, Perception and Language*, 5th ed., ed. Deanna Kuhn and Robert S. Siegler (New York: John Wiley and Sons, Inc., 1998), 680. Barbara Rogoff is an educator whose interests lie in understanding and communicating the different learning thrusts between cultures. Her work bridges psychology with anthropology, drawing on Vygotsky's theory.

central argument is that development and learning entail individual's "transformation of participation" in sociocultural activity. Rogoff says that individuals are not separate entities from the sociocultural activities in which they participate.¹⁸⁰ In other words, humans develop as they participate in groups and communities. Vygotsky beautifully summed it up this way: "Human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them."¹⁸¹

A properly Christian philosophy of education underlines the importance of recognizing and honoring the diversity of learners. In fact, the starting point of a fruitful educational philosophy is the recognition that even in the same learning context meaning will not be uniform for everyone as "each learner connects with a particular set of experiences."¹⁸² Meanings are personal because "they depend on the unique interaction of life experience, meaning-perspective, meaning-schemes, and the communities that influence us."¹⁸³ On account of this learning is unique to each individual student. This is also the reason to maintain the awareness of the unique complexities of persons created by God. This awareness must be at the center of any educational endeavor. An educational vision that can do justice to its name must be based on the reality that persons are whole and that "each individual is unique, and worthy of our consideration, concern, and care. To do otherwise is to distort the image of the Creator in each one of us."¹⁸⁴

¹⁸⁰ Rogoff, "Cognition as a Collaborative Process," 687. In her later work, Rogoff defined human development as a "process of people's changing participation in sociocultural activities of their communities." Barbara Rogoff, *The Cultural Nature of Human Development* (Oxford: Oxford University Press, 2003), 52

¹⁸¹ Lev S. Vygotsky, *Mind in Society*, 86.

¹⁸² Seymour et al., *Educating Christian*, 136.

¹⁸³ Seymour et al., *Educating Christian*, 136.

¹⁸⁴ Robert W. Pazmiño, *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective* (Grand Rapids, NY: Baker Book House, 1988), 203.

Jesus respected the uniqueness of each of his listeners. He taught them from the heart. Mary Elizabeth Mullino Moore has reflected on the idea of “teaching from the heart” and she says that when teachers teach from the heart, they revere “the other - other persons, other cultures, other parts for the environment.”¹⁸⁵ Luke provides some of the most reliable hints that women were included in the close circle of disciples (Luke 8:1-3) during Jesus’ Galilean ministry, which may be considered a striking departure from the then existing cultural norm.¹⁸⁶ Luke’s story of Martha and Mary (Luke 10:38-42) and Johannine story of Jesus’ encounter with the Samaritan woman (John 4) give abundant hint to Jesus the Teacher’s impartial attitude to female followers.¹⁸⁷ The picture of Mary at Jesus’ feet receiving instruction just as male disciples would have done shows that Jesus breaks with the society’s expectation that women should behave as Martha does and busy themselves honoring Jesus with a special meal.¹⁸⁸

An attentive analysis of the Gospel accounts of Jesus the Teacher’s interactions with others, whether they be inquirers, disciples and enemies,¹⁸⁹ even with his own disciples who would eventually betray him, further testifies that he knew the thoughts and intentions of his learners and listeners and he had insight into what others were

¹⁸⁵ Mary Elizabeth Mullino Moore, *Teaching from the Heart: Theology and Educational Method* (Minneapolis, MN: Fortress Press), 1991, 213.

¹⁸⁶ Perkins, *Jesus as Teacher*, 33-34.

¹⁸⁷ Unlike the Hellenistic philosopher-teachers of his time who gave private teaching to women in the home, Jesus breaks this stereotype. Jesus commends “hearing the word” to women disciples. He defends their insight and deeds as true to the salvation God intends. He makes it possible for women to approach him by accepting the children they bring with them. Perkins, *Jesus as Teacher*, 37.

¹⁸⁸ Martha’s preoccupation with preparing Jesus’ meal has kept her from being a student (Luke 10:40). When Jesus asserts that Mary “has chosen the good part” (Luke 10:42), he insists that he does not require “hospitality.” Martha should have dropped her preparations and join her sister (Luke 10:42a, “one thing is necessary”). Perkins, *Jesus as Teacher*, 34.

¹⁸⁹ These included a myriad of individuals represented by Nathaniel (John 1:47-48) who could not conceive of anything good coming from Nazareth, the outcast Samaritan woman (John 4:1-42), Nicodemus the teacher of the Law (John 3:1-21), Simon the Pharisee who invited Jesus to dinner and a sinful woman pouring a jar of perfume (Luke 7:36-50) and Mary who sat at his feet (Luke 10:38-42).

thinking.¹⁹⁰ Gospel accounts testify that Jesus' disciples were a mixed grouping.¹⁹¹ He taught them appropriately, using their knowledge, experience, interests and needs to develop high motivation and expectation. Their faith and ability grew to be enablers and achievers. Roy Pitcher says that "Jesus' approach as a teacher was such that as co-workers they gained ownership of what was taught and demonstrated. To this new knowledge they acquired competences to work without supervision."¹⁹²

Effectiveness of the teaching and learning methods and strategies would largely depend on the matter and scope of teaching and the nature and learning level of the listeners. At this juncture it is deemed apt by the researcher to briefly reflect on the applicability of Jesus' teaching methods and strategies by teachers today in their teaching of children. When one reflects on how far the methods and strategies employed by Jesus the Teacher may be applicable today, we must not forget the fact that there are limitations in the applicability. This arises from the crucial factor that Jesus was teaching as the Eternal divine Son of the Almighty. The content matter of His teaching was salvation of the human being by accepting the offer of the merciful love of Father revealed in the person of his own Son, Jesus Christ. In this sense, we the human teachers do not come anywhere close to Jesus. We do not teach a salvation whose origin is in ourselves nor do we bring the Truth which we ourselves personify. As Apostle Paul would declare: "We do not preach ourselves" (2 Cor 4:5). The human teachers are rather only interpreting and explaining the salvation brought by Jesus. We do not and cannot save anybody, rather it

¹⁹⁰ Zuck, *Teaching as Jesus Taught*, 51.

¹⁹¹ It is significant to note in this connection that the Gospels make a distinction between *οχλοι* (*ochloi*), the "crowds" and *μαθηται* (*mathetai*), the "disciples." The disciples, the close followers of Jesus the Master, received teaching in private (Mark 4:10-20; 7:17-23; 10:10-11.23-31) apart from listening to his public teaching. Perkins, *Jesus as Teacher*, 32.

¹⁹² Pitcher, *Jesus A Master Teacher for the 21st Century*, 46.

is God Himself who, through the word of our mouth and through example of our life of holiness, saves the listeners in His own grace. The first disciples of Jesus who were fascinated by His words and His life and decided to follow Him were invited by the Lord to “come and see” (John 1:39) for themselves who Jesus was. We the human teachers do not invite anyone to come and see the truth of who we are, but we orient them on ways to follow the Truth of Jesus. On the other hand, we the human teachers do not invite anybody to follow us, but at the most we guide young ones to follow Jesus.

Going through the Gospel accounts one can easily notice that during His public ministry of teaching and discipling Jesus was, in the large majority of cases, specifically engaged with adult Jewish men and women of the 1st century CE. In the opinion of the present researcher two factors however make it possible and even pertinent and necessary that the methodologies and strategies employed in Jesus’ teaching/discipling ministry make them apt to be applied today in the teaching of children and young people as well: Jesus’ message, “the saving truth,” was a universal message of salvation meant for all human beings, not specifically confined to the adult world alone; the style of Jesus’ teaching and the down-to-the-earth methods employed by Him were so broad-based and versatile making them the best-suited to be applied in teaching younger listeners of various cultural and intellectual backgrounds and age groups. Through his employment of unforgettable stories, provocative questions, short and pithy answers to the listeners’ questions, pertinent proverbs, and practical examples and applications Jesus exemplified all the qualities expected of a proficient teacher in gaining the attention of the students

and in “motivating, correcting them and lifting them to higher levels of understanding and profounder dimensions of meaning and life itself.”¹⁹³

A few traits that one can easily observe in the teaching approach of Jesus make them accessible to teachers of young children to be applied in their profession. Jesus was deeply interested in his student-disciples as a teacher, knowing each of them personally; Jesus loved them, was concerned about them, especially about their spiritual need. While carefully and lovingly correcting the wayward ideas and defects of his students Jesus the Teacher was at the same time also encouraging them to think by themselves to find out the truth. As a teacher he had confidence in His students’ capacity which helped to build their self-esteem, an element essential to all the teachers of young children. Jesus did not flinch from assigning them responsibilities so that they would learn and grow. This is yet another style that a teacher of young children can learn from the Master Teacher. This is also what Harris curriculum encourages in the training of its teacher-students. The small band of men around Jesus was profoundly affected by Jesus, the teacher, so that their hearts were transformed and their lives were changed and thus they became powerful witnesses for Jesus Christ. They were touched by the words, examples and the very life of Jesus and they in turn became changers in the lives of others.

Jesus the Teacher knew the essential needs of physical, social and emotional nature of each person. He chose those who were “intrinsically motivated” and he was able to make them grow to their fullest possibilities and potentialities, which he understood primarily as spiritual nature as the unifying feature of man’s life. His teaching and discipling approach inculcated the highest values in them and enabled them to take

¹⁹³ Roy B. Zuck, *Teaching as Jesus Taught*, 127.

risk and placed responsibility on people.¹⁹⁴ It was the essential quality of Jesus' teaching method that his students were enabled "to make real decisions" as "he involved his followers, set standards, created an ethos for learning and trained them to make real decisions." Jesus had genuine interest in them so that even when they failed him on so many an occasion, he still accompanied them with utmost care, patience and without being disappointed. The learners accepted this pattern of respect and reviewed their aspirations and shared his vision of actualization and empowerment.

Rather than burdening them with unachievable ideas, Jesus' approach fostered a lighter hope. Even when he had to set them straight so that they would focus on their mission and goal Jesus' criticism of his students was never a destructive criticism, rather understanding and concerned correction and encouragement. Even when he was fair and demanding Jesus possessed a "robust compassion" and he was always sensitive to the situation.¹⁹⁵ More than correct knowledge the Master Teacher required from his would-be teacher-disciples "inspiration to persuade others to persevere."¹⁹⁶ Through His approach Jesus the Teacher was encouraging them to believe and respond to a new lifestyle in order to realize their dreams for which they had to take decisions and stand by them.¹⁹⁷ All of these fine qualities displayed by the Master Teacher in a superlative degree are extra-ordinary examples to be used by any teacher of the young minds even in our own times.

Teacher-learner interaction, which is at the core of the learning process, is better understood as co-learning. By its very nature it requires listening as an essential

¹⁹⁴ Pitcher, *Jesus A Master Teacher for the 21st Century*, 32-35.

¹⁹⁵ Pitcher, *Jesus A Master Teacher for the 21st Century*, 45.

¹⁹⁶ Pitcher, *Jesus A Master Teacher for the 21st Century*, 45.

¹⁹⁷ Pitcher, *Jesus A Master Teacher for the 21st Century*, 97.

prerequisite of a teacher. Stereotyping, the anti-thesis of co-learning, prevents people from seeing others fully, in each person's uniqueness.¹⁹⁸ In one's normal interpersonal interactions a person can see only one dimension of individuals with a label on them. When people listen, people recognize that each individual is unique. Recognition of the diversity of the participants and the uniqueness of each one combined with a genuine capacity to listen¹⁹⁹ go hand in hand in a fruitful teaching-learning dynamic. Listening lies at the root of transformation which is the ultimate goal of education endeavor as attention paid by a careful listener gives courage and encourages questioning. According to Roy B. Zuck "Hearing involves an intuitive and embodied connectedness with another."²⁰⁰

Following these social learning theories, Rebecca S. New argues that in order to provide the child with an opportunity to acquire skills and understandings that are congruent with the culture, a curriculum that is primarily child-centred is not sufficient; "the integrated curriculum" has to make explicit the "connections between learning experiences in an educational environment and children's whole lives, including their experiences both inside and outside the classroom."²⁰¹

There have been many international and national interventions and strategies to promote and support diversity of learners. UNESCO has disseminated *Policy Guidelines on Inclusion in Education* in 2009, directed to all 193 countries and states affiliated with

¹⁹⁸ Zuck, *Teaching as Jesus Taught*, 139.

¹⁹⁹ Listening is an active endeavor where listener must focus and actively follow the line of thought, entering fully into the argument, seeking to hear the truth of it. At the same time, the active listener hears critically and analytically, reflecting the ideas with fresh words. Zuck, *Teaching as Jesus Taught*, 140.

²⁰⁰ Zuck, *Teaching as Jesus Taught*, 139.

²⁰¹ Rebecca S. New, "An Integrated Early Childhood Curriculum: Moving from the What and the How to the Why," in *The Early Childhood Curriculum: Current Findings in Theory and Practice*, ed. Carol Seefeldt (New York: Teachers College Press, 1999), 272.

United Nations. The emphasis here is on inclusive education which is seen as a process that involves the transformation of schools and other centers of learning to cater to all learners - including boys and girls, students from ethnic and linguistic minorities. Its aim is to eliminate exclusion that is a consequence of negative attitudes and a lack of response to diversity in race, economic status, social class, ethnicity, language, religion, gender, sexual orientation and ability.²⁰² Alongside the *Policy Guidelines* is the *Education for All* (EFA) framework and *Sustainable Development Goals* (SDG) which equally promote inclusive education amidst diversity.

From a policy perspective, inclusive education means taking a holistic approach to education reform and thus changing the way the educational system tackles exclusion.²⁰³ Without clear, unified international strategies to include all learners, many countries will not achieve the real essence of *Education for All* (EFA). Therefore, though diversity can post a challenge, the prime strategy in dealing with issues on exclusivity, is for human beings to accept and respect one other, in all their diversity of belief, culture, religion, personality and language. Differences within and between societies should be neither feared nor repressed, but cherished as a precious asset of humanity.²⁰⁴

In its efforts to synchronize with the international strategy of inclusive education, the Philippines carries on with the goal of recognizing, respecting, and attending to classroom diversity, whether instigated by individual differences in language, religion, or

²⁰² United Nations Educational, Scientific, and Cultural Organization, *Policy Guidelines on Inclusion in Education* (Paris: UNESCO, 2009), 4.

²⁰³ United Nations Educational, Scientific, and Cultural Organization, *Education for All 2000-2015: Achievements and Challenges* (Paris: UNESCO, 2015); United Nations Development Programme, *Sustainable Development Goals of 2030* (New York: UNDP, 2015), 7.

²⁰⁴ United Nations, *United Nations Millennium Declaration* (New York: UN, 2000), Resolution Adopted by the Fifty Fifth General Assembly, Declaration I, No. 6, 2.

other causes. Section 8 of the Republic Act No. 10533²⁰⁵ stresses the inclusiveness of Enhanced Basic Education, together with other directives. To make the strategy more accurate, *The Code of Ethics for Professional Teachers*, Section 3 of Article 8 precisely states that under no circumstance shall a teacher be prejudiced or discriminate against a learner, and by this it means whether by gender, race, language, economic status, or religion.

In Section 4 of Article 11, consistent to Filipino's known religiosity, the *Code* permits, promotes and encourages religion by compelling that a teacher shall always recognize the Almighty God as guide of his own destiny and of the destinies of men and nations. However, it is explicit in clarifying that a teacher shall not in any way engage in the promotion of his or her own religion upon the students; nor use his or her position or official authority or influence to coerce any person to follow any political or religious course of action.²⁰⁶ Republic Act No. 10533 advocates the Mother Tongue-based Multilingual Education, in which the children's mother tongue is used in the classroom as a bridge in learning Filipino and English. The purpose of this is to develop appropriate cognitive and reasoning skills enabling children to operate equally in different languages - starting in the mother tongue with transition to Filipino and then to English.²⁰⁷ Filipino learners are trained to be trilingual. English is there to be globally connected; Filipino, to

²⁰⁵ Republic Act No. 10533; DepEd Order No. 43, Series of 2013. Department of Education, *Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013* (Quezon City: DepEd NCR), Section 8, 3.

²⁰⁶ Department of Education, *Code of Ethics for Professional Teachers* (Quezon City: DepEd National Capital Region), Article 2, Sections 5 and 7; Article 8, Section 3; and Article 11, Section 4. pp. 1, 4, and 5.

²⁰⁷ Department of Education Order No. 43, Series of 2013, *Implementing Rules and Regulations of the Enhanced Basic Education Act of 2013*. Section 10.2, p. 3.

be connected as a country; and the retention of one's dialect to be connected to one's own heritage.

Spiritual Maturity and Christian Witness

Spirituality is understood as “wholeness” which includes one's relationship to the Holy, to others with whom one shares the earth, and to one's inner self. When a person seeks to live “wholly” connected with God he or she becomes increasingly open to God who sustains and nurtures life and lures one forward toward recreating the world, thereby his or her temples of meaning are opened up, examined, and expanded, because God's call changes commitments.²⁰⁸ Bible employs the term *shalom* to indicate this wholeness, which can be broadly understood as being passionate about life, loving life, working to say yes to life.²⁰⁹ The wholeness meant here is also personal: to live “whole” means increasingly to accept more and more parts of one's self, by accepting and exploring one's stories, feelings, limitation, needs, commitments, fears, gifts, and hopes. As Parker Palmer says, “We not only express what is in us and help to give shape to the world; we also receive what is outside us, and reshape our inner selves. When we act, the world acts back, and we and the world are co-created.”²¹⁰ Teachers have a decisive role to play in one's search to live “wholly.”

The expression “spiritual development” as employed here describes both spirituality - which is the human experience of discovering universal meaning, and religiosity - the social, organizational, and practical expression of the said spiritual

²⁰⁸ Seymour et al., *Educating Christians*, 86.

²⁰⁹ Seymour et al., *Educating Christians*, 87-88.

²¹⁰ Parker Palmer, *The Active Life: A Spirituality of Work, Creativity, and Caring* (San Francisco, CA: Harper and Row, 1990), 17.

beliefs.²¹¹ The spiritual maturity of the early childhood teacher and his or her Christian witness have a very significant influence on the quality life and education of the learners. It can be “powerful in ways that can be complementary or compensatory to those with family members.”²¹²

Theological basis for the spiritual development of children and the young members of the community may be located in the command of Jesus to his disciples, “Let children come to me, and do not stop them” (Matt 19:14; Mark 10:14; Luke 18:16), which in fact is an invitation to them ‘to experience Jesus,’ to spend time with him so that they can know and love Jesus. Regarding the nurture of children, as can be deduced from the NT writings, especially from the Gospel accounts, it is noticeable that “What happens to a child, and to a child’s faith is a matter of great consequence to those who are in the kingdom of God. The truth about children is ... in God’s sight their worth cannot be exaggerated.”²¹³ The young generation needs nurture, development and maturing of their faith and love as they follow Jesus. One has to create and promote an atmosphere in which the Christian school has a prominent place, for the children and youth to come and sit at the foot of Jesus and also for celebrating the child’s love for Jesus.²¹⁴

²¹¹ Kelly Dean Schwartz, William M. Bukowski, and Wayne T. Aoki, “Mentors, Friends, and Gurus: Peer and Nonparent Influences on Spiritual Development,” in *The Handbook of Spiritual Development in Childhood and Adolescence*, ed. Eugene C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, and Peter L. Benson (New Delhi: Sara Miller and George McCune, 2006), 310. Peter L. Benson, Eugene C. Roehlkepartain, and Stacey P. Rude made a working definition of spiritual development as “the process of growing the intrinsic human capacity for self-transcendence, in which the self is embedded in something greater than the self, including the sacred.” According to them it is shaped “both within and outside of religious traditions, beliefs and practices.” Peter L. Benson, Eugene C. Roehlkepartain, and Stacey P. Rude, “Spiritual Development in Childhood and Adolescence: Toward a Field of Inquiry,” *Applied Developmental Science* 7, no. 3 (2003): 205-206.

²¹² Schwartz et al., “Mentors, Friends, and Gurus,” 310.

²¹³ William A. Strange, *Children in the Early Church* (Carlisle: Paternoster, 1996), 11.

²¹⁴ May et al., *Children Matter*, 51.

Christian faith recognizes that the image of God imprinted in each person is consciously recognized and responded to in and by Jesus Christ.²¹⁵ Even though children have the potential for experiencing God, they need to be actively educated. A Christian theory of child education must look at the child with God's eyes, viewing them for what s/he is now. Catherine Stonehouse suggests that "we partner with children when we "listen" to their faith journey and perhaps out of that teachers learn from them. It is a crucial part of relationship. As educators listen to children, many factors contribute to the forming of perceptions: personal experiences, the philosophies and practices of culture, and the theology people embrace.²¹⁶

Drawing upon previous works with his collaborators, Peter Lorimer Benson,²¹⁷ a psychologist and the President of Search Institute, has identified that the goal or purpose of spiritual development is "the search for connectedness, meaning, purpose and contribution." The recognition of the core developmental process at play in spiritual development as a process of growth "in the intrinsic human capacity for self-transcendence,"²¹⁸ requires that the Christian teacher should be a spiritually mature person; he/she should be somebody who is embedded or deeply anchored in God. From

²¹⁵ Copsey, *From the Ground Up*, 26-27.

²¹⁶ Catherine Stonehouse and Scottie May, *Listening to Children on the Spiritual Journey: Guidance to Those Who Teach and Nurture* (Grand Rapids, MI: Baker Academic, 2010), 11.

²¹⁷ Peter L. Benson pioneered the "Developmental Assets Framework," which became the predominant research approach on positive facets of youth development. It has been mentioned in a write up about his life and work that when he introduced the developmental assets in 1989, the predominant approach to youth development was naming youth problems and trying to prevent them. In contrast, the assets approach focused on building on their strengths. The "Developmental Assets Framework" became the predominant positive youth development approach in the world, cited more than 17,000 times. The framework and surveys developed to measure the assets have been used with more than 3 million youths in more than 60 countries. Peter C. Scales and Eugene C. Roehlkepartain, "Peter Lorimer Benson (1946-2011)," *American Psychologist*, American Psychological Association 67, no. 4 (2012): 322.

²¹⁸ Peter L. Benson, "The Science of Child and Adolescent Spiritual Development: Definitional, Theoretical, and Field-building Challenges," in *The Handbook of Spiritual Development in Childhood and Adolescence*, ed. Eugene C. Roehlkepartain, Pamela Ebstynne King, Linda Wagener, and Peter L. Benson (New Delhi: Sarah Miller and George McCune Publications, 2006), 485.

this rootedness in God he or she proceeds to connect to learners and other people with the goal of contributing to their own spiritual development while together finding the meaning and purpose of life in God through Jesus Christ under the guidance of the Holy Spirit. The close mentoring and modelling relationship that the teacher has with the learner will unequivocally help and boost the holistic development of the child including his/her spirituality and Christian witness.

Supporting ideas from both Christian educators and developmental psychologists are numerous when it comes to the role of spiritual maturity and the role of Christian teacher in the teaching-learning dynamic related to early childhood. According to Piaget, children, especially those aged between two to seven years, have a moral sense, which he names as “moral heteronomy,” which is largely based on what is taught by others.²¹⁹ The self of a person is created and develops in and through relationships and interaction with others including significant adults like parents, mentors and teachers. Openness to relationship is at the heart of personal identity at all levels.²²⁰ May, Poterski, Stonehouse, and Cannell have said that “Teachers who have a joyous, intimate relationship with Jesus bring a sense of God’s presence and love ... Their relationships with the children can demonstrate the meaning of the words they say.”²²¹ Recent developments in neurobiology also indicate that through everyday interactions in the early stages of life certain patterns of response are created in the brain which may develop into emotional self-awareness, constructive handling of feelings, motivation to reach goals, and the capacity to

²¹⁹ Kelcourse, “Theories of Human Development,” 39-40.

²²⁰ Gordon Wheeler, “The Developing Field: Toward a Gestalt Developmental Model,” in *The Heart of Development: Gestalt Approaches in Working with Children, Adolescents and their Worlds*, vol. I, *Childhood* (Perth: Gestalt Press, 2002), 44-45; Copsey, *From the Ground Up*, 92-93, 94; see also, Daniel N. Stern, *The Interpersonal World of the Infant: A View from Psychoanalysis and Developmental Psychology* (New York: Basic Books, 2000), 8-9.

²²¹ May et al., *Children Matter*, 197.

understand the feeling of others, which are essential for emotional intelligence, for social functioning, and for holistic well-being.²²²

Closely related to the above definition and description of spiritual development is the faith definition of James W. Fowler. Faith according to him is:

... a person's or group's way of moving into the force field of life. It is the way of finding coherence in and giving meaning to the multiple forces and relations that make up lives. Faith is a way of seeing him- or herself in relation to others against a background of shared meaning and purpose.²²³

Making a very useful and fine synthesis of the stage theories variously propagated by Piaget, Kohlberg and Erikson and tapping on the theological insights from H. Richard Niebuhr and Paul Tillich, Fowler has presented his own ideas about the faith development. He is deeply aware of some of "the patterns of struggle, growth, and change that characterize human beings in the process of becoming aware, conscious, and increasingly responsive and responsible selves, as partners with God."²²⁴

Elizabeth Moore is of the view that religious learning always involves both continuity (remembering) and change (reconstructing and transforming). According to her, people bring past experiences and meanings (our traditions) but people always bring present and future as well to the intersection where learning occurs.²²⁵ Cornel West speaks of the brokenness of each individual on the one hand and of the possibility that is also present as he reflects on the "The dialectic of imperfect products and transformative

²²² Daniel Goleman, *Emotional Intelligence: Why It Can Matter More than IQ* (Bantam, NY: Bloombury, 1995), 27.

²²³ James W. Fowler, *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (New York, N.Y: Harper and Row, 1981), 4. James W. Fowler (1940-2015) is a Methodist theologian widely known for his pragmatic and broad-based understanding of faith. Kelcourse, "Theories of Human Development," 45.

²²⁴ James W. Fowler, *Faith Development and Pastoral Care*, Theology and Pastoral Care Series (Philadelphia, PA: Fortress Press, 1987), 53.

²²⁵ Seymore et al., *Educating Christians*, 85.

practice, of prevailing realities and negation, of human depravity and human dignity, of what is and the not-yet.”²²⁶ This may be seen constitutive also of the Christian dialectic of human nature and human history.

James Riley Estep Jr. draws attention to a too frequent mistake that is made by viewing spiritual development as a “higher order” which leads people to think of spiritual development as something to be addressed after “basic needs” are satisfied. He is of the opinion that “spiritual development is core to human development” which must challenge each one to take it as seriously as significant to intellectual, physical, emotional, and social development. This alone will help people to produce well-developed leaders including teachers “to nurture the spiritual lives of children as they are providing a safe and stimulating environment where children can learn.”²²⁷

Jesus’ words are important when he said: “I have set you an example that you should do as I have done for you” (John 13:15). As Gregory C. Carlson says, teachers should become more like the Lord and encourage the students to do the same. However, it is important to remember that students will often try to be like their teachers. That is a weighty responsibility for educators. According to Carlson, becoming more like Jesus is a process, which holds true in the ways one grows spiritually as well as the way one learn to teach as Jesus did. Jesus himself had to grow, increase (Luke 2:40.52) and learn (see Heb 5:8.18). Teachers can interact more effectively and justly with the students when they recognize their own questions and share their meanings with the students.²²⁸

²²⁶ As cited in Mark David Wood, *Cornel West and the Politics of Prophetic Pragmatism* (Chicago, IL: University of Illinois Press, 2000), 24; see also, Seymore et al., *Educating Christians*, 85.

²²⁷ James Riley Estep Jr., “The Implications of Neo-Piagetian Theories of Cognitive Development for Understanding the Cognitive Dimensions of Childhood Spiritual Formation,” in *Understanding Children’s Spirituality: Theology, Research, and Practice*, ed. Kevin E. Lawson (Eugene, OR: Cascade Books, 2012), 168.

²²⁸ Seymore et al., *Educating Christians*, 141-142.

Through their own character teachers encourage learning. Herman Harrell Horne says that “It is a pedagogical truism that we teach more by what we are than by what we say. ... we learn by association with persons.”²²⁹ About the impact of teachers on students, Phillip L. Kirsch notes: “A personal relationship with the student is the only thing that will allow the Christian teacher to have any influence beyond the cognitive level. Students will never treasure and obey the truths of Scripture unless they are taught by people whose opinions they value.”²³⁰ How Jesus lived never once contradicted what he taught. His manner of life matched his mode of teaching. His character was consistent with his content.²³¹

It is said of Jesus that he grew “in wisdom and stature, and in favor with God and men” (Luke 2:52). Commenting on this Norval Geldenhys says that “He was more and more highly esteemed and loved by his fellow-men and enjoyed the highest respect and affection of people who knew Him.”²³² What is meant may be “harmonious development”²³³ and, according to Howard Marshall, “the intended picture is one of perfect development, the continuation of what has already been described in 2:40.”²³⁴ The

²²⁹ Herman Harrell Horne, *Jesus the Master Teacher* (Grand rapids, MI: Krege, 1964), 143.

²³⁰ Phillip L. Kirsch, “Personal Interaction: The Missing Ingredient in Christian Education,” *Journal of Christian Education* 3 (1982): 50.

²³¹ Jesus’ words addressed to the Jewish leaders, “can any one of you prove me guilty of sin” (John 8:46), are typical in this connection. Pontius Pilate announced: “I find no basis for a charge against this man” (Luke 23:4 see also 23:22). Even the enemies who were sent to trap Jesus in his words admit the integrity of his person: “Teacher, we know you are a man of integrity and that you teach the way of God in accordance with the truth” (Matt 22:16).

²³² Norval Geldenhys, *Commentary of the Gospel of Luke. New International Commentary on the New Testament* (Grand Rapids, MI: Eerdmans, 1951), 130; Zuck, *Teaching as Jesus Taught*, 63.

²³³ Gustav Stählin, “Προκοπη, Προκοπηω,” in *TDNT* VI, ed. by Gerhard Kittel, Gerhard Friedrich (Grand Rapids, MI: WM. B. Eerdmans Publishing Company, 1968), 703-719.

²³⁴ Howard Marshall, *The Gospel of Luke: A Commentary on the Greek Text*, *The New International Greek Testament Commentary* (Exeter: The Paternoster Press, 1978), 130.

evangelist must be implying “the maturity associated with increasing age” and, as Gustav Stählin says, Luke may have “spiritual maturity especially in mind.”²³⁵

A teacher has to play an enormously significant part in the lives of his or her pupils in his or her role as a mentor by providing the adolescent and children the vital care by “acting as a transitional figure to adulthood, providing support, guidance and inspiration.”²³⁶ It has been observed that better results and outcomes, in the form of positive psychological and behavioral outcomes, have been observed in those mentor relations that were more enduring or extended for a substantial period of time as it is the case of a teacher-learner relationship. According to D. Oman and C.E. Thoresen, “The people with whom one regularly associates, either through preference or imposition, delimit the behavioral patterns that will be repeatedly observed, and hence, learned most thoroughly.”²³⁷

Since an authentic spiritual development consists in “the acquisition of a complex set of skills, attitudes, and behaviors” teachers have the duty of being reliable mentors and spiritual models to the learners. This is based on the understanding that spirituality is something difficult to teach and is better understood as “embodied or exemplified.”²³⁸ A mentor’s role is often that of complementing and at times supporting the role of the parent. Schwartz et al. say that “The mentor provides to the child or adolescent what a parent would otherwise feel obligated to do, without the emotional complexities of the

²³⁵ See also 1 Sam 2:21,26. Joseph A. Fitzmyer, *The Gospel According to Luke I-IX* (Garden City, NY: Doubleday and Company, 1986), 446; Marshall, *The Gospel of Luke*, 130.

²³⁶ Kelly Dean Schwartz, William M. Bukowski, Wayne T. Aoki, “Mentors, Friends, and Gurus: Peer and Nonparent Influences on Spiritual Development,” in *The Handbook of Spiritual Development in Childhood and Adolescence*, ed. Eugene, C. Roehlkepartain, Pamela Ebstyn King, Linda Wagener, Peter L. Benson (Thousand Oaks, CA: Sarah Miller and George McCune Publications, 2006), 311.

²³⁷ D. Oman and C.E. Thoresen, “Spiritual Modeling: A Key to Spiritual and Religious Growth?,” *International Journal for the Psychology of Religion*, 13 (2003): 150.

²³⁸ Schwartz et al., “Mentors, Friends, and Gurus,” 312.

family.”²³⁹ As an individual’s identity is existentially imbedded and related within the community that transcends individualism, the mentor serves the important “task of connecting the child or adolescent to the larger whole and enables the youth to identify a transcendent self, a spiritual self, mediated through the mentor relationship.”²⁴⁰ As the social environment provides multiple examples of possible selves, nonparental affirmation, through the mentor relationship, can provide the social and cultural context for youth to experience their spiritual selves. An experience of the transcendent may come from a relationship with a significant other.²⁴¹

Christian teachers are regarded as spiritual mentors²⁴² and models of Christian witness. Some of the documented positive outcomes of mentor relationships with youth and adolescents include enhanced academic performance, rewarding interpersonal relations, and decreased drug and alcohol use.²⁴³

Jesus is the role model for teachers in their function as spiritual mentors. He was teaching for long-term life orientation of his learners and his expectations of them went beyond imparting them correct knowledge. Jesus the Teacher persuaded others to persevere through difficulties and for them to teach others with conviction. He was more an enabler who trained people to be enablers. He empowered them and showed a concern

²³⁹ Schwartz et al., “Mentors, Friends, and Gurus”, 313.

²⁴⁰ Schwartz et al., “Mentors, Friends, and Gurus”, 313; see further, S. Hamel, G. Leclerc, and R. Lefrançois, “A Psychological Outlook on the Concept of Transcendent Actualization,” *International Journal for the Psychology of Religion*, 13 (2003): 3-15.

²⁴¹ Schwartz et al., “Mentors, Friends, and Gurus,” 313-314; see further, D.S. Crystal and M. DeBell, “Sources of Civic Orientation among America Youth: Trust, Religious Valuation, and Attributions of Responsibility,” *Political Psychology* 23 (1) (2002): 113-132; Hamel et al., “A Psychological Outlook,” 3-15.

²⁴² A mentor has been described as “one who supports and provides access to resources, and provides a relationship of support, guidance, and inspiration to a mentee.” Schwartz et al., “Mentors, Friends, and Gurus,” 311.

²⁴³ Schwartz et al., “Mentors, Friends, and Gurus,” 312.

for and pleasure in the outcome of their work. He gave them a growing confidence in what he valued, trusted and wanted both for them and others.

Emphasizing the importance of spiritual development, Celeste Milagros Moreno states that spiritual development has a great influence on the interpersonal relationships and on the overall progress of the society. All people are one family, united in humanity. They must work together to build a society where not one living person is left behind, abused, and uncared for. Their basic needs must be met and each human being must have opportunity for spiritual, psychological, and physical well-being.²⁴⁴ Relevant to this are three postgraduate research studies which were conducted in the Philippines and which were geared towards assessing the condition of the youth as regards their spiritual maturity. Sherwin C. Monteron studied the perceptions of the youth about Christian marriage as a way to holiness, while Helengrace R. Intia focused on the role of her local church in youth development. Gideon A. Luiquingan assessed the Christian Education of the youth in his district. All three of them have unanimously emphasized the imperative of intensified Christian education to youth. Each one of them has further stressed that the Church has the primary role in the spiritual development of the young generation, including all the church-based schools, organizations, and all people therein like pastors, administrators, teachers, and staff.²⁴⁵

²⁴⁴ Celeste Milagros Moreno, "Stewardship Practices and Spiritual Development of Christians in Camarines Sur" (PhD diss., University of Nueva Caceres, Naga City, 2006), 36.

²⁴⁵ Gideon A. Luiquingan, "The Christian Education of Youth of the Central Luzon District of the Wesleyan Church" (Master's thesis, Baguio Central University, Baguio City, 1994), ix; Sherwin C. Monteron, "Perceptions of the Youth on Christian Marriage as a Way to Holiness" (Master's thesis, St. John the Evangelist School of Theology, Palo, Leyte, 2005), 90-143; Helengrace R. Intia, "The Role of the Lady of Lourdes Parish Church in Youth Development" (Master's thesis, Centro Escolar University, Manila, 1996), 81-106.

The Philippine Constitution states that “Religion shall be allowed to be taught to children or wards in public elementary and high schools within the regular class hours by instructors designated or approved by the religious authorities of the religion to which the children or wards belong ...”²⁴⁶ The school is an institution the portals of which most of the youth pass through daily. In the elementary and secondary education institutions the state encourages religious instructions for the reason that the moral and spiritual values of children and youth need to be developed.

Learning Theories as a Premise for Teaching

The ways in which an educator develops his/her instructional techniques depend on how that educator defines the learning process itself. Everything that teachers do in their engagement with the learners on different levels would be largely determined by their own their psychological outlook, personal convictions and experience as teachers and learners. Only if teachers are thoroughly acquainted with well-grounded psychological theories and insights, they can take scientifically based professional decisions that lead into effective classroom procedures. Educational psychologists have come up with manifold, oftentimes even contrasting, theories of learning.²⁴⁷ In developing their own theories of learning, students would do well to examine carefully and critically diverse theories of learning which are prevalent today.

As the researcher is convinced that a critical examination of currently existing learning theories is a *sine qua non* to teachers’ sense of direction and for a more effective

²⁴⁶ The Philippine Constitution, 1967, Article XIV, Section 3.

²⁴⁷ A learning theory may be described as “a systematic integrated outlook in regard to the nature of the learning process whereby people relate to their environments in such way as to enhance their ability to use both themselves and their environments in a most effective way.” Morris L. Bigge and Samuel S. Shermis, *Learning Theories for Teachers* (Boston, MA: Pearson Education Inc., 2004), 3.

teaching, it was deemed to choose the following theories of learning from among substantial amount of research for critical scrutiny as to their implications for teaching.

Behaviorism

Behaviorism, whose principal proponents are Ivan Petrovich Pavlov and Burrhus Frederic Skinner, understands behavior as a “reflex evoked by the pairing of certain antecedent stimuli in the environment.” It can be also a “consequence of a person’s history, including reinforcement and punishment contingencies, together with the individual’s current motivational state and controlling stimuli.”²⁴⁸ 1904 Nobel Prize winner Pavlov’s theory, known as “classical conditioning,” holds that behavior is something learned through conditioning and reinforcement (rewards and punishments) or, more precisely, “conditioned reflex” is the foundation of a behavior in man.²⁴⁹ His concept of reflex involves three fundamental principles: 1) the principle of determinism i.e. an impulse; 2) the principle of analysis and synthesis i.e., the initial decomposition of the whole into its parts or units and subsequent gradual re-establishment of the whole from these parts or elements; and 3) and the principle of structure i.e., the disposition of activity of force in space, the adjustment of dynamics to structure.²⁵⁰

Pavlov’s whole concept may be found somehow reflected in Ivan Turgenev’s novel, *Fathers and Sons*, where one reads:

All men are similar, in soul as well as in body ... It is enough to have one human specimen in order to judge all others ... We know more or

²⁴⁸ Maria Rita D. Lucas and Brenda B. Corpuz, *Facilitating Learning: A Metacognitive Process*, 4th ed. (Quezon City: Lorimar Publishing, 2014), 79.

²⁴⁹ Amy Sargeant, “Pudovkin and Pavlov’s Dog” (PhD diss., University of Bristol, 1997), 84.

²⁵⁰ Ivan Petrovich Pavlov, *I.P. Pavlov: Selected Works* (Moscow: Foreign Languages Publishing House, 1955), 426. Translated from Russian by S. Belsky, and edited by J. Gibbons under the Supervision of Kh. S. Koslitoianis - corresponding member of U.S.S.R. Academy of Sciences.

less what causes physical ailments; and moral diseases are caused by the wrong sort of education, by all the rubbish people's heads are stuffed with from childhood onwards, in short by the disordered state of society. Reform society and there will be no diseases.²⁵¹

The researcher considers the ideas of Pavlov as largely influenced by the theory of determinism prevalent especially during the age when he was propagating his ideas by a mechanical understanding of the working of the human mind and nothing beyond, a concept which is somehow alien to the Christian and more recent neuro-psychological insights into the working of our brain. As per behaviorism of Pavlov's type, when applied to educational field, learning is nothing more than the acquisition of new behavior based on environmental conditions.

Burrhus Frederic Skinner, whose school of behaviorism is called "Operant Conditioning," did not believe in human "free will." According to him, changes in behavior occur as a result of "an individual's response to events (stimuli) that occur in the environment." "Reinforcement" is the key term used by Skinner to understand human behavior. When a particular Stimulus-Response (S-R) pattern is reinforced (rewarded), the individual is conditioned to respond.²⁵² A positive reinforcer is any stimulus that is given or added to increase the response and a negative reinforcer is any stimulus that results in the increased frequency of a response when it is withdrawn or removed.²⁵³

Skinner's Operant Conditioning,²⁵⁴ when it is applied in the teaching-learning sphere would suggest that positively reinforced behavior will reoccur and intermittent reinforcement is particularly effective. Presentation of information in small amounts will

251 Ivan Turgenev, *Fathers and Sons*, trans. Rosemary Edmonds (Harmondsworth: Penguin, 1979), 160.

252 Lucas and Corpuz, *Facilitating Learning*, 84.

253 Lucas and Corpuz, *Facilitating Learning*, 84-85.

254 Lucas and Corpuz, *Facilitating Learning*, 86.

result in reinforced response (“shaping”). Therefore, information should be presented in small amounts so that responses can be reinforced.

According to the present researcher, Operant Conditioning has some very valuable implications to teaching:²⁵⁵ question (stimulus) - answer (response) will expose the student to the subject in gradual steps. Further, a teaching approach must require that the learner makes a response for every frame and must receive immediate feedback. Verbal praise, prizes and good grades must be employed in teaching as secondary reinforcers for response in the lesson. It is also highly recommended that questions be presented in such a way that the response is always correct and hence, one gets a positive reinforcement.

Humanistic Learning Theory

Abraham Maslow’s Humanistic Learning Theory focuses on experience as the primary phenomenon in the study of human learning and behavior. He has observed that “human motivation” is based on a set of “hierarchically organized” needs starting with physiological needs (including food, shelter, clothing, and sleep) being at the bottom and then going up in the order of need for safety, need for love, need for esteem, and need for self-actualization at the top. Maslow says that “Man is a perpetually wanting animal. Also no need or drive can be treated as if it were isolated or discrete; every drive is related to the state of satisfaction or dissatisfaction of other drives.”²⁵⁶

Maslow’s ultimate interest was to understand “humans (that were) in the process of reaching their full potential.”²⁵⁷ While distinguishing psychologically healthy people,

²⁵⁵ Lucas and Corpuz, *Facilitating Learning*, 86.

²⁵⁶ Abraham H. Maslow, “A Theory of Human Motivation,” *Psychological Review* 50 (1943): 370.

²⁵⁷ Baldwin R. Hergenhahn, *An Introduction to the History of Psychology* (Belmont, CA: Wadsworth Publishing, 2000), 520-521.

or “self-actualized people,” as Maslow would subsequently call them, from the folk or ordinary people, he speaks about “peak experiences or self-actualization experiences,” which he described as “blissful moments,” or “a spurt in which the powers of the person come together in a particularly efficient and intensely enjoyable way.”²⁵⁸ According to Maslow, peak experiences can be reached while one is engaged in “the best that he or she is capable of doing” or when one is “developing to the full stature of which he or she is capable,”²⁵⁹ or when one is attempting “to grow to perfection,” excellence, or is simply pursuing “to develop more,”²⁶⁰ or when one is “strongly focused on problems” or concerns outside himself or herself,²⁶¹ and as one is highly concentrated, “to a degree not usual.”²⁶² The same is the case when one is fascinated by something simple such as “the basic goods of life” and being able to “appreciate again and again freshly and naively”²⁶³ and when one is focused “on ends rather than on means” and looking at means as “subordinated to these ends.”²⁶⁴

For Maslow “Education is learning to grow, learning what to grow toward, learning what is good and bad, learning what is desirable and undesirable, learning what to choose and what not to choose.”²⁶⁵ The researcher thinks that Maslow’s Humanistic Learning Theory has much relevance in the teaching-learning process in general and the implications of hierarchically arranged needs in the education are enormous, especially in

²⁵⁸ Abraham H. Maslow, “Music Education and Peak Experience,” *Music Educators Journal*, 54, no. 6 (1968): 164.

²⁵⁹ Abraham H. Maslow, *Motivation and Personality* (New York: Longman, 1970), 126.

²⁶⁰ Maslow, *Motivation and Personality*, 133.

²⁶¹ Maslow, *Motivation and Personality*, 133-134.

²⁶² Maslow, *Motivation and Personality*, 135; Abraham H. Maslow, *Toward a Psychology of Being*, 3rd ed. (Blacksburg: Wilder Publications, 2011), 63.

²⁶³ Maslow, *Motivation and Personality*, 136.

²⁶⁴ Maslow, *Motivation and Personality*, 141.

²⁶⁵ Maslow, *Motivation and Personality*, as cited in Billy M. Dasein, “Freedom to Learn for the 21st Century: Education as if People Mattered” (EdD diss., University of Birmingham, 2018), 5.

the Filipino context, where, unfortunately, there are many children still not being able to satisfy some of their basic needs. Even though teachers cannot meet the physiological need of the learners by themselves as teachers, they can still provide learners with access to programs within the school that address these needs. A routine or a predictable world enables the learners to feel safe and therefore establishing a routine or a predictable world can go a long way in creating a feeling of safety in the learners. Maslow has observed that

Young children seem to thrive better under a system which has at least a skeletal outline of rigidity, in which there is a schedule of a kind, some sort of routine, something that can be counted upon, not only for the present but also far into the future. Perhaps one could express this more accurately by saying that the child needs an organized world rather than an unorganized or unstructured one.²⁶⁶

Teachers must be equipped with clearly defined procedures and rules for their learners, providing an agenda for the day so that learners know what to expect so that they will feel they have more control over the learning environment. Teachers who are able to provide a feeling of psychological and emotional safety within the learning environment will be able to make learners “feel at ease to take risks - answering questions, asking questions, or sharing their thoughts, without fear of ridicule from other learners. Learners will also want to establish trust with the teacher.”²⁶⁷ Teachers creating in the learners a feeling of knowing themselves as valued individuals is very important as this satisfies the latter’s love and belongingness needs, as well as self-esteem needs. Their appreciation of the effort the learners are making in the learning environment will facilitate the development of a favorable self-image. As Burlison and Thoron say, “the more you understand the

²⁶⁶ Maslow, “A Theory of Human Motivation,” 376.

²⁶⁷ Sarah E. Burlison and Andrew C. Thoron. “Maslow’s Hierarchy of Needs and Its Relation to Learning and Achievement,” *IFAS Extension*: University of Florida, 2, n.d.

basic needs of each student, the more likely you are to help remove obstacles from learning so that learning can be enhanced and maximized.”²⁶⁸

Theory of Andragogy

Andragogy as a theory of learning analyzes how adults learn, what their learning should consist of and the different contexts relating to learning.²⁶⁹ In its more developed form it is largely associated with Malcolm Shepherd Knowles, who himself had been influenced by Maslow, Rogers, Houle, Tough and others. Andragogy starts with the basic observation that adults and children learn differently.²⁷⁰ As people mature, they expand their experience and become an increasingly rich resource for learning.²⁷¹ Adults have various roles that children do not have. They are also different from children in their experience, expertise, goals, and development and they thrive in learner-centered or self-directed approach.²⁷² Knowles has further observed that adult learners are ready to learn those things they “need” to because of the developmental phases they are approaching in their roles as workers, spouses, employees and so forth. The readiness of the adult to learn is characteristic and the orientation to learning which Knowles advocates in andragogy is a problem-centred approach to learning.²⁷³

²⁶⁸ Burlison and Thoron, “Maslow’s Hierarchy of Needs, 3.

²⁶⁹ John H. Henschke, “Strengthening A Global Perspective on Andragogy: An Update for 2009,” Commission of Professors of Adult Education (CPAE) Conference (2009). Retrieved on February 28, 2020. Available at: http://works.bepress.com/john_henschke/26/.

²⁷⁰ Bryan Taylor and Michael Krot, “Andragogy’s Transition into The Future: Meta-Analysis of Andragogy and Its Search for a Measurable Instrument,” *Journal of Adult Education* 38, no.1 (2009): 1-11.

²⁷¹ Elisabeth Bennett, Rebecca D. Blanchard, and Kevin T. Hinchey, “AM Last Page: Applying Knowles’ Andragogy to Resident Teaching,” *Academic Medicine* 87, no 1. (2012): 129.

²⁷² George D. Younge, “Andragogy and Pedagogy: Two Ways of Accompaniment,” *Adult Education Quarterly* 35(2), (1985): 160-167.

²⁷³ Malcolm Knowles, *The Adult Learner: A Neglected Species* (Houston, TX: Gulf Publishing Company, 1973), 45-47.

Considered as a “collaborated and participatory learning” andragogy is “voluntary, self-directed, and experiential.” The hallmark of andragogy as adult learning is that it presupposes an active, rather than a passive listener or viewer and it gives a great importance to reinforcement where desirable or correct responses are rewarded. Even though the learner and the teacher co-operate in all stages of learning in “the planning, realization, evaluation and correction of the learning process,” the adult learning process is characterized by the leading role the learner himself or herself plays especially as it pertains to time, place, daily life and occupational, social and family factors.

An important aspect of andragogy is the importance it attaches to self-directed learning model²⁷⁴ which is a vital component of andragogy. Malcolm Knowles’ theory of andragogy, with its emphasis on “self-directed learning,” is also very relevant in children’s teaching and learning. Knowles said that those proactive learners or those who take initiative in learning “enter into learning more purposefully and with greater motivation. They also tend to retain and make use of what they learn better and longer than do the reactive learners.”²⁷⁵ He further added: “Students entering into these programs without having learned the skills of self-directed inquiry will experience anxiety, frustration, and often failure, and so will their teachers.”²⁷⁶ Self-directed learners want to be able to ‘own’ their learning experience and have a part in the process. It helps adults to learn “in a way that enhances their capability to function as self-directed

²⁷⁴ Self-directed learning has been explained as “learning in which conceptualisation, design, conduct and evaluation of a learning project are directed by the learner.” Stephen D. Brookfield, “Self-Directed Learning,” *International Handbook of Education for the Changing World of Work* (2009): 2615.

²⁷⁵ Malcolm Knowles, *Self-Directed Learning: A Guide for Learners and Teachers* (Englewood Cliffs: Prentice Hall, 1975), 14.

²⁷⁶ Knowles, *Self-Directed Learning*, 15.

learners”²⁷⁷ where conceptualization, design, conduct and evaluation of a learning project are directed by the learner.²⁷⁸ Knowles’ revised model of andragogy is as follows:

- The need to know - adults need to know why they need to learn something before undertaking to learn it.
- The learners’ self-concept - being capable of self-direction and making their own decisions.
- The role of learners’ experiences - tapping into the previous experience of the learners with an emphasis on peer activities.
- Readiness to learn - adults become ready to learn those things they need to know and be able to do in order to cope effectively with real life situations.
- Orientation to learning - learning is life centered/task centered/problem centered/applied to real life situations.
- Motivation - external motivation such as job opportunities, promotion and internal motivation such as job satisfaction, self-esteem - can be blocked by negatives barriers such as resource and time constraints.²⁷⁹

The contribution of andragogy as far as its bearing on the teaching of children may be located not so much in its defining the uniqueness of adult learning as such, rather in that “it provides a set of guidelines for designing instruction with learners who are more self-directed than teacher-directed,”²⁸⁰ thus emphasizing the component of self-directed learning. This insight has great implications also for teachers of children when they prepare the plan of teaching. It is this researcher’s conviction that we as teachers must make adequate provision of space and time so that children can also bring out their own experiences and creativity as a means of learning.²⁸¹ A praxis based and future

²⁷⁷ Jack Mezirow, “A Critical Theory of Adult Learning and Education,” *Adult Education Quarterly* 32, no.1 (1981): 137.

²⁷⁸ Brookfield, “Self-Directed Learning,” 2615.

²⁷⁹ Malcolm Knowles, Elwood F. Holton III, and Richard A. Swanson, *The Adult Learner* (Amsterdam: Elsevier, 2005), 63-67; see further, Carole Trueman, “Fit for Purpose? An Evaluation of Education for Sustainable Development Pedagogy in Higher Education” (PhD diss. University of Ulster, 2016), 80-119.

²⁸⁰ Michael L. Birzer, “Andragogy: Student-Centred Classrooms in Criminal Justice Programs,” *Journal of Criminal Justice Education* 15, no. 2 (2004): 393-411.

²⁸¹ Alexandros Paraskevas, “Andragogy and the Socratic Method: The Adult Learner Perspective,” *The Journal of Hospitality Leisure Sport and Tourism* 2, no. 2 (2003): 4-14.

oriented syllabus will go a long way in inculcating better prospects in the children and in providing them motivation in their learning activities.

Social Cognitive Learning Theory

The leading proponent of social cognitive theory, which has often been considered as a bridge or a transition between behaviorist learning theories and cognitive learning theories,²⁸² is Albert Bandura. In the words of Gordon H. Bower and Ernest R. Hilgard, Bandura's social cognitive learning theory provides "the best integrative summary of what modern learning theory has to contribute to the solution of practical problems."²⁸³ This theory puts its focus on the social context with a dynamic and reciprocal interaction of the person, environment, and behavior while trying to understand learning. Social learning theorists consider that we learn from one another and observational learning, imitation and modeling are some of the essential elements in this.²⁸⁴ Rather than being a passive object of environmental forces that condition him/her, human being is "an interactive, intentional subject, continuously participating in an ongoing reciprocal person- and situation-interaction process and acting on the basis of one's own reasons, expectations, needs, and motives."²⁸⁵ For interactionist cognitive theorists, the person is "an active processor of information organizing and constructing experience into meaningful internal representations, and behaving not as an automation but as thoughtful purposeful being."²⁸⁶ Cognitive interactionists see *interaction* as "a

²⁸² Lucas and Corpuz, *Facilitating Learning*, 96.

²⁸³ Gordon H. Bower and Ernest R. Hilgard, *Theories of Learning*, 5th ed. (Englewood Cliffs, NJ: Prentice Hall, 1981), 472.

²⁸⁴ Lucas and Corpuz, *Facilitating Learning*, 96.

²⁸⁵ Morris L. Bigge and Samuel S. Shermis, *Learning Theories for Teachers* (Boston, MA: Pearson Education Inc., 2004), 155.

²⁸⁶ Norman T. Feather, "Introduction and Overview," in *Expectations and Actions: Expectancy-Value Models in Psychology*, Norman T. Feather, ed. (Hillsdale, NJ: Erlbaum, 1982), 3.

relationship between a person and the person's psychological environment within which the person, *in purposeful fashion*, tries to give meaning to that environment so as to use objects in it in advantageous ways."²⁸⁷

Social learning theory underlines the fact that people can learn by observing other people's behavior and the outcomes. Unlike behaviorists' assertion that learning has to be represented by a permanent change in behavior, social learning theorists hold that learning can occur without a change in behavior or may not necessarily be shown in the performance. It is in this connection that Bandura says that "a theory that denies that thoughts can regulate actions does not lend itself readily to the explanation of complex human behavior."²⁸⁸ Bandura places great emphasis on environmental and social factors and says that

People are not merely reactive products of selection by environmental pressures served up by a one-sided evolutionism. They not only are prime players in the coevolution process but gain ascendancy in the codetermination process by altering their life conditions at a dizzying pace.²⁸⁹

According to him, persons who are neither "autonomous agents" nor simply "mechanical conveyers of animating environmental influences" are capable of contributing to their own motivation and action within a system of triadic reciprocal causation in which cognitive, affective, and other personal factors, and environmental events all operate as interacting determinants.²⁹⁰

²⁸⁷ Bigge and Shermis, *Learning Theories for Teachers*, 155.

²⁸⁸ Albert Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory* (Englewood Cliffs, NJ: Prentice-Hall, 1986), 15.

²⁸⁹ Albert Bandura, *Moral Disengagement: How People Do Harm and Live with Themselves* (New York: Worth Publishers, 2015), 22.

²⁹⁰ Albert Bandura, "Social Cognitive Theory," in *Annals of Child Development*. Vol. 6. *Six Theories of Child Development*, ed. R. Vasta (Greenwich, CT: JAI Press, 1989), 1-60.

Today social learning theory has become increasingly cognitive in its interpretation of human learning. Awareness and expectations of future reinforcements or punishments play a major role on the behaviors that people exhibit. The observation by social cognitive learning theorists that we learn a great deal simply by observing other people has enormous implications for teachers and other care-givers. As the impressions imprinted in the minds of children have a lasting effect on how they understand and interpret the world around them as they grow up requires enormous sense of responsibility from the part of teachers. They are supposed to function as models for appropriate behavior. They have also the duty of exposing children to a variety of proper models so that their minds are not bogged down, but remain flexible and not stale, stereotyped and rigid.²⁹¹

Bandura's idea that individuals are agents actively engaged in their own functioning and are able to control events by their own actions suggests that in the educational process the creativity of the learners and the uniqueness of each student are highly to be valued. His idea that individual is not just a product of the environment is very important as the teachers will be motivated to appreciate and promote the creative capacities of each individual student to transcend the "givenness," to defy the boundaries set around one by the environment. Bandura notices that individuals have self-beliefs enabling them to exercise control over their thoughts, feelings, and actions and "what people think, believe, and feel affects how they behave."²⁹²

²⁹¹ Lucas and Corpuz, *Facilitating Learning*, 99.

²⁹² Bandura, *Social Foundations of Thought and Action*, 25.

Information Processing Theory

Information Processing Theory (IPT), which has many implications on the teaching-learning process, is concerned with the way knowledge enters, is stored in and is retrieved from our memory.²⁹³ The process involves reception of information through *encoding* as information is sensed, perceived and attended to (by the senses), which is followed by *storage* which happens when information passes to the sensory memory for either a brief or extended period of time (sensory register), and *retrieval* takes place as information is reactivated for use on a current task (short-term memory and the long-term memory).²⁹⁴ Inability to retrieve or access information when needed is called forgetting, which could be due to the fact that information was not properly encoded.²⁹⁵

IPT has deep implications in the teaching-learning dynamics, where retrieval of information has a paramount role.²⁹⁶ IPT speaks of Rehearsal (repeating information verbatim, either mentally or aloud); Meaningful Learning (making connections between new information and prior knowledge); Organization (making connections among various pieces of information); Elaboration (adding additional ideas to new information based on what one already knows); Visual Imagery (forming a picture of the information); Generation (things one produces are easier to remember than things we hear); Context (remembering the situation helps recover information); and Personalization (making the information relevant to the individual). All these insights are extremely important in the learning process. Teachers have to be trained and must be aware of these as they need to

²⁹³ Lucas and Corpuz, *Facilitating Learning*, 115.

²⁹⁴ Lucas and Corpuz, *Facilitating Learning*, 117.

²⁹⁵ Lucas and Corpuz, *Facilitating Learning*, 119-120.

²⁹⁶ Lucas and Corpuz, *Facilitating Learning*, 119.

be well-versed in the knowledge of how the young minds are tuned so that learning can take place in the best and most fruitful way.

Theories of Child Development: Implications to Early Childhood Education

In line with the concept of the total and all-comprehensive growth and development of the child, Child Development²⁹⁷ is understood in the following pages as “the process of change during which a child is able to reach his or her unique God-given physical, mental, emotional, social and spiritual potential which should be promoted simultaneously through interaction with his or her environment, and should be viewed as a continual lifetime process.”²⁹⁸ This part of the present chapter examines the theories of child development and their implications to the education and nurture of children.

Cognitive Development

Jean Piaget (1896-1980) has made a lasting contribution in the understanding of children and their cognitive development.²⁹⁹ For Piaget development is a “largely predetermined sequence of biological maturation that causes individuals to respond differently to their environment as each new stage of maturation is achieved.” He

²⁹⁷ Child Development is usually considered as part of a larger discipline known as Developmental Psychology. However, as a field of study in its right, Child Development is devoted to understanding all aspects of human growth and change from conception through adolescence. By its very nature it is an interdisciplinary study among human development disciplines, which have a much broader field of interest concerned with all changes one experiences throughout one’s life span. Laura E. Berk, *Child Development*, 4th ed. (Needham Heights, MA: Allyn and Bacon, 1997), 4.

²⁹⁸ Miles and Stephenson, *Child Development*, 15.

²⁹⁹ Constructivism, as Jean Piaget calls his theory of how learning occurs, conceives that people construct “knowledge as a result of constant and active interactions between the environment and the structures within the brains.” He views that the “constant balancing and re-balancing between the mental structures of the learner is the result of the active engagement with the environment and results in the construction of knowledge for that individual, who can then act upon the environment in light of the new structures.” Sandra Waite-Stupiansky, “Jean Piaget’s Constructivist Theory of Learning,” in *Theories of Early Childhood Education: Developmental, Behaviorist and Critical*, ed. Lyon E. Cohen and Sandra Waite-Stupiansky (Routledge: New York, 2017), 4.

understands intelligence as “a generic term to indicate the superior forms of organization or equilibrium of cognitive structure” which evolves as “earlier structures give way to more sophisticated ways of adapting, but they do not disappear completely.”³⁰⁰

Piaget posits four genetically determined stages that unfold in an invariant sequence which he terms as Sensori-Motor Intelligence (Period I: birth to 2 years), Preoperational Thought (Period II - 2 to 7 years), Concrete Operations (Period III - 7 to 11 years), and Formal Operations (Period IV - 11 years to adulthood) stages. During the Sensori-Motor Intelligence (Period I) stage babies organize physical schemes (or schemas) for interacting with their environment. Through sucking, grasping, kicking, and hitting the baby discovers one’s body and surrounding objects. Movement is the catchword for baby’s learning at this age.

In Preoperational Thought (Period II - 2) stage the preschoolers start to think in terms of symbols and internal images (the semiotic function), but they are still characterized by illogical and unsystematic thinking. According to Piaget, this developmental period of the child is characterized by egocentrism, animism, seeing dreams and fantasies as external events. It lacks the ability to classify dissimilar objects. Children in this stage already have a moral sense, which he calls moral heteronomy and which is largely based on what one is taught by others, and a lack of conservation.

Once they are in the Concrete Operations (Period III) stage of their development children start to think systematically as they are able to refer to concrete objects and activities such as using blocks to add and subtract. At this stage the logic of conservation has been achieved. As they reach Formal Operations (Period IV) stage adolescent

³⁰⁰ Waite-Stupiansky, “Jean Piaget’s Constructivist Theory of Learning,” 5.

children gain the capacity to think in abstract, hypothetical, and systematic terms. Piaget says that only at this age can children follow adult logic and reasoning as they begin to develop their own ideals and moral loyalties.³⁰¹

Unfortunately, the cognitive process of children is frequently viewed as deficient from the point of view of the adult world. However, in spite of a few minor deficiencies in Piaget's evaluation of cognitive process of children,³⁰² it is an undeniable fact that the post-Piaget discussion on the cognitive development in the early life of human beings is deeply indebted to Piaget for making it the cornerstone of the discussion on child development.³⁰³

A cross-cultural scrutiny of the development of children would reveal that the stages indicated by him may be more or less applicable universally.³⁰⁴ Piaget has undoubtedly helped people to recognize that "children's thought processes are qualitatively different from those of adults." Since his investigations in this regard acceptance of this fact has been a *sine quo non* in educational psychology and pedagogical research. He has made people realize that it is fundamental that one recognizes that children of different ages view and interact with the world not in the same way. Therefore, the methods and processes of interaction related to schooling of children

³⁰¹ Kelcourse, "Theories of Human Development," 39-40.

³⁰² An unbiased reflection on Piaget's developmental stages of the children from birth to their attainment of adulthood would show that these are largely culture specific. A further element that has to be observed is that the fact that Piaget used interviews with school-age children as the method to discover the patterns that allow behaviors to be repeated and to ascertain their thought process may compromise some of his conclusions because of the fact that children, especially of pre-adolescent age, use play rather than verbal communication such as an interview as the natural and more meaningful way of interaction and in expressing their thoughts. Kelcourse, "Theories of Human Development," 40.

³⁰³ Piaget's method of identifying and describing patterns of child cognitive behavior beginning with infancy throughout life has been largely followed one way or other by most of the subsequent researchers.

³⁰⁴ The time frame for the attainment of different skills valued in a particular stage may vary according to the specific culture which may value a particular skill.

of different developmental stages necessitate that teachers be adequately equipped with appropriate patterns, instruments and methodologies suitable to each stage and are rightly informed of the socio-cultural contexts where the children are actually grounded. It is this researcher's assessment that even though cognitive process of children may exhibit more or less universal patterns, children of different age groups, cultural backgrounds and social circumstances may not be on the same level of cognitive capacity and there is no single paradigm that suits everybody.

Piaget's ideas regarding cognitive developmental process have profound implications for early childhood educators, especially in their evaluating the moral strength or quality of the children. For instance, given the fact that the understanding of reality of preoperational thought stage of 2 to 7 years is so different from that of adults, it would be rather absurd to expect them to "tell the truth." This is equally valid when moral matters are involved. For instance, it would be expecting too much from children aged 7 to 11 (children belonging to Piaget's Period III, "Concrete Operations"), almost touching on extraordinary heroism, that they take a stand on moral issues given the fact that they have not yet even acquired the capacity for abstract thought.³⁰⁵ Children in the early teen years and still younger ones experience, understand and interpret the world around them and interact with it not exactly the same way as adults, with all their long years of life experience,. Lack of understanding of this fact on the part of early childhood educators can put unnecessary emotional stress upon young and growing children due to the inappropriate expectations of the adult world that can work as unnecessary burden put them.³⁰⁶

³⁰⁵ Kelcourse, "Theories of Human Development," 40.

³⁰⁶ Kelcourse, "Theories of Human Development," 40.

What practical conclusions can be drawn from the insights and implications of Piaget and his disciples as regards the development of the cognitive process of children for their holistic development? One is inclined to think, quite a few. It is basic to Piaget and his school of cognitive and structural development theorists that the whole process of cognition and the way people interact with the world around start already with the very beginning, at birth. It is a given fact, according these theorists, that we carry within ourselves “the ability to learn and a need to draw adequate stimulation from our environment.”³⁰⁷ It becomes evident that as long as this in-born “quest for understanding” is not thwarted for whichever reasons or circumstances and as long as one is sufficiently motivated to extend these in-born, God-given cognitive abilities in adulthood, one is on the right path to develop and bring to full-flowering one’s God-given potential. This is exactly what is called, in different terms, as “holistic development.”³⁰⁸

When structural development is looked at from the point of view of Christian faith one may be inclined to view innate human potential as the initial divine grace with which every human child is covered, equipped and adorned. This inherent potential however requires at least two kinds of favorable supportive elements so that the potential becomes a reality, the seed becomes a plant and could bear fruit for oneself and for the world: personal work or striving and a favorable environment. The first is the duty of each person. People tend to fall short of their full intellectual and moral potential if one is not prepared to focus on one’s best abilities on the tasks at hand.³⁰⁹ The second, which is also of paramount importance, is the responsibility of the environment, and more specifically,

³⁰⁷ Kelcourse, “Theories of Human Development,” 41.

³⁰⁸ It is, however, a public knowledge that adults who consistently function or attain the highest stages, that Piaget and his followers have identified, are extremely rare.

³⁰⁹ Kelcourse, “Theories of Human Development,” 41.

of the parents, educators, the church community, civil society, and the country at large. The grace inherent in innate human potential is counterbalanced by the need for works.

Walter Wangerin Jr. understands faith in terms of a dynamic, changing, and growing relationship with God. The best way to speak about this relationship would be in terms of a verb for which he coins the term “faithing,” rather than in terms of a noun with its fixed and precise connotation or content or even as a fixed condition. In its origin “faithing” (which is to be understood as “coming to faith”) is what it is: “where no language has entered, in order to name, contain and explain this experience.” About the origin of this “faithing” Wangerin has his own precise opinion: no one can say when it has its birth in the child “because it is as natural an experience (as early and as universally received) as the child’s relationship with the sun or with his bedroom.”³¹⁰ This “mutual apprehension by and of two living beings,” both *the living God* and us, subsists not in “definitions which freeze it to objectify it, but in changing itself”³¹¹ and, for Wangerin, to be in faith is ever to be moving, to be changing, and to be moved by through the passages of faith.³¹² Even though at first

... the child has no name for this Someone so Significant, this Other, the Dear or else the Terrible Almighty (*El Shaddai*), yet the holiness and glory, the power and even the righteousness of the Other are real to him—and the love, though kindness and the expression of that love may wax and wane, depending upon the child’s own sense of goodness and health. It is the common lot of all children to encounter and to experience the Deity.³¹³

Along with Catherine Stonehouse, the researcher is stimulated to accept Wangerin’s idea that “faithing,” which can be understood as “the beginning experience of God,” is a

³¹⁰ Walter Wangerin Jr. *The Orphean Passages: The Drama of Faith* (Grand Rapids, MI: Zondervan, 1986), 20.

³¹¹ Wangerin Jr. *The Orphean Passages*, 8.

³¹² Wangerin Jr. *The Orphean Passages*, 9.

³¹³ Wangerin Jr. *The Orphean Passages*, 21-22.

universal human experience which is at least initiated in all. Wangerin says: “We all have danced one round with God. But we danced it in the mists.”³¹⁴ Taking a cue from Wangerin’s understanding, Stonehouse, who is profoundly convinced that God reaches out to children very early in life, asserts that “God has created humans as spiritual beings able to be aware of God. God takes the initiative; God comes to every child; God comes early. But that early relationship must be nurtured or even the memory of it is lost.”³¹⁵

As it slowly becomes aware of its experience of the Divinen the child starts to make, what Wangerin calls, its own “babish explanations,” which is the beginning of the constructing of an understanding of this common experience, whereafter, according to the ambient in which the child happens to be growing “some continue in faithing and others do not.” Wangerin rightly observes that

Unless there is given them ... a language at the right time (this is *kairos!*) and a means whereby to make experience also intellectual; unless words, stories, ritual, and doctrine are available to make space in the rational mind for the heart’s conviction of God; unless religion occurs to sustain the personal “religious” conviction, why, then that conviction is lost with their childhood as the opinions of childhood become more and more suspect to their intelligence.³¹⁶

Wangerin puts this so brutally before our eyes when he says: “Faith, *faithing*, begins by nature in children. But it can, in the vast massacre of neglect, die.”³¹⁷ Here comes the fundamental importance of what Stonehouse calls the need of giving children “the language of faith.”³¹⁸ Teachers, together with other adult members of the community should come to play their role in nourishing and cultivating the universal initial “faithing”

³¹⁴ Wangerin Jr. *The Orphean Passages*, 22.

³¹⁵ Catherine Stonehouse, “Class Notes,” APNTS, Academic Year 2019.

³¹⁶ Wangerin Jr. *The Orphean Passages*, 47.

³¹⁷ Wangerin Jr. *The Orphean Passages*, 48.

³¹⁸ Stonehouse, “Class Notes.”

that is common to all human children. According to Stonehouse, “God plans that adults who care about those children will be companions with them on their faith journey and partner with God in nurturing the faith of the children.”³¹⁹

Psychosocial Development

Erik Erikson’s theory of psychosocial development “offers a predictable pattern in which to examine every person’s life story.”³²⁰ He attributes an important role to the society and culture and is positive and optimistic in its outlook as he envisages that there is room for continued growth throughout one’s life. Erikson’s theory of psychosocial development³²¹ is based on the concept that one develops from infancy to adulthood by passing through eight successive stages of crisis resolution by developing appropriate skills and abilities until one becomes an integrated person. These stages each person passes through are psychosocial (*psychological* [concerned with inner needs] and *social* [concerned with inner needs in conflict with expectation of the outside world]) in nature. Erikson suggests that “The individual must at least address the crisis of each stage sufficiently to deal with demands made during the next stage of development.”³²² Even though Erikson speaks of eight stages of psychosocial development, the first five are of

³¹⁹ Stonehouse, “Class Notes.”

³²⁰ Elizabeth Jones and Sandra Waite-Stupiansky, “Erikson’s Psychosocial Developmental Theory,” in *Theories of Early Childhood Education: Developmental, Behaviorist and Critical*, ed. Lyon E. Cohen and Sandra Waite-Stupiansky (Routledge: New York, 2017), 32.

³²¹ Analyzing Erikson’s theory, one becomes aware that rather than a testable theory, he himself understood his ideas about psychosocial development very realistically and conceived it only as a “tool to think with rather than a factual analysis,” providing a framework within which development can be considered rather than as a theory that can be tested in the proper sense. He has been able to tie together important psychosocial development across the entire lifespan. Erikson provides a descriptive overview of human social and emotional development but one can detect that he does not know how or why this development occurs. Commenting on Erikson’s theory, Elizabeth Jones and Sandra Waite-Stupiansky say that “It recognizes the complexity of human development and always considers the social context within which development occurs.” Jones and Stupiansky, “Erikson’s Psychosocial Developmental Theory,” 37.

³²² Aurelia T. Estrada, *Developmental Characteristics of Young Children* (Manila: Rex Book Store, 2011), 245.

more importance for the present researcher as the last three stages are more specifically concerned with adulthood, well-beyond 18 years.³²³ Erikson discusses the stages of psychosocial development in the following sequence:

The first stage in Erikson's theory is Trust vs. Mistrust. In this stage, whose hallmark is great uncertainty, the infant requires consistent, predictable and reliable care from the mother or primary caregiver which helps him or her to feel secure and be assured of support in overcoming the crisis at hand and in order to develop a sense of trust. As the infant depends completely on the care from others trust is essential for his or her survival. Commenting on the importance of the quality of maternal relationship during this period of the infant, Erikson says: "Mothers create a sense of trust in their children by that kind of administration which in its quality combines sensitive care of the baby's individual needs and a firm sense of personal trustworthiness within the trusted framework of their culture's life style."³²⁴ If the child feels that there is support in need, he or she is enabled to view "the world as safe and dependable."³²⁵ Erikson indicates that "yet a little mistrust is necessary for survival as the infant learns that familiar adults are different from strangers."³²⁶ An inconsistent, unpredictable and unreliable caregiver will sow the seeds of mistrust, ultimately producing anxiety and heightened insecurities.

The second stage in Erikson's theory is Autonomy vs. Shame and Doubt. This stage, between 18 months to 3 years, is characterized by the child starting to discover its different skills and abilities and demonstrating a sense of independence and autonomy. It

³²³ In this section, the concern is more about these early stages as they are of paramount importance to understand how children develop and socialize through the integration of their self and find their own identity.

³²⁴ Erik H. Erikson, *Childhood and Society* (New York: Norton, 1963), 249.

³²⁵ Jones and Stupiansky, "Erikson's Psychosocial Developmental Theory," 34.

³²⁶ Jones and Stupiansky, "Erikson's Psychosocial Developmental Theory," 34.

is crucial that the parents provide him or her with an encouraging environment where there is a place also for failure while children are testing the limits of their capacities. Elizabeth Jones and Sandra Waite-Stupiansky have observed that “This stage brings a tension between the will of the child and the will of the constraints put upon him or her by the people and environment.”³²⁷ Erikson says that it is of paramount importance during this period that “As his environment encourages him to “stand on his own feet,” it must protect him against meaningless and arbitrary experiences of shame and of early doubt.”³²⁸ Children need now to develop their independence in a protected environment of the family. Increased independence will enable them to grow in confidence whereas over-control and criticism would make the child inadequate, weak in self-esteem and may cause it to feel a sense of shame. Evaluating the complexities involved in this stage Erikson writes:

This stage, therefore, becomes decisive for the ratio of love and hate, cooperation and willfulness, freedom of self-expression and its suppression. From a sense of self-control without loss of self-esteem comes a lasting sense of good will and pride; from a sense of loss of self-control and of foreign overcontrol comes a lasting propensity for doubt and shame.³²⁹

The third stage in Erikson’s theory is Initiative vs. Guilt: At this stage of 3 to 5 years the child’s life is characterized by initiating activities especially through interaction with other children where he or she is able to explore its interpersonal skills. Preschoolers practice power of play at this stage and exhibit “a strong sense of initiative and drive to try new experiences.”³³⁰ A healthy atmosphere enables children to develop a sense of

³²⁷ Jones and Stupiansky, “Erikson’s Psychosocial Developmental Theory,” 35.

³²⁸ Erikson, *Childhood and Society*, 252.

³²⁹ Erikson, *Childhood and Society*, 254.

³³⁰ Jones and Stupiansky, “Erikson’s Psychosocial Developmental Theory,” 36.

initiative and makes them feel secure in their ability to lead others and make decisions. It is important that adults know that unnecessary criticism or control can cause children to develop a sense of guilt. This may make them feel like a nuisance to others causing them, therefore, to remain followers, lacking in self-initiative.³³¹ It is very important that a child's questions are not dismissed as trivial or as a nuisance which would generate in him or her feelings of guilt and may inhibit their creativity. However, the child must be also enabled to know how to exercise self-control and, as Elizabeth Jones and Sandra Waite-Stupiansky maintain, "a little bit of guilt is healthy as it leads to a sense of conscience."³³²

The fourth stage in Erikson's theory is Industry (competence) vs. Inferiority. In this stage between the years of 5-12 the social reality of the children becomes more complicated than it was until now. Teachers play an important role in the life of a child and the greater interactions with the peer group will become a significant contributory factor in the child's self-esteem. The child develops "a sense of industry - i.e., he adjusts himself to the organic laws of the tool world" as he or she becomes an "eager and absorbed unit of a productive situation."³³³ During this stage, which many psychologists call a "time-out period," a child has "room to concentrate on becoming a responsible member of society" and they have certain "obligations to meet and responsibility to rules they have to follow."³³⁴ As the children at this stage feel the greater need to win approval

³³¹ Erikson speaks of the importance of mutual regulation in this connection: "Where the child, now so ready to overmanipulate himself, can gradually develop a sense of moral responsibility, where he can gain some insight into the institutions, functions, and roles which will permit his responsible participation, he will find pleasurable accomplishment in wielding tools and weapons, in manipulating meaningful toys – and in caring for younger children." Erikson, *Childhood and Society*, 256.

³³² Jones and Stupiansky, "Erikson's Psychosocial Developmental Theory," 36.

³³³ Erikson, *Childhood and Society*, 259.

³³⁴ Jones and Stupiansky, "Erikson's Psychosocial Developmental Theory," 37.

by accomplishments, it is very decisive that they are encouraged and reinforced for their initiative, the absence of which would make them feel inferior and doubt their own abilities. As industry involves doing things beside and with others, a first sense of division of labor and of differential opportunity develops during this time.³³⁵ According to Erikson, “It is at this stage that the wider society becomes significant in its ways of admitting the child to an understanding of meaningful roles in its technology and economy.”³³⁶

The fifth stage in Erikson’s theory is Identity vs. Role Confusion. This stage occurs during adolescence, from about 12-18 years. This is the time the adolescent will be re-examining his or her identity and try to find out exactly who he or she is. This is the period of transition from childhood to adulthood and it is characterized by one becoming more independent as one is engaged in an intense exploration of personal values, beliefs, and goals. Adolescents are at the same time also in the search for belonging and how they fit into society as they look at their future in terms of career, relationships, families, housing, etc. Erikson speaks of two kinds of identities being considered here: the sexual and the occupational. The adolescent will be intensely concerned with “what they appear to be in the eyes of others as compared with what they feel they are” and, as Erikson says, “they are ever ready to install lasting idols and ideal as guardian of a final identity.”³³⁷ From the psychological point of view this is a decisive period of integration and ego identity which is “more than the sum of the childhood identifications.” In the words of Erikson, the sense of ego identity is “the accrued confidence that the inner sameness and

³³⁵ Erikson, *Childhood and Society*, 260.

³³⁶ Erikson, *Childhood and Society*, 260.

³³⁷ Erikson, *Childhood and Society*, 261.

continuity prepared in the past are matched by the sameness and continuity of one's meaning for others."³³⁸

Even though at the beginning one may feel uncomfortable about one's body, success in this stage will lead to the virtue of fidelity that enables one to commit one's self to others on the basis of accepting others. Success in this stage will result in one acquiring the "awareness of uniqueness of self" and "knowledge of a role to be followed."³³⁹ Role confusion will be the result of a failure in finding one's identity within society. In the same way the inability to settle on an occupational identity will disturb young people and they may be in danger of overidentifying with others, to the extent of complete loss of identity, by overidentifying with the heroes of the cliques or crowds.³⁴⁰

From the point of view of educators of young children, the psychosocial theory of development presented by Erikson is of great relevance because of the fact that "The stages help educators to predict the important issues in each child's life and help a child come to a healthy balance within that stage and any previously experienced stages which may need to be rebalanced in light of life's events."³⁴¹ Erikson's theory reminds teachers

³³⁸ Erikson, *Childhood and Society*, 261.

³³⁹ Estrada, *Developmental Characteristics of Young Children*, 24.

³⁴⁰ Erikson, *Childhood and Society*, 262. Even though not directly concerned with the child-adolescent psycho-social development, for the sake of completeness of the ideas of Erikson, here are also about the final three stages as suggested by him. As per Erikson's categorizing, during the next (6th) stage of Intimacy vs. Isolation (18 to 40 years) of young adulthood one explores long term relationship characterized by a sense of commitment, safety, and care within a relationship. Avoiding intimacy, fearing commitment and relationships can lead to isolation, loneliness, and sometimes depression. Success in this stage will lead to the virtue of love. The 7th stage of Generativity vs. Stagnation of middle adulthood is characterized by the virtue of care. It is the stage of careers, one's own families, raising of children, being productive at work, and becoming involved in community activities and organizations. Failure will result in one becoming stagnant and feeling unproductive. In the final stage of Ego Integrity vs. Despair senior citizens (65+ years), whose productivity has slowed down, contemplate their accomplishments and develop integrity. Feeling of success leads to the virtue of wisdom. One can look back to one's life with a sense of closure and completeness, and also accept death without fear. It can also lead to a feeling of dissatisfaction and guilt about one's past for not accomplishing one's life goals resulting in depression and hopelessness.

³⁴¹ Jones and Stupiansky, "Erikson's Psychosocial Developmental Theory," 33-34.

of the importance of focusing “on the relationships children form with the adult world around them, starting with their families and extending to other adults and children as their world widens.”³⁴² One should remember that Erikson does not provide a universal mechanism for crisis resolution, rather a framework within which human development can be described and understood.

Moral Development

Lawrence Kohlberg (1927-1987) conducted exhaustive research and investigation on the reasoning process used to arrive at answers to moral dilemmas.³⁴³ His interest was not so much on the answers to the moral dilemmas as such, rather Kohlberg was preoccupied to study the process used by people to arrive at an answer.³⁴⁴ This led him to posit three moral levels, each of which consists of two stages (thus altogether six stages): pre-conventional morality, conventional morality and post-conventional morality.

Preconventional Morality (Level 1), according to Kohlberg, is characterized by the absence of any internal sense of right or wrong. At this level moral judgments are based on rules imposed by external authorities. This level has two stages: in Stage 1 of punishment and obedience orientation, an event is judged to be right or wrong depending on its consequences. In Stage 2, the hallmarks of which are individualism and exchange,

³⁴² Jones and Stupiansky, “Erikson’s Psychosocial Developmental Theory,” 37.

³⁴³ Lawrence Kohlberg’s (1927-1987) own personal upbringing, being born to a wealthy Jewish father and a Protestant mother, involved even his rebellion against family expectations by joining the Merchant Marines after high school. Later on, he experienced moral dilemmas because of his being involved in the smuggling of Jewish Shoah survivors from Europe into Palestine to elude the British blockade. All these could have been some of the motives for him to investigate the reasoning process involved when one is confronted with moral dilemmas in life.

³⁴⁴ His focus on the moral reasoning process might have been also behind the choice of the topic for his doctoral dissertation which was entitled, *The Development of Modes of Thinking and Choice in the Years 10-16*. Kohlberg’s approach involved interviews with young boys presenting them with a series of moral dilemmas, including the scenario entitled “Heinz Steals the Drug: Should Heinz steal the drug that might save his wife’s life since he can’t afford to buy it?” Kelcourse, “Theories of Human Development,” 41.

a person conforms to rules to gain rewards - "If you scratch my back, I'll scratch yours."³⁴⁵

In conventional morality (Level 2) the hope of praise and avoidance of blame replaces tangible rewards and punishments. In Stage 3 good interpersonal relationships are considered as important. A behavior is deemed here as good when it pleases and helps others. In Stage 4 the focus is on maintaining social order. What is right conforms to the law and reflects the will of the community. Level 3 is that of post-conventional morality. It is the broad principles of justice which define what is right and wrong even at the risk of conflicts with the dictates of local authorities or one's immediate community. Stage 5 is that of social contract and individual rights. At this level the purpose of just laws is to express the will of the majority, but unjust laws can and should be challenged. In Stage 6 universal principles are supreme. Principles of universal justice, the dictates of one's own conscience, and respect for individual rights transcend any law or social contract that conflicts with them.³⁴⁶

Even though some of Kohlberg's basic assumptions and the methodology employed in drawing his conclusions are not without deficiencies, one still has to appreciate that Kohlberg has made an immense contribution to the understanding of the moral consciousness. Similar to Piaget and others, Kohlberg also appears to assume that Western values are normative for all. This may not always hold water in today's multi-polar world context, where cultural differences are an accepted data in social scientific research and in psychological studies. Existence of cultural differences even in multi-cultural Western countries and the fact that perception and commitment levels of

³⁴⁵ Kelcourse, "Theories of Human Development," 41.

³⁴⁶ Kelcourse, "Theories of Human Development," 41-42.

different ethnic, social and national groups to certain values are not the same have to be given sufficient consideration while discussing moral sensitivity and value estimations of different individuals and groups.³⁴⁷

In spite of the above-mentioned reservations, one has to admit that through his theory of developmental stages in one's moral consciousness Kohlberg has left us his enduring legacy by providing deep insights into the complex processes, motivations and influences that lie beneath our consciousness when we make moral decisions in life. He encourages investigation and reflection upon one's own behavior. Kohlberg stresses that significant people in the lives of children can influence them to make moral judgments which emphasize the importance of justice.³⁴⁸ The researcher considers that to be something that needs to be cultivated even among children and grown up individuals if they have to live more consciously their personal lives and make unbiased choices that lead to success in life. Growth in human maturity requires that one reflect objectively and systematically on the influencing factors and motivations of one's choices in life. A successful educational philosophy must help individuals to grow so that they can stand on their own legs and with right convictions and beliefs. Reflective understanding of the moral choices and decisions that a person makes in life even on a daily basis, apart from

³⁴⁷ A straight-jacket approach molded in an exclusively Western crucible may not contain adequate objectivity and neutrality in evaluating moral development and value detection process. Kohlberg's interviews, which were initially limited "to middle class boys and men," have been found wanting to a certain extent when others, especially women were included in the subsequent interviews. Even though their answers as a group placed women on average at a lower stage of moral development than men, it is still too hard on women to conclude that they are less likely to extend themselves for the benefit of others. On the contrary, they may be more likely to do so in actual life as people who are more adept at moral reasoning may not be always the ones who are adept at moral action. The capacity to verbalization in clearly recognizable concepts however is not the same as the capacity to behave in self-sacrificial manner as the need arises. Kelcourse, "Theories of Human Development," 43.

³⁴⁸ Lawrence Kohlberg, "From is to Ought: How to Commit the Naturalistic Fallacy and Get Away with it in the Study of Moral Development," in *Psychology and Genetic Epistemology*, ed. T. Mischel (New York: Academic Press, 1971), 151-235.

the great choices that one makes regarding the orientation in life, helps one to take life and decisions more seriously, diligently and consciously. Kohlberg's insight provides a great help in this direction.

Physical Development

The story of physical growth is not just a matter of becoming taller and larger. Instead, it involves a complex series of changes.³⁴⁹ Children should achieve a sense of well-being - a state of wellness of the body, mind, and spirit. A very famous maxim says that "The greatest wealth is health"³⁵⁰ and the term health refers to health in the holistic sense, which includes physical, emotional, social, mental, and spiritual aspects of a person. It must however be emphasized that without taking the physical aspect into account, the attempt to nurture children will never be holistic in the real sense.

Physical development does not start only upon birth, but in the biological formulation of the father's sperm and mother's fertilized egg. This reminds that both parents affect in a great way the physical health and well-being of the child. In the recent decades, more and more physicians believe that right after birth, the parents and newborn need to form an emotional attachment as a foundation for optimal development of the in the years to come.³⁵¹ Physicians and psychologists believe that this immediate attachment and touch helps the newborn to become healthier physically, emotionally and socially. As time passes, during the first two decades of one's life, the human body changes

³⁴⁹ Laura E. Berk, *Child Development*, 4th ed. (Needham Heights, MA: Allyn and Bacon, 1997), 167.

³⁵⁰ Stephanie Feeney, Eva Moravcik, and Sherry Nolte, *Who Am I in the Lives of Children?: An Introduction to Early Childhood Education* (Boston, MA: Pearson Education, 2013), 226-227.

³⁵¹ John Santrock, *Essentials of Life-Span Development*, 4th ed. (New York: McGraw Hill Education, 2016), 66-67.

continuously and dramatically, until it reaches the mature adult state. From birth to maturity, the average individual's height multiplies more than threefold, and weight increases as much as fifteen- to twentyfold. The top-heavy, chubby infant, whose head represents a quarter of the body's total length, gradually becomes the better proportioned child and eventually the taller, broader, more muscular adolescent, whose head takes up only a seventh of the body's total length.³⁵² Similar to other patterns of development, the physical condition of the child during the first 6 years are foundational and they strongly affect the health condition of the individual throughout his or her lifetime. The most significant things to think about when it comes to physical development and well-being are the basics - awareness of physical condition, balanced diet, proper hygiene, adequate sleep and rest, exercise, self-protection, immediate intervention in case of sickness, regular physical examination, and a healthy lifestyle.

Faith Development

The discussion about the "Faith Development" in the succeeding paragraphs is specifically concerned with the theoretical aspect of the development of the spiritual sense in all human persons, even though children are the focus of attention of the present researcher. The previous reflections on the 'Spiritual Development,' on the other hand, under the fourfold domains of teacher proficiency, was centered more on the decisive and lasting role played by the Christian teacher in the spiritual development and mentoring of children. The researcher understands spiritual maturity and Christian witness as indicating a highly developed state of piety evidenced by the attestation of faith in Jesus Christ through words, thoughts and deeds; and helping others to do the same.

³⁵² Berk, *Child Development*, 167.

Methodist theologian James W. Fowler (1940-2015) defines faith as “that which gives meaning and purpose to our lives.”³⁵³ Making a useful and fine synthesis of the stage theories variously propagated by Piaget, Kohlberg and Erikson and tapping on the theological insights of H. Richard Niebuhr and Paul Tillich, Fowler has presented his own ideas about faith development. Fowler is deeply aware of some of “the patterns of struggle, growth, and change that characterize human beings in the process of becoming aware, conscious, and increasingly responsive and responsible selves, as partners with God.”³⁵⁴ He speaks of seven stages (0-6) of faith development as given below.

For Fowler the undifferentiated faith of infancy, from birth to age 2, is the initial “0” stage. He says that during this period “the seeds of trust, courage, hope and love are fused in an undifferentiated way and contend with sensed threats of abandonment, inconsistencies and deprivations in an infant’s environment.”³⁵⁵ Like Erikson, Fowler identifies the central crisis and opportunity of this stage as the balance between trust and mistrust. According to him, the beginnings of mutuality as the capacity for interpersonal empathy and connection are either firmly established or threatened in this stage.³⁵⁶

In “intuitive projective faith” (ages 2 to 6), which he terms as Stage 1, children’s thinking is characterized by cognitive egocentrism, a predominance of fantasy, and a lack of logic. In this stage preschool children are in need of concrete symbols and stories of one’s faith community that can be learned in embodied ways.³⁵⁷

³⁵³ Kelcourse, “Theories of Human Development,” 45.

³⁵⁴ James W. Fowler, *Faith Development and Pastoral Care*, Theology and Pastoral Care Series, ed. Don S. Browning (Philadelphia, PA: Fortress Press, 1987), 53.

³⁵⁵ James W. Fowler, *Stages of Faith: The Psychology of Human Development and the Quest for Meaning* (New York: Harper and Row, 1981), 121.

³⁵⁶ Kelcourse, “Theories of Human Development,” 45.

³⁵⁷ Kelcourse, “Theories of Human Development,” 45-46.

Due to their capacity to either liberate or “trap” meaning, stories remain prominent for grade-school children (ages 7 to 12) in Stage 2, which is the stage of “mythic-literal faith.” The emergence of mutual interpersonal perspective is characteristic of this stage. Each cognitive change affects one’s ability to relate to self, others, and God. At this age there is a risk of alienation for children through one’s becoming stuck in a rigid perfectionism or being mired in a pervasive sense of one’s own “badness.”

The stage of “synthetic-conventional faith” (Stage 3 of Fowler) first emerges normally in adolescence and it is something that is accepted from others. Those who provide orientation thereby enable one to navigate through the complex world. There is little critical reflection on one’s faith in this stage. This stage also contains certain risks because unless one grows further in faith by stepping outside the conventional or prevailing worldview, by achieving “autonomy of judgment and action” disappointments and betrayals can lead to, what Fowler calls, “nihilistic despair” arising from a relational crisis of faith at this stage.³⁵⁸

According to Fowler a person’s faith may or may not develop further to what he calls as “individuated-reflective faith” (Stage 4)³⁵⁹ in young adulthood as one begins “to take seriously the burden of responsibility for his or her own commitments, lifestyle, beliefs and attitudes.”³⁶⁰ During this period, one will be faced with dichotomies such as individuality versus group loyalty, individual subjectivity versus objectivity and critical reflection, self-fulfillment versus relational demands. Even though one develops one’s autonomous identity and worldview, it has been also observed that too much confidence

³⁵⁸ Kelcourse, “Theories of Human Development,” 46.

³⁵⁹ This stage of faith development is experienced especially by persons in their thirties and forties.

³⁶⁰ Fowler, *Stages of Faith*, 182.

in one's own rationality and capacity for critical thought is characteristic at this stage. An inbreaking sense of mystery may move individuals out of this stage and into the next.³⁶¹

How does one evaluate the concept of faith development? Objectively, it can be seen to provide a very broad canvass in which faith is painted in fine colors as it transcends particular religious traditions. As H.J. McDargh has already observed, it can effectively contribute to ecumenical, international, and intercultural dialogue.³⁶² As the specific character of Fowler's ideas stem from universally observable contours of faith development his ideas are applicable in deciphering the faith developmental dynamics of all kinds of religious traditions. Therein is also its great worth.

The stages of faith development as presented by Fowler are verifiable in a normal society (of whichever religious orientation) which has standard functional structures, institutions and families. These are applicable to persons, families and communities which are traditionally religious in one way or another. On the other hand, Fowler's

³⁶¹ The last two of Fowler's faith development stages are not directly concerned with children and young adults. Fowler identifies "conjunctive faith" as Stage 5 which one may enter at midlife. During this period, one develops what Paul Ricoeur has termed a second naïveté, "in which symbolic power is reunited with conceptual meaning." As persons in this stage are more open to the paradox and mystery that religious symbols and rituals seek to mediate, one may once again take up those religious practices of earlier which were neglected during the "individuating-reflective faith" stage. This stage of conjunctive faith can be seen as very significant and equally fascinating stage in one's faith development. Persons at this stage are receptive to the "voices of one's 'deeper self,'" including "a critical recognition of one's social unconscious," composed of ideals and prejudices that one absorbs from one's own family and culture. One is more open both to paradox and to the "otherness" of those whose views may be at variance with one's own. Those few persons who attain the stage of "universalizing faith" (the last stage) become, what Fowler terms as, "incarnators and actualizers of the spirit of an inclusive and fulfilled human community." Such people are able to liberate themselves from the social, political, economic and ideological shackles; they may be seen by others as 'contagious' and even as "subversive" of the very social and religious structures that give identity and personal security to those who are in Stage 5. Personalities like Dietrich Bonhoeffer, Mahatma Gandhi, Martin Luther King Jr., Mother Teresa of Calcutta, etc., whom Fowler considers as citizens of the realm of God, belong to this final stage of faith. Kelcourse, "Theories of Human Development," 46-47; see further, Paul Ricoeur, *The Symbolism of Evil* (Boston, MA: Beacon Press, 1967), 35.

³⁶² H.J. McDargh, "Faith Development Theory and the Postmodern Problem of Foundations," *International Journal of the Psychology of Religion* 11, no. 3 (2001): 185-200, as cited in Kelcourse, "Theories of Human Development," 47.

stages do not seem to pay much attention to the situation in mission lands or to communities with broken institutions, families and social structures. What is presented is the normal and standard way of the development of one's faith. The exceptions and the not so standard situations are not analyzed by Fowler. Nor does he seem to pay sufficient space in his presentation of faith development to the intervention of divine grace and to the aspect of conversion through exceptional and out-of-the-ordinary spiritual experiences, which often break all the conventional ways of faith development. In short, while Fowler's exposition of the faith development stages explains and clarifies the standard growth process in one's faith experience, there are also many out-of-the-normal encounters with the divine reality which can radically change one's faith life. In the same way, in the mission fields, development in faith may be experienced by the newly converted Christians not always following the standard path of the stages as envisaged by Fowler.

Summary of Literature and Studies Reviewed

The researcher would like to wind up this related literature and research discussion on different aspects of the early childhood education, including the various dimensions on the developmental stages of children, by re-emphasizing the primordial and basic biblical anthropological statement that God made humankind in God's own image (Gen 1:27). It automatically follows that children, like adults, possess the fullness of humanity as bestowed upon them by God. Children's ultimate value and dignity rest on this basic assumption. The integrity of each child is grounded in God Himself who has formed and knit together the human being and possesses perfect knowledge of him/her (see Ps 139:13) and God has counted "even the hairs of your head" (Matt 10:30).

The different theories on the cognitive, psychosocial, moral and faith development of children discussed in these pages have made different aspects of a profound truth about children abundantly clear: children are precious gifts of the Creator God to be appreciated, respected, protected, educated, equipped and empowered. Every child has an inalienable right and vocation to grow and produce fruits as the Creator expects, an enormously noble endeavor and responsibility in which early childhood education has a very decisive role to play. Borrowing a beautiful expression of Karl Rahner, one can re-assert that children should be seen as a “sacred trust” to be protected, educated and empowered³⁶³ and in order that this may be carried out in the best way possible early childhood educators have to be trained and equipped to provide a hospitable space or an appropriate environment, both external and spiritual, for the children under their care, for them to develop to their fullest capacity and all-comprehensive vocation. An early childhood education curriculum and program need to be founded on an authentic educational philosophy, a comprehensive developmental psychology and a viable pedagogical training program that is up to the task and flexible enough to cater to the diversity of the learners in their racial, ethnic, linguistic, cultural, developmental and spiritual backgrounds.

Education in general, from a Christian perspective, has to be seen in the larger context of the human self-understanding that the human being has been created by God out of love and for love. Early childhood educational program, from a Christian perspective, must be guided by the biblical idea of Jesus Christ as the fullness of life.

³⁶³ Karl Rahner, “Gedanken zu einer Theologie der Kindheit,” in *Schriften zur Theologie*, 8 (Einsiedeln: Benziger Verlag, 1996), 313-29; translated into English by David Bourke as “Ideas for a Theology of Childhood,” in *Theological Investigations*, 8 (London: Darton, Longman and Todd, 1971), 33-50.

Jesus declares: “I came that they may have life, and life in its fullness” (John 10:10). It is God who reveals also the truth of one’s life, its mystery, origin and ultimate destiny.

Education, rightly understood in the light of the previous discussion regarding the developmental stages of human beings, may be seen as a process of transformation in which one is enabled to discover the truth of oneself (“Man, know yourself!”). This consists in realizing one’s true identity from a psychological, cognitive, cultural and spiritual point of view, and being equipped to become that person one is meant to be. Then, from a Christian perspective, education helps the child to know God and God’s ultimate plan for him/her. It enables one to know oneself rightly in the light of God’s Word so that the child is enabled and equipped by the saving grace of God through Jesus.

In the final analysis, the role of early childhood educators consists in functioning as facilitators of their mentees so that the latter may discover their true identity and they are helped and guided to realize their inborn divine vocation. Educators have the enormous responsibility of guiding the young people in their self-discovery in the presence of God. In this sense they do not add anything new to a person’s life, rather they empower them in the process of drawing out, or bringing out or leading out (Latin *educere* [from ‘*ex*’ = “from” or “out of” and ‘*ducere*’ = “to lead” or “to draw” or “to bring”])³⁶⁴ the inner reality placed in the life of a person by the Creator God who fashioned each human being as a testimony and career of His never-failing love. That is the worth and beauty of the noble function of educators.

This chapter discussed the review of literature and studies related to the current study. The next chapter will tackle the research methodology and procedures.

³⁶⁴ D. P. Simpson, *Cassell’s Latin Dictionary* (London: Cassel Ltd., 1984), 207.

CHAPTER III

RESEARCH METHODOLOGY AND PROCEDURES

Overview

The purpose of this study is to discover the proficiency level of the 2017-2019 early childhood teacher-education graduates of HMC in the areas of content knowledge and pedagogy, creating a healthy learning environment, dealing with diverse learners, and their Christian maturity. The results of this investigation will be used to enrich the early childhood teacher-education curriculum of Harris Memorial College (HMC).

This chapter presents the description of research methodology, research design, selection of subjects dealing with sample and population, instruments used, pilot studies, data collection and recording, and data processing and analysis, concluding with a chapter summary.

Description of Research Methodology

The research methodology utilized in this investigation was a convergence of quantitative and qualitative methods but leaning more on the quantitative, with a minor qualitative component. The strength of using mixed quantitative and qualitative approaches is grounded on the premise that no single method is perfect - each has its own weak points - and, therefore, multiple methods are necessary.³⁶⁵ The mixed-method

³⁶⁵ Abbas Tashakkori and Charles Teddlie, *Mixed Methodology: Combining Qualitative and Quantitative Approaches* (Thousand Oaks, CA: Sarah Miller and George McCune, 1998), 22; Todd D. Jick, "Mixing Qualitative and Quantitative Methods: Triangulation in Action," *Administrative Science Quarterly* 24 (December 1979): 602-611.

approach is most relevant to this research project for the reason that the said methodology is the best way to bring about the most comprehensive findings that will satisfy the purpose of the present study, while avoiding biases. While planning the larger contours of this mixed qualitative and quantitative study on the proficiency levels of the HMC graduates, from a methodological point of view, the researcher had been pleased to come to know about Cristina N. Mañabat' cautious note for any researcher to possess "the ability to strike a balance between creativity and observing the rigor of doing research."³⁶⁶ Research experts are of the view that mixed methods fruitfully utilize the strengths of both quantitative and qualitative research.³⁶⁷ Norman K. Denzin, the multiple international research awardee and sociologist, states with authority: "Because each method reveals different aspects of empirical reality, multiple methods of observations must be employed. This is termed triangulation. I now offer as a final methodological rule the principle that multiple methods should be used in every investigation."³⁶⁸

The processes involved in the research methodology are described through four types of triangulation.³⁶⁹ First, data triangulation from multiple sources were utilized in determining the proficiency status of HMC graduates by employing three respondent groups - the alumni, their teaching peers, and their supervisors. The 2017-2019 HMC

³⁶⁶ Cristina N. Mañabat, "Theological Field Education: Toward a Holistic and Transformative Ministerial Formation and Ministry in the Philippines" (PhD diss., Garret-Evangelical Theological Seminary, Evanston, IL: 2007), 206.

³⁶⁷ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd ed. (New Delhi: Sarah Miller and George McCune, 2009), 203; see further, Jick, "Mixing Qualitative and Quantitative Methods," 602-611.

³⁶⁸ Norman K. Denzin, *The Research Act: A Theoretical Introduction to Sociological Methods*, 2nd ed. (New York: McGraw-Hill, 1978), 28.

³⁶⁹ Norman K. Denzin has identified four basic types of triangulation, namely (1) data triangulation - the use of a variety of data sources in a study; (2) investigator triangulation - the use of several different researchers or evaluators; (3) theory triangulation - the use of multiple perspectives to interpret a single set of data; and (4) methodological triangulation - the use of multiple methods to study a single problem or program. Norman K. Denzin, quoted in Michael Quinn Patton, *Qualitative Research and Evaluation Methods*, 4th ed. (Los Angeles: Sarah Miller and George McCune, 2015), 316.

alumni are chosen because they are the recent graduates and, as Perry Shaw puts it, they are “one of the best sources of evaluative information on the curriculum as a whole.”³⁷⁰ The second group of key informants are the alumni’s teaching peers because they are at par with the HMC alumni, thus they are familiar with the teaching industry and they are the persons working closest to them and are able to observe them on a daily basis. The supervisor respondents are equally significant because, as Marilyn Katzenmeyer and Gayle Moller have put it, they significantly influence teachers toward improved educational practice, and they are accountable for achieving the outcomes of their leadership.³⁷¹ Data gathered from each respondent group complemented other findings and served as cross-data validity check. Secondly, there was an investigator triangulation. Three persons formed the research team. The PhD candidate³⁷² conducted training and orientation to well acquaint the team members about the research at hand. Together with the PhD candidate these two fellow-researchers, who have already done previous research works and had undertaken their own graduate studies and thus are well-equipped to do research, engaged in data gathering and analyzing the same. The presence of more than one researcher complemented the study by preventing the occurrence of biases, especially when it comes to the interpretation of gathered data. Thirdly, methodological triangulation or combining qualitative and quantitative methods was made use of. The collection of both qualitative and quantitative data contributed to a comprehensive analysis of the purpose statement and the research questions. The investigator is

³⁷⁰ Shaw, *Transforming Theological Education*, 20.

³⁷¹ Marilyn Katzenmeyer and Gayle Moller, “Understanding Teacher Leadership,” in *Teacher Leadership: the “New” Foundations of Teacher Education*, ed. E.B. Hilty (New York: Peter Lang Publishing, 2011), 6.

³⁷² This refers to the main researcher of the current study.

convinced that the research problem has both qualitative and quantitative dimensions and, as Paul D. Leedy and Jeanne Ellis Ormrod have rightly pointed out, “To fully address such problems and questions, then, the researcher must use both quantitative and qualitative techniques.”³⁷³

Specific processes involved in the mixed-method approach are the following: for quantitative method, survey questionnaires were distributed whereas for qualitative method, individual interviews were conducted.

Fourth and finally, theory triangulation was utilized in this research. Multiple theories and perspectives were employed to enrich the study.

In the light of methodological triangulation or mixed qualitative and quantitative approach, two modes of data collection were employed - survey questionnaire, and individual interviews.

Research Design

Intentionally, this study is descriptive-survey in design,³⁷⁴ mixed quantitative-qualitative in approach, and cross-sectional in time frame. Descriptive research is “important in education” as it is the type of study that “involves making careful descriptions of educational phenomena.”³⁷⁵ Survey through questionnaire and interviews were employed as “tools of descriptive research.”³⁷⁶ The rationale is that it is through a

³⁷³ Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research Planning and Design*, 12th ed. (New York: Pearson, 2019), 259.

³⁷⁴ The descriptive research design is a study format that gathers data from one or more groups and analyses it in order to describe prevailing conditions and general characteristics of the population under study. Calderon and Gonzales, *Methods of Research*, 62; Yount, *Research Design and Statistical Analysis in Christian Ministry*, 1-8.

³⁷⁵ Meredith D. Gall, Joyce P. Gall and Walter R. Borg, *Educational Research: An Introduction*, 8th ed. (Boston, MA: Pearson, 2007), 301; Yount, *Research Design and Statistical Analysis*, 1-8.

³⁷⁶ Yount, *Research Design and Statistical Analysis*, 1-8.

survey design that “a quantitative or numeric description of trends, attitudes, or opinions of a population” is provided “by studying a sample of that population” and through “sample results, the researcher generalizes or makes claims about the population.”³⁷⁷

This research used a step by step process as follows: (1) during the dissertation proposal planning stage, the researcher sought the endorsement of the study (Appendix B) from the Dean of Academic Affairs of HMC, the President of HMC, and the National President of HMC Alumni Association for the reason that the research-output aims at contributing to the further enrichment of the early childhood-teacher education program of this institution. The researcher then submitted the application for review of the research’s methodology and risk factors to the APNTS’ Institutional Review Board (IRB). The application was approved on September 30, 2019 and the notification for review approval is found in Appendix C. Pilot testing of the survey questionnaires and the individual interviews were conducted in November 2019 (see Appendix D for the Letter of Request for Pilot Testing). After this, letter requests to the alumni respondents (Appendix E), alumni’s peers (Appendix F), and alumni’s supervisors (Appendix G) were sent out. Schedules for the floating of questionnaires and carrying out of individual interviews were set from December 2019 to January 2020. By February 2020 all the data gathered were processed and analyzed through the help of statisticians, interview transcriber and the members of the research team. Data analysis was completed before March 13, 2020. Codification of the findings, formulating the conclusions and recommendations, including important research polishing, took place in the second half of March 2020.

³⁷⁷ John W. Creswell, *Research Design*, 145.

Considered from the time aspect, this research is cross-sectional in its procedure as it was conducted on a cross-cut time-frame (Academic Year 2019-2020) and it is not intended for, nor envisaged as, a longitudinal study. Cross-sectional study is a “form of research whereby participants are investigated at a single point in time” and not “investigated at several points, over an extended period” to look at “patterns of change over time” as the case for longitudinal studies.³⁷⁸ Similar to many cross-sectional researches, this dissertation collected data from more than one group of participants. The strength of this form of study is that “participants are not likely to drop out” compared to many cases of longitudinal researches.³⁷⁹

Selection of Subjects: Dealing with Sample and Population

A total number of 90 respondents participated in this study. With the scope of finding the proficiency status of the early childhood teacher-education graduates³⁸⁰ of HMC from 2017–2019,³⁸¹ this investigation employed three groups of population for the purpose of data triangulation - the alumni themselves, their teaching peers, and their supervisors. A sample size of 30 was taken from each of the groups through mixed-method sampling. Best and Kahn have mentioned that the “samples of 30 or more are

³⁷⁸ Mukherji and Albon, *Research Methods*, 234-235.

³⁷⁹ Hugh Coolican, *Research Methods and Statistics in Psychology*, 5th ed. (New York: Abingdon, 2013), cited in Mukherji and Albon, *Research Methods*, 234.

³⁸⁰ Harris Memorial College, *Official List of Graduates* (Taytay: HMC Office of the Registrar, 2018), Academic Years 2017-2019.

³⁸¹ The reason for choosing early childhood teacher-education graduates of 2017 - 2019 is that this group of graduates have received the most recent training from Harris aside from the fact that during the conduct of the study they are expected to be in their 1st to 3rd year of teaching experience and therefore they are still categorized as *Beginning Professional Teachers* according to the *Career Path of Professional Teachers*. Purita P. Bilbao, *Field Study 6: On Becoming the 21st Century Teacher* (Quezon City: Lorimar, 2015), 51.

A totally different survey questionnaire has to be made for professional teachers having four or more years of teaching experience and according to where they fit in the career stages when based on the *Career Path of Professional Teachers* and the PPST. This means that a different survey questionnaire will also be used when their peers and supervisors are asked to evaluate their proficiency levels.

usually considered large samples and those with fewer than 30, small samples.”³⁸² They also remind that “More important than size is the care with which the sample is selected.”³⁸³ For this investigation the criteria for the alumni respondents are: (1) they should have finished at least one semester in the teaching profession to make sure they have enough experiences relating to the four domains of teaching; (2) they are still actively involved in the educational profession; and (3) they are accessible as respondents of the study.³⁸⁴ For peer respondents and supervisor respondents, the criterion is that they should have worked at least one semester with the alumni to have had sufficient time for observation and making an objective judgment about the alumni.

The sequential nested nonprobability-probability design was utilized in taking the sample in view of taking advantage of the benefits of both random and non-random sampling methods. According to research sampling expert Johnie Daniel, the sequential nested nonprobability-probability design is a sampling method wherein “at different points in time, a subset of a probability sample is selected using a non-probability sampling procedure or a subset of a non-probability sample is selected using a probability sampling procedure.”³⁸⁵ He further explains that the strength of this sampling design is that it increases the likelihood that findings will be found more credible as it addresses a

³⁸² John W. Best and James V. Kahn, *Research in Education*, 9th ed. (Jurong, Singapore: Pearson Education South Asia, 2003), 18.

³⁸³ Best and Kahn, *Research in Education*, 18.

³⁸⁴ An informal tracer survey was done by the researcher through data inquiry via personal text messages, messenger and personal message exchanges, checking of fb posts, and verbal information through people connected to the alumni. The aim of the informal tracer survey was to get information related to the 3 criteria mentioned above: whether the alumni finished at least one semester of teaching; if the alumni are still actively involved in the teaching profession; and to seek communication access to the alumni for data gathering.

³⁸⁵ Johnie Daniel, *Sampling Essentials: Practical Guidelines for Making Sampling Choices* (New Delhi: Sarah Miller and George McCune, 2012), 220.

broader range of research questions while adding rigor, complexity, and depth to the study as compared to single method sampling.³⁸⁶

Purposeful sampling was done first through screening based on the criteria. As explained by Sharan B. Merriam and Elizabeth J. Tisdell, the nature of purposeful sampling is that it is effectively used when “the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned.”³⁸⁷ After purposeful sampling was over, the subset of the population went through systematic random sampling. In stratified sampling design, the sample is obtained by separating the population units into non-overlapping groups determined by certain characteristics and then samples are selected within each group.³⁸⁸ In this study, selection was through lottery method or fish bowl technique³⁸⁹ which was done by putting systematic codes or labels that represented individuals and then drawing lots until the sample size of 30 was reached for each of the groups: alumni, peer, and supervisor group. This made the total number of 90 respondents for the study. Out of these 90 respondents, 21 were chosen to join the interview (7 per respondent group). Since all 90 were screened and qualified as respondents, those who indicated their willingness to participate further were taken as participants for the interview. Best and Kahn states that the “ideal sample is large enough to serve as an adequate representation of the population about which the researcher wishes to generalize and small enough to be selected

³⁸⁶ Daniel, *Sampling Essentials*, 220-221.

³⁸⁷ Sharan B. Merriam and Elizabeth J. Tisdell, *Qualitative Research: A Guide to Design and Implementation*, 4th ed. (San Francisco, CA: Jossey-Bass, 2016), 96.

³⁸⁸ Mariano M. Ariola, *Research and Statistics with Thesis and Dissertation Writing* (Manila: Unlimited Books Library Services and Publishing, 2014), 71.

³⁸⁹ Juan C. Birion, Elmer G. De Jose, and Benjamin C. Dayrit, *Thesis and Dissertation Writing Without Anguish* (Valenzuela City: Mega-Jesta Prints, 2005), 71.

economically - in terms of subject availability and expense in both time and money.”³⁹⁰ Leedy and Ormrod say that “Our physical and social worlds present overwhelming amounts of information. But you can learn a great deal if you study a well-chosen sample from one of those worlds and draw reasonable inferences from your observations of this sample.”³⁹¹ These words have been very helpful in choosing the respondents.

Research Instruments

Instruments used in this research were survey questionnaires and individual interview protocols for the alumni, peer, and supervisor respondents. The survey questionnaires for the alumni (Appendix H), for the peers (Appendix I) and for the supervisors (Appendix J) were adapted from a public document from the Department of Education - the Philippine Professional Standards for Teachers (PPST).³⁹² As mentioned earlier, the first three domains were reinforced by the concept of Dr. Harold Burgess and the fourth domain was inspired by Dr. Stonehouse’s idea. Table 1 presents the teacher-proficiency domains and stands used in this study.

Table 1: Teacher-Proficiency Domains and Strands

Teacher-Proficiency Domains and Strands	
Domains	Strands
Domain 1 Content Knowledge and Pedagogy	<ul style="list-style-type: none"> • Content knowledge and its application within and across curriculum areas • Research-based knowledge and principles of teaching and learning

³⁹⁰ Best and Kahn, *Research in Education*, 18.

³⁹¹ Leedy and Ormrod, *Practical Research Planning and Design*, 146.

³⁹² Department of Education, *National Adoption and Implementation of the Philippine Professional Standards for Teachers* (Republic of the Philippines: Department of Education, 2017), DepEd Order No. 42, series of 2017.

Teacher-Proficiency Domains and Strands	
	<ul style="list-style-type: none"> • Positive use of ICT (Information and Communications Technology) • Strategies for promoting literacy and numeracy • Strategies for developing critical and creative thinking as well as other higher-order thinking skills • Mother Tongue, Filipino and English in teaching and learning classroom communication strategies
Domain 2 Learning Environment	<ul style="list-style-type: none"> • Learner safety and security • Fair learning environment • Management of classroom structure and activities • Support for learner participation • Promotion of purposive learning • Management of learner behavior
Domain 3 Diversity of Learners	<ul style="list-style-type: none"> • Learners' gender, needs, strengths, interests and experiences • Learners' linguistic, cultural, socio-economic and religious backgrounds • Learners with disabilities, giftedness and talents • Learners in difficult circumstances • Learners from indigenous groups
Domain 4 Spiritual Maturity and Christian Witness	<ul style="list-style-type: none"> • Biblical knowledge on the foundations of Christian faith • Living-out the Word of God inside and outside the school • Actual engagement in Christian activities in the church, in school, and in the wider community • Godly relationships with superiors, colleagues, students, and other co-workers • Integration of Christian values in teaching • Commitment to studying the Scriptures, to prayer, and meditation

Results obtained by applying the standards for establishing proficiency level of respondents were used in analyzing the domains of strength and those areas where improvement is needed.

The survey questionnaires have two parts. The first part is concerned with the demographic characteristics of the respondents, while the second part is a proficiency evaluation of HMC graduates using the four domains discussed above. All questions on

proficiency have equal degree of significance and responses were subjected to a 5-item Likert Scale. Likert Scale has been found as the appropriate measurement in using equally weighted matters.³⁹³ On top of this, Likert scaling is also “widely used in instruments measuring opinions, beliefs, and attitudes.”³⁹⁴ A 5-item scale has been decided upon by the researcher to give ample scaling options for the respondents while avoiding too much work for them. Even though shorter ones like a 3-item scales have been seen to place less burden on the respondents, longer scales “tend to be more reliable.”³⁹⁵ Mukherji and Albon, however, encourage researchers to consider using “no more than five”³⁹⁶ as it would be too many points in a scale. They state that “There is no real agreement as to whether an odd or an even number of descriptors should be employed.”³⁹⁷ They further mention that “It could be argued that respondents should be allowed the option to be neutral about a particular topic, whereas leaving out a middle point forces a response in one direction or the other.”³⁹⁸ Robert F. DeVellis, scale development expert, is convinced that “either an odd or an even number of response options” can be used “depending on the phenomenon being investigated and the goals of the investigator.”³⁹⁹ For this study, the rating scale used in the survey questionnaire is presented in Table 2.

³⁹³ Yount, *Research Design and Statistical Analysis*, 122 and 129.

³⁹⁴ Robert F. DeVellis, *Scale Development: Theory and Applications*, 3rd ed. (New Delhi: Sarah Miller and George McCune, 2012), 93.

³⁹⁵ DeVellis, *Scale Development*, 110.

³⁹⁶ Mukherji and Albon, *Research Methods*, 171.

³⁹⁷ Mukherji and Albon, *Research Methods*, 171.

³⁹⁸ Mukherji and Albon, *Research Methods*, 171.

³⁹⁹ DeVellis, *Scale Development*, 93.

Table 2: Rating Scale for the Survey Questionnaire

Rating Scale for the Survey Questionnaire		
Mean	Numerical Rating	Descriptive Interpretation
4.51 - 5.00	5	Excellent
3.51 - 4.50	4	Very Good
2.51 - 3.50	3	Good
1.51 - 2.50	2	Fair
1.00 - 1.50	1	Poor

The survey questionnaire, being generally identified as a “written list of questions”⁴⁰⁰ to be “answered by the respondents,”⁴⁰¹ is known to be researcher-beneficial. John W. Best and James V. Kahn are of the opinion that it is best utilized in administering survey and collecting desired “factual information”⁴⁰² from a large number of subjects. Highlighting the usability of questionnaires, research expert Nicholas Walliman describes it as a “versatile and cost effective research tool.”⁴⁰³ Production of questionnaires, however, should be “undertaken carefully”⁴⁰⁴ due to the fact that, as Judith Bell rightly points out, it is “fiendishly difficult to design.”⁴⁰⁵ The viability of questionnaires and its nature as time-friendly⁴⁰⁶ have helped a lot of investigations but

⁴⁰⁰ Ranjit Kumar, *Research Methodology: A Step-by-Step Guide for Beginners*, 4th ed. (London: Sarah Miller and George McCune, 2014), 177.

⁴⁰¹ Calderon and Gonzales, *Methods of Research*, 105.

⁴⁰² Best and Kahn, *Research in Education*, 300.

⁴⁰³ Nicholas Walliman, mentioned in Penny Mukherji and Deborah Albon, *Research Methods in Early Childhood: An Introductory Guide*, 2nd ed. (London: Sarah Miller and George McCune, 2015), 165.

⁴⁰⁴ Mukherji and Albon, *Research Methods*, 165.

⁴⁰⁵ Judith Bell, *Doing Your Research Project: A Guide for First-Time Researchers in Education, Health and Social Science*, 5th ed. (Maidenhead, NY: Open University Press, 2010), 105.

⁴⁰⁶ Mukherji and Albon, *Research Methods*, 181.

because of the laxity of some researchers “the questionnaire has become one of the most used and abused means of collecting information.”⁴⁰⁷

The interview protocol for key informants (Appendix K) was designed as the official procedure conducted in interviewing the alumni, the alumni’s peers and the alumni’s supervisors. It is both comprehensive but also concise at the same time. Questions were formulated as interview guide patterned from the PPST⁴⁰⁸ (Appendix L for the alumni, Appendix M for alumni’s peers, and Appendix N for alumni’s supervisors) to increase the comprehensiveness of the data and to make data collection systematic but at the same time natural and relaxed for the respondents. The strength of an interview guide approach is that it is easier for the researcher to carry out his or her responsibility to “provide a framework within which people can respond comfortably, accurately, and honestly”⁴⁰⁹ to the questions. Through interview guide approach, “logical gaps in data can be anticipated and closed.”⁴¹⁰ Michael Quinn Patton emphasizes that skillful interviewing is beating the challenge of “making it possible for the person being interviewed to bring the interviewer into his or her world.”⁴¹¹ According to Steinar Kvale and Svend Brinkman, one of the quality criteria for an interview is “the extent of spontaneous, rich, specific, and relevant answers from the interviewee.”⁴¹² An interview is “a good tool to collect information about one’s experiences and perception”⁴¹³ and it is

⁴⁰⁷ Gary Anderson, *Fundamentals of Educational Research*, 2nd ed. (London: Taylor and Francis, 1998), 170.

⁴⁰⁸ Department of Education, *Philippine Professional Standards for Teachers* (Manila: Teacher Education Council, 2017), 14.

⁴⁰⁹ Patton, *Qualitative Research*, 427.

⁴¹⁰ Patton, *Qualitative Research*, 438.

⁴¹¹ Patton, *Qualitative Research*, 427.

⁴¹² Steinar Kvale and Svend Brinkmann, *Interviews: Learning the Craft of Qualitative Research Interviewing*, 2nd ed. (Singapore: Sarah Miller and George McCune, 2009), 164.

⁴¹³ Best and Kahn, *Research in Education*, 257.

tailor-made for generating “relevant and high-quality findings.”⁴¹⁴ Michael Quinn Patton emphasizes that “qualitative interviewing begins with the assumption that the perspective of others is meaningful and knowable and can be made explicit.”⁴¹⁵

Pilot Studies

Official pilot testing of the survey questionnaires, individual interview protocols for the alumni, peer, and supervisor respondents were done in partnership with HMC alumni 2017-2019, supervisors, and peers who are not part of the respondent groups. Aside from the previously discussed triangulation in the research methodology, validity and reliability of the research instruments were established through peer review and examination of data gathered from the pilot testing.⁴¹⁶ The survey questionnaires were revised based on the suggestions and comments of the pilot testing partners. The researcher has chosen the HMC alumni 2017-2019, supervisors, and peers who are not part of the respondent groups as participants in the pilot testing for the rationale that “a group of people similar to those who will be involved in the actual study”⁴¹⁷ should be taken as partakers of the pilot testing. After the pilot tests, the researcher asked the participants for suggestions and feedbacks, especially about any difficulty encountered during the testing. These feedbacks on the instruments greatly helped in improving the survey questionnaires further and the individual interview protocols proper. Some answer options from the first part of the survey, specifically from the demographic

⁴¹⁴ Patton, *Qualitative Research*, 427.

⁴¹⁵ Patton, *Qualitative Research*, 426.

⁴¹⁶ According to Sharan B. Merriam, one strategy of promoting reliability and validity is through peer review or examination which she described as “discussions with colleagues regarding the process of study, the congruency of emerging findings with the raw data, and tentative interpretations.” Sharan B. Merriam, *Qualitative Research: A Guide to Design and Implementation* (Hoboken, NJ: John Wiley and Sons, 2009), 229.

⁴¹⁷ Yount, *Research Design and Statistical Analysis*, 10-8.

characteristics, were deleted as was suggested in order to make the survey more precise and more respondent friendly. The first three descriptive interpretations from the rating scale were changed from O = Outstanding, VS = Very Satisfactory, and S = Satisfactory to E = Excellent, VG = Very Good, and G = Good. Pilot testers reasoned that letter ratings like E, VG, and G, come with a more familiar meaning as opposed to O, VS, and S where they have to refer back to the front page of the survey material to be reminded of what those letters stand for. Finally, the interview questions were amended as suggested by the panel of experts during the PhD candidate's proposal defense and were finalized and integrated in such a way as to gain richer information and to avoid any kind of difficulties for the pilot testers in answering those within the time allotted for interviews.

Data Collection and Recording

Instructions were immediately communicated to the research participants by the research team after the agreement was received from the respondent/s to join the study. Prior to it, directives were given to two other members of the research team who took part in data gathering. While preparing to collect data, the PhD candidate met with the other members of the research team to ensure that each member has a clear and comprehensive understanding of the total research framework and its purpose. Each member signed and pledged adherence to the "Research Team's Confidentiality Agreement" (Appendix O). Research ethics and guidelines in conducting good interviews were reviewed, including the "Data Privacy Law" in the Philippines (Republic Act 10173).⁴¹⁸ Responsibilities, expectations, schedules, communication means, benefits, budget and fund

⁴¹⁸ Republic Act 10173, *Data Privacy Act of 2012*. Passed by the Philippine Senate and House of Representatives on June 6, 2012.

disbursal/liquidations were reviewed and clarified. After these, letter requests on interviews were sent to key informants.

After agreement had been gained, interview schedules (date and time) as well as venues were calendared and finalized. Respondents were informed that the individual interview would take approximately 30 minutes. Consent forms were sent to the interviewees (Appendix P). Online interviews via Messenger were also done as per the preference of the respondents. Reminders and confirmation messages were sent two days before the actual interview and a few hours before the actual session. All materials, including recording facilities, were prepared and tested before the scheduled days. On each actual day of interview, researcher/s were in the venue at least 1 hour before the scheduled interview time, ensuring that the place was conducive to the interview, respondent/s are comfortable, and no distractions would ruin the procedure. Recording gadgets were once again tested in the actual place in order to ensure good capture and documentation. Personally-signed consent forms were collected before starting the interview. The PhD candidate gave the respondent/s enough time to ask questions and get clarifications before each session started. During the interview, a member of the research team other than the PhD candidate functioned as interviewer while she took charge of recording the session. The interviewer was expected to verify her interpretations of the respondent's answers before ending the session and the "recorder" checked the gadget at once to see if it functioned well throughout the whole session. After each interview, refreshments were served and tokens of gratitude were presented to respondents who were not able to join the meals together.

Interviews were audio recorded according to the preference and permission given by the respondents. Afterwards the researchers transcribed the data (see Appendix Q for a transcribed interview sample) and presented it to the respondents for clarification and confirmation, which is referred as “member checks”⁴¹⁹ in research language.

Among the themes that are traditionally discussed in ethical guidelines for researchers, especially on interviews, is informed consent. Steinar Kvale and Svend Brinkmann remind researchers that respondents should be informed “about confidentiality and who will have access to the interview or other material, the researcher’s right to publish the whole interview or parts of it, and the participant’s possible access to the transcription and the analysis of the qualitative data.”⁴²⁰ To further protect the respondents and to promote confidentiality, five years⁴²¹ after the dissertation is completed and submitted all forms of interview records (printed and audio- or video-recorded), apart from what is printed in the dissertation volume, will be deleted to prevent any future misuse of the data.

Data Processing and Analysis

Strategically ordered data gathering is a must in every scientific investigation for the reason that data are “facts and figures from which conclusions can be drawn.”⁴²² In addressing the research questions and the null hypotheses of the study, the advantages of both descriptive and inferential statistics were used in order to treat quantitative data gathered through the survey. With the help of two able statisticians, quantitative data

⁴¹⁹ Merriam, *Qualitative Research*, 229.

⁴²⁰ Kvale and Brinkmann, *Interviews*, 70.

⁴²¹ Asia-Pacific Nazarene Theological Seminary, *PHD Dissertation Handbook* (2020), 8.

⁴²² Suzanne Powell, *Advanced Case Management: Outcomes and Budget* (Philadelphia, PA: Lippincott William and Wilkins, 2000), 183.

were subjected to frequency distribution, percentage count, mean computation, Chi-square Test, and one-way ANOVA or Analysis of Variance.

Data on demographic characteristics were analyzed first through frequency distribution and percentage count. The first null hypothesis states: “There is no significant relationship between the demographic characteristics of the selected respondents and their evaluations on the proficiency level of the alumni teachers.” The acceptance or rejection of this hypothesis was tested and measured using the Chi-square Test of Independence,⁴²³ as this has been found the appropriate hypothesis testing to determine whether variables are related or not. The analysis is intended to show whether the demographic characteristics such as number of years in the teaching profession, and teaching rank or position of the respondents in the institution affected their proficiency status.

The second, third, and fourth hypotheses respectively state the following: 2: “The proficiency level of the selected alumni teachers is very low and the alumni are not adequately equipped in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness based on the alumni respondents’ self-evaluation;” 3: “The proficiency level of the selected alumni teachers is very low and the alumni are not adequately equipped in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness based on the peer respondents’ evaluation;” and 4: “The proficiency level of the selected alumni teachers is very low and the alumni are

⁴²³ Yount, *Research Design and Statistical Analysis*, 5-5 to 5-6; Lyman Ott, Michael Longnecker and Michael Sullivan, *An Introduction to Statistical Methods and Data Analysis*, 6th ed. (Belmont, CA: Brooks Cole, 2010), 513-516.

not adequately equipped in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness based on the supervisor respondents' evaluation." Weighted mean computations with qualitative ratings and descriptive interpretation have been used to accept or reject the null hypotheses.

The fifth null hypothesis states that "There is no significant relationship in the HMC graduates' proficiency level based on the alumni's self-evaluation, peer's evaluation, and supervisor's evaluation." For this, the one way Analysis of Variance (ANOVA)⁴²⁴ was used to accept or reject the null hypotheses.

The qualitative data were processed through Max Qualitative Data Analysis software (MAXQDA) for coding, clustering, and thematic analysis and interpretation. MAXMaps were used to create a qualitative data map that aided the discussion of findings. The presentation of the qualitative and quantitative data is through matrices⁴²⁵ representing answers to items in the research questions.

Summary

This study sought to determine the proficiency level of 2017-2019 early childhood teacher-education graduates of HMC through a descriptive-survey design that employs a combination of quantitative and qualitative methodology in gathering data through the self-evaluation of alumni, the evaluation by alumni's peers, and alumni's supervisors. 90 respondents were taken as sample through sequential nested nonprobability-probability

⁴²⁴ ANOVA is the parametric test that computes "significant difference" and it will be utilized in this study to examine whether the fifth hypothesis will be accepted or rejected. Michael Sullivan, *Statistics: Informed Decisions Using Data*, 3rd. ed. (Upper Saddle River, NJ: Pearson Prentice Hall, 2010), 679-686; see further, Yount, *Research Design and Statistical Analysis*, 5-6.

⁴²⁵ Creswell, *Research Design*, 219.

sampling method. Data gathered through survey questionnaires were treated statistically to measure the relationship between the demographic characteristics and the proficiency level of selected alumni and to measure the significant differences between and among the self-evaluation of alumni, the evaluation of peers, and the evaluation of supervisors. Concurrently, individual interviews with the respondents were employed to further explore the proficiency status of the graduates. The quantitative data obtained through the survey were treated by making use of both descriptive and inferential statistics with the help of two able statisticians. Data on demographic characteristics were described and analyzed through frequencies and percentages. Chi-square Test of Independence, mean computation, and ANOVA were used to examine whether the five hypotheses were accepted or rejected. The qualitative data were processed and analyzed through creating codes, patterns, and themes which were counted. The data were compared with the quantitative results side by side through creation of matrices.

This chapter presented the research methodology, research design, selection of subjects dealing with sample and population, instruments used, pilot studies, data collection and recording, data processing and analysis, and summary. The next chapter contains the presentation, analysis, and interpretation of data.

CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

Overview

This chapter unfolds the analysis and interpretation of data gathered through survey questionnaires and individual interviews with the three groups of key informants: early childhood education-teacher graduates, their peers and supervisors. Findings are presented sequentially according to how the five research questions were organized. Following such order of answers, each of the null hypotheses was also addressed correspondingly. This section of the dissertation begins with this overview and ends with a chapter summary. After this introductory part, the five research questions are answered under the following five subheadings: (1) demographic characteristics of respondents; (2) alumni respondents' self-evaluation on the four domains; (3) peer respondents' evaluation of the alumni on the four domains; (4) supervisor respondents' evaluation of the alumni on the four domains; and (5) significant differences of the three evaluations. This being a mixed-method research, both quantitative and qualitative results are interwoven to solidify the findings until each research question is treated.

Demographic Characteristics of the Respondents

Ninety key informants in this investigation were equally distributed in three evaluation groups - 30 alumni, 30 peers, and 30 supervisors. Seven persons from each respondent group participated also in the individual interviews making a total of 21

interviewees. At the end of this sub-chapter, the treatment of the first null hypothesis is presented. Figure 5 presents the distribution of respondents according to evaluation participation.

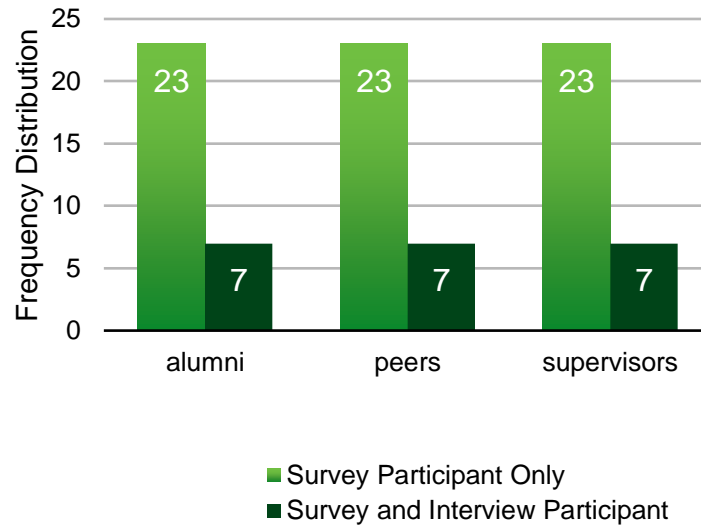


Figure 5: Distribution of Respondents According to Evaluation Groups

For each respondent group, 23 persons participated in the study through answering the survey questionnaires only; the remaining seven respondents from each group participated both in answering survey questionnaires and individual interviews, making 21 interviewees in all.

The first research question sought to find out the demographic characteristics of the respondents. Table 3 shows the variables that research question 1 sought to investigate.

Table 3: Main Variable and Sub-Variables in Research Question 1

Main Variable	Sub-variables
Demographic Characteristics of Respondents	<p>For Alumni Respondents: (1) number of years in the teaching profession (2) position in the institution</p> <p>For Peer Respondents: (1) number of years in the institution (2) position in the institution</p> <p>For Supervisor Respondents: (1) number of years in the institution (2) position in the institution</p>

The findings have been revealed according to the order of the sub-variables exhibited in Table 3. For the alumni group, the respondents' number of years in the teaching profession and their position in the institution are presented, while for both peer respondents and supervisor respondents, their number of years in the institution and their position in the institution are shown.

Demographic Characteristics of Alumni Respondents

Since the subjects of this study are the 2017-2019 early childhood teacher education graduates of HMC, it is evident that their years in the teaching service could only range from one to three years. Figure 6 illustrates the distribution of respondents according to the alumni's number of years in the teaching profession through a 2D stacked column.

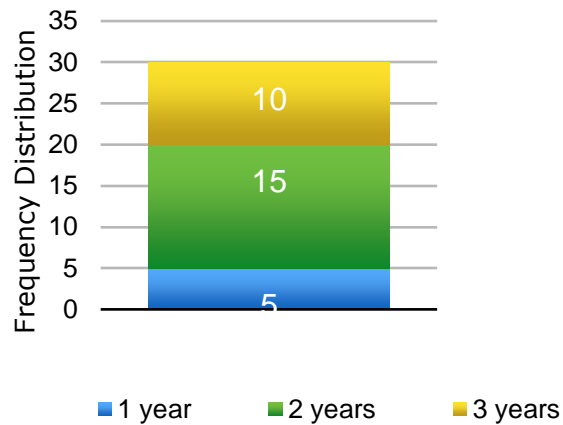


Figure 6: Distribution of Alumni Respondents According to Number of Years in Teaching

Half of 30 alumni respondents have finished two years in the teaching profession, while 10 of them finished three years. The lowest number in this distribution is five alumni respondents who belong to the category of those who have finished just one year of teaching; however, it is worth mentioning that some of those who are in that category are not 2019 graduates. There are 2018 and 2017 early childhood education alumni who were not assigned to teach during the first and/or second year/s of their service after their graduation from HMC. The second sub-variable studied about the alumni respondents' demographic characteristics concerns their positions in the institutions they are working with.

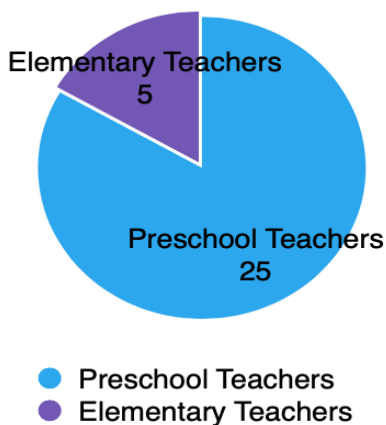


Figure 7: Distribution of Alumni Respondents according to Position in the Institution

Figure 7 shows that 25 of the alumni respondents are preschool teachers. This means that majority of the alumni group is teaching Nursery, Kindergarten 1 or Kindergarten 2 classes, while five of them are engaged in teaching in Grades 1 to 6 of the Elementary Schools to which they are affiliated.

Demographic Characteristics of Peer Respondents

The group of peer respondents are 30 in number. Each of them has worked at least one year in the same school with one of the alumni respondents. Figure 8 illustrates the distribution of peer teachers according to the respondents' number of years in the teaching profession.

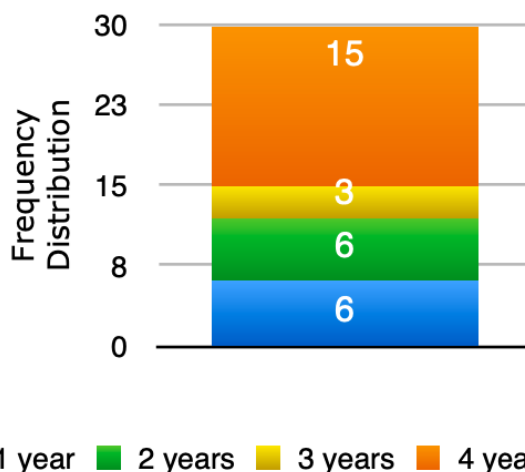


Figure 8: Distribution of Peer Respondents According to Number of Years in the Teaching Institution

The 2D stacked column illustrates that 15, which is the highest number of peer respondents in a certain bracket, fall in the category of those who have been in their teaching institutions for four years or more. Six peer teachers have two years, and other six have one year of service, while there are three peer respondents who have already served three years in the teaching institutions they are affiliated to. The findings reveal that 50% of the peer respondents have completed a greater number of years in the teaching institutions than all 30 of the alumni respondents.

Regarding the peer teachers' position in the institution, Figure 9 elucidates a pie chart with details close to Figure 7. Similar to the alumni-respondent group, the peer-teacher respondents' position in the institution is either that of preschool teacher or elementary teacher.

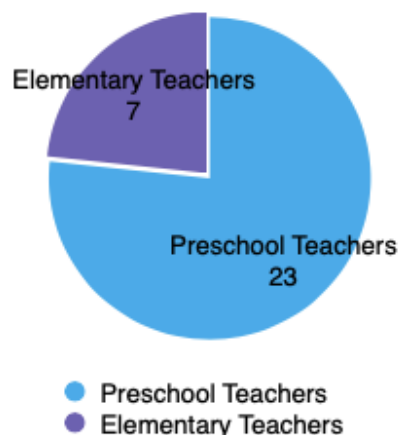


Figure 9: Distribution of Peer Respondents according to their Position in the Institution

Figure 9 reveals that majority of the peer-teacher respondents, numbering 23, are preschool teachers. They are teaching either Nursery, Kindergarten 1 or Kindergarten 2 classes, whereas the remaining seven respondents are teaching Elementary Grades in Basic Education.

Demographic Characteristics of Supervisor Respondents

Consistent with the alumni and peer-respondent groups, the supervisor evaluators also are 30 in number and, as screened through the criteria for purposeful sampling, each of them has supervised the teaching work of one of the alumni respondents for at least one semester. Figure 10 introduces the distribution of supervisor respondents according to their number of years in the institution.

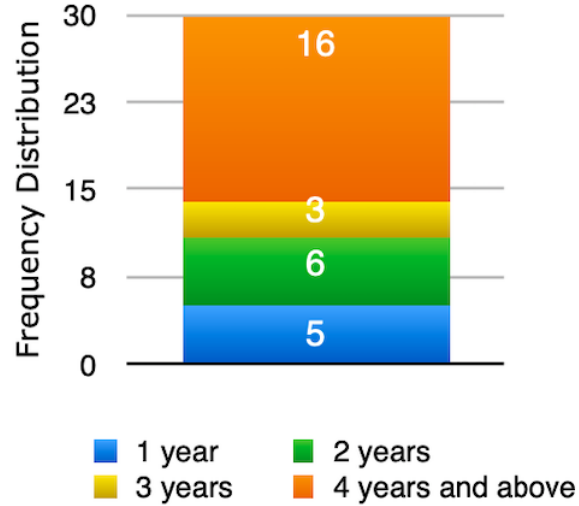


Figure 10: Distribution of Supervisor Respondents According to Number of Years in the Institution

The highest frequency number is 16, which corresponds to the category of four years and above in the institution as administrator. The next highest frequency is six, which belongs to the category of two years in the institution. There are five supervisors in their first year in the institution; and, finally, the lowest frequency of 3 fell in the category of those with three years in the institution. The 2D stacked column makes it clear that, compared to all 30 of the alumni respondents, majority of the supervisor respondents have a greater number of years in the institutions.

Figure 11 reveals the demographic characteristic of the supervisor respondents in terms of their position in the institution.

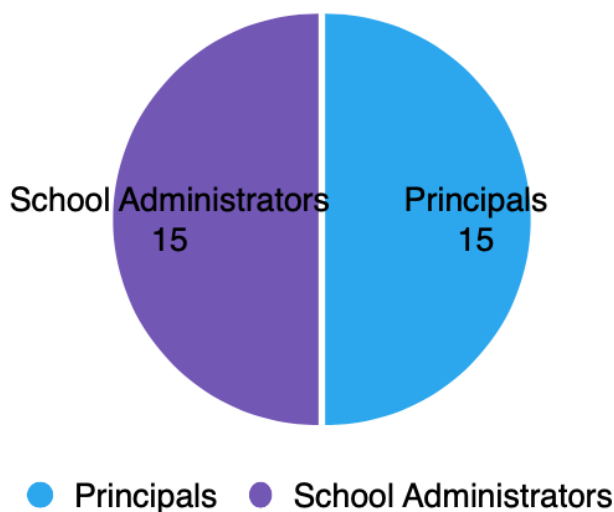


Figure 11: Distribution of Supervisor Respondents According to their Position in the Institution

Unlike the alumni and peer respondent groups, the supervisor respondents have an equal frequency distribution when it comes to their position in the institution. As shown by the pie chart in Figure 11, 15 out of 30 supervisors occupy the position as principal, while the other half functions as school administrators in the institution. While both principals and school administrators are supervisors to the alumni teachers, the difference is that the principals are directly in charge of the day-to-day operations of the school such as checking of the teachers' lesson plans, while the school administrators are involved more in the general concerns of the institution such as educational standards, and policies ensuring that the organization runs smoothly.

Relationship of Demographic Characteristics on Respondents' Evaluation

The first null hypothesis stated: "There is no significant relationship between the demographic characteristics of the selected respondents and their evaluations on the proficiency status of the alumni teachers." As the introduction to Chapter III had already

indicated, the acceptance or rejection of this hypothesis has been tested and measured using the Chi-square Test of Independence. The analysis is intended to show whether the demographic characteristics such as the alumni-respondents' number of years in the teaching profession and their teaching rank or position; peer-respondents' number of years in the institution and teaching rank or position; and the supervisor-respondents' number of years and position in the institution in any way affected their respective evaluations on the proficiency level of the HMC graduates. Simply put, the hypothesis testing investigated whether the above-mentioned variables are related or not. Table 4 displays the variables subjected to Chi-square testing to treat the first null hypothesis.

Table 4: Variables Subjected to Chi-Square for Hypothesis Testing

Independent Variables (<i>Demographic Characteristics</i>)	Dependent Variables (<i>Proficiency Levels from Respondents' Evaluation</i>)
Alumni Respondents' Number of Years in Teaching	Alumni's Mean Ratings
Alumni Respondents' Position in the Institution	Alumni's Mean Ratings
Peer Respondents' Number of Years in the Institution	Peers' Mean Ratings
Peer Respondents' Position in the Institution	Peers' Mean Ratings
Supervisor Respondents' Number of Years in the Institution	Supervisors' Mean Ratings
Supervisor Respondents' Position in the Institution	Supervisors' Mean Ratings

As displayed in Table 4, the independent variables which are the demographic characteristics of the respondents are tested against the dependent variables which are the proficiency levels from the respondents' evaluation. This means that the alumni

respondents' number of years in teaching is subjected to Chi-square testing against the alumni's self-evaluation rating to investigate whether or not the responses from the alumni are dependent or significantly related to their number of years in teaching. The second demographic characteristic of the three respondent groups is their position in the institution. This demographic characteristic was also statistically treated against the three respondent groups' rating.

Exactly the same procedure of testing done with the alumni's demographic characteristics and their responses was also executed with the demographic characteristics and responses of both peer-respondent and supervisor respondent groups. Table 5 unveils the Chi-square Test results of the respondents' demographic characteristics and their proficiency ratings in the four domains.

Table 5: Relationship of Demographic Characteristics and Proficiency Ratings

Demographic Characteristic	Proficiency Rating	Chi-square Test Result	Qualitative Result
Alumni's Number of Years in Teaching	Proficiency Rating by Alumni	0.09	There is no significant relationship
Alumni's Position in the Institution	Proficiency Rating by Alumni	0.68	There is no significant relationship
Peers' Number of Years in the Institution	Proficiency Rating by Peers	0.16	There is no significant relationship
Peers' Position in the Institution	Proficiency Rating by Peers	0.57	There is no significant relationship
Supervisors' Number of Years in the Institution	Proficiency Rating by Supervisors	0.10	There is no significant relationship
Supervisors' Position in the Institution	Proficiency Rating by Supervisors	0.12	There is no significant relationship
Statistical Constant: Chi-square result of 0.05 or below indicates significant relationship.			

A Chi-square test result 0.05 or below indicates significant relationship between variables subjected to the test. This also means that when the result is 0.05 or below, the null hypothesis is rejected and that there is significant relationship between the variables tested. Reversely, when the result is above 0.05, the null hypothesis is accepted and it is inferred that there is no significant relationship or dependence between the two variables.

Outcomes presented through the Chi-square test as shown in Table 5 reveal that for the relationship of the alumni's number of years in teaching versus proficiency rating of alumni, the Chi-square test result is 0.09 which is greater than 0.05 thereby meaning that there is no significant relationship between the variables and so the null hypothesis is accepted. Regarding alumni's position in the institution versus proficiency rating by the alumni, the Chi-square test result is 0.68 which is also above 0.05. Hence it is concluded that there is no dependence or significant relationship between the alumni's position and their proficiency ratings. Once again, the null hypothesis is accepted. It is remarkable that Table 5 uncovers that all the demographic characteristics of the respondents have no significant relationship with the respondents' proficiency evaluation ratings: peers' number of years in the institution versus the proficiency rating by peers with Chi-square test produces the result of 0.16; peers' position in the institution versus proficiency rating by peers gives test result of 0.57; supervisors' number of years in the institution versus proficiency rating by supervisors with Chi-square test result reaches 0.10; and supervisors' position in the institution versus proficiency rating by supervisors with test result achieves 0.12. Based on these the unanimous conclusion is that there is no significant relationship between the demographic characteristics of the respondents and their evaluation ratings. Therefore, coming to address the first null hypothesis, the

statement, “There is no significant relationship between the demographic characteristics of the selected respondents and their evaluations on the proficiency status of the alumni teachers,” is accepted. This means that the findings revealed that there is no dependence between the number of years in the institution nor the position of the respondents in the respondents’ proficiency evaluation ratings.

Alumni Respondents’ Self-evaluation on the Four Domains

The second part of the survey questionnaire was the main instrument for gathering the alumni respondents’ quantitative evaluation in the four domains of teaching proficiency. The alumni responses were treated to answer the second research question: “How do the selected alumni-teachers evaluate their own proficiency level in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness?” Table 6 presents the variables that research question 2 intended to examine.

Table 6: Main Variable and Dependent Variables of Research Question 2

Main Variable	Dependent Variables
Self-evaluation of Alumni Respondents	<ol style="list-style-type: none"> 1. Proficiency Level of the Alumni in the Domain of Content Knowledge and Pedagogy 2. Proficiency Level of the Alumni in the Domain of Learning Environment 3. Proficiency Level of the Alumni in the Domain of Diversity of Learners 4. Proficiency Level of the Alumni in the Domain of Spiritual Maturity and Christian Witness

The findings are revealed according to the order of the dependent variables. The domain on content knowledge and pedagogy consists of seven sub-domains wherein the

alumni respondents evaluated their own teaching proficiency using a 5-point Likert Scale with 5 as the highest score and 1 as the lowest. In this Chapter IV, the rating scale presented in Table 2 (Chapter III) was added with descriptive interpretation for a more comprehensive data analysis. Table 7 shows the Likert Scale with descriptive interpretation.

Table 7: Mean Brackets with Descriptive Interpretation

Mean Brackets	Numerical Rating	Qualitative Rating	Descriptive Interpretation
4.51 - 5.00	5	Excellent	Proficiency level is very high, and alumni are adequately equipped to serve as early childhood educators
3.51 - 4.50	4	Very Good	Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators
2.51 - 3.50	3	Good	Proficiency level is average, and alumni are moderately equipped to serve as early childhood educators
1.51 - 2.50	2	Fair	Proficiency level is low, and alumni are not well-equipped to serve as early childhood educators
1.00 - 1.50	1	Poor	Proficiency level is very low, and alumni are not equipped to serve as early childhood educators

Table 7 conveys that mean computations from 3.51 to the highest mean value 5.00 are designated as high proficiency levels which are described as “adequately equipped to serve as early childhood educators.” Contrary to this, mean values from the lowest possible computation, which is 1.00 to 2.50, are identified as low proficiency levels and are described as “not/not well equipped to serve as early childhood educators.” The middle ground is mean averages of 2.51 to 3.50 which are noted as average proficiency levels and are described as “moderately equipped to serve as early childhood educators.”

Alumni Evaluation on the Domain of Content Knowledge and Pedagogy

Each of the seven items under the domain “Content Knowledge and Pedagogy” gained 30 response ratings from alumni respondents. This means that no item was left unanswered. The responses were subjected to the computation of weighted mean in order to identify the proficiency level of the alumni. Based on the mean computations, the sub-domains were ranked from highest to lowest.

Table 8: Alumni’s Evaluation of their Proficiency in Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating content knowledge and its application within and/or across curriculum teaching areas	4.17	Very Good	4
b) Demonstrating an understanding of research-based knowledge and principles of teaching and learning	3.77	Very Good	7
c) Showing skills in the positive use of ICT to facilitate the teaching and learning process	4.23	Very Good	2
d) Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	4.27	Very Good	1
e) Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	3.90	Very Good	6
f) Using Mother Tongue, Filipino and English to facilitate teaching and learning	4.10	Very Good	5
g) Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	4.20	Very Good	3
OVERALL MEAN	4.09	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

Table 8 shows that all the items under Domain 1 achieved a constant qualitative rating “Very Good,” but with different mean ratings. The highest mean of 4.27 was on

“Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills.” On the other hand, the lowest rating in this domain was on “Demonstrating an understanding of research-based knowledge and principles of teaching and learning,” which got an average mean rating of 3.77. The overall weighted mean for this item is 4.09 which means that proficiency level is high, and HMC alumni are adequately equipped to serve as early childhood educators.

Very relevant to the survey findings regarding the alumni respondents’ self - evaluation of their proficiency in Content Knowledge and Pedagogy is the analyzed interview data from the alumni group. The seven HMC graduate representatives for the interview were asked, “What activities or things demonstrate your proficiency on curriculum content and its application in utilizing developmentally appropriate teaching strategies? Please tell a story or an incident in your teaching practice when you were able to effectively communicate the lesson to the children using a meaningful learning activity.” All seven answers were transcribed. The interview transcripts were then processed through MAXQDA 2020 software and codes were named and identified from themes that repeatedly occurred in the key informants’ accounts. This is founded on Nigel King and Christine Horrocks’ discussion about interviews in qualitative research. They define themes as “recurrent and distinctive features of participants’ accounts, characterizing particular perceptions and/or experiences, which the researcher sees as relevant to the research question.”⁴²⁶ This means that the researcher made coding by identifying themes in the accounts and by attaching labels called codes, to index them. To put it in more concrete terms, Figure 12, for instance, presents the six main codes that

⁴²⁶ Nigel King, and Christine Horrocks, *Interviews in Qualitative Research* (London: Sarah Miller and George McCune, 2010), 150.

were generated through the process of analyzing the alumni's answers to the interview question in the first domain.

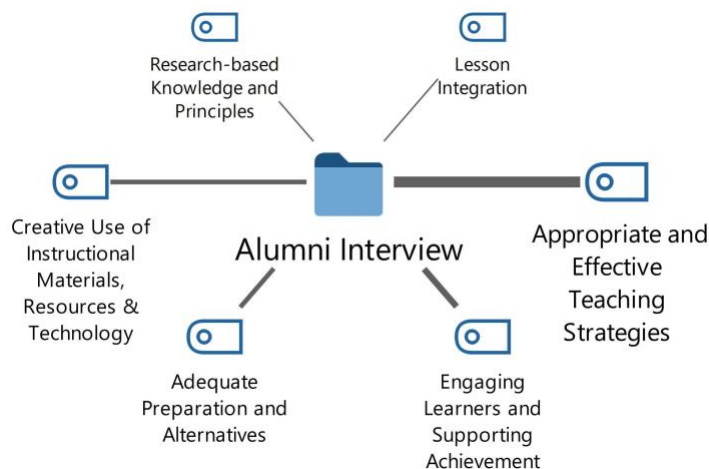


Figure 12: Generated Codes from Alumni Interview on Content Knowledge and Pedagogy

In answering the first interview question on content knowledge and pedagogy, the recurrent themes in the alumni interviewees' accounts about the activities or things that they do, which demonstrate their proficiency in curriculum content and pedagogy, were categorized in six themes, identified with the following code names: 1) Appropriate and Effective Teaching Strategies; 2) Engaging Learners and Supporting Achievement; 3) Adequate Preparation and Alternatives; 4) Creative Use of Instructional Materials, Resources and Technology; 5) Research-based Knowledge and Principles; and 6) Lesson Integration. As shown in Figure 12, the six code lines are not equal in thickness because they represent the corresponding frequency count of important phrases or sentences found in the seven interview documents related to the particular code to which the line is connected. On the MAXQDA map in Figure 12, the code "Appropriate and Effective Teaching Strategies" can be seen to have the densest line attached to it, which means that it has the greatest number of frequency counts among all the six codes. This reveals a

pertinent parallelism with the quantitative survey result presented in Table 8 wherein the highest mean score among the sub-domains fell on the item, “Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills.” This signifies that the notable demonstration of the alumni’s proficiency in content knowledge and pedagogy is their teaching strategies. The specific frequency distribution and percentage count of responses related to each code are shown in Table 9.

Table 9: Frequency Distribution and Percentage Count of Alumni’s Coded Interview Responses in Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy		
Codes	Frequency Distribution	Percentage Count
1) Appropriate and Effective Teaching Strategies	6	85.71
2) Creative Use of Instructional Materials, Resources and Technology	5	71.43
3) Engaging Learners and Supporting Achievement	5	71.43
4) Adequate Preparation and Alternatives	3	42.86
5) Research-based Knowledge and Principles	2	28.57
6) Lesson Integration	2	28.57
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

Alumni responses to the first interview question, as reflected in Table 9, demonstrate proficiency level of the HMC graduates in content knowledge and pedagogy through “Appropriate and Effective Teaching Strategies” (6 over 7 in frequency distribution or 85.71% of the total responses), “Creative Use of Instructional Materials, Resources and Technology” and “Engaging Learners and Supporting Achievement” (both codes got 5 over 7 in frequency distribution or 71.43%), “Adequate Preparation and

Alternatives” (3 or 42.86%), “Research-based Knowledge and Principles” (2 or 28.57%), and “Lesson Integration” (also with frequency of 2 or 28.57%).

These findings in fact resonate with a number of studies emphasizing the significance of good and effective teaching strategies that should go with content knowledge. A good teacher possesses professional teaching skills and effective strategies.⁴²⁷ Gospel accounts also substantiates the connection between content matter and the pedagogical methods even in the supremely effective teaching activity of the Master Teacher Jesus, who impacted his listeners through the sheer content of his teaching and the way he taught (teaching strategies) (see Matt 7:28; 13:54; 19:25; 22:33; Mark 1:22; 6:2; 10:26; 11:18; Luke 2:48; 4:32).

Alumni Evaluation on the Domain of Learning Environment

Table 10 exposes the alumni’s proficiency level in the domain of learning environment based on their self-evaluation.

Table 10: Alumni’s Evaluation of their Proficiency in the Domain of Learning Environment

Domain 2. Learning Environment	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	4.37	Very Good	4
b) Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	4.63	Excellent	1
c) Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful	3.87	Very Good	6

⁴²⁷ Sharma, *Training the Teacher Trainer*, 15; Department of Education, *Philippine Professional Standards for Teachers*, 4; Darling-Hammond and Berry, “Investing in Teaching,” 1.

exploration, discovery and hands-on activities within the available physical learning environments			
d) Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	4.43	Very Good	2
e) Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.33	Very Good	5
f) Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	4.40	Very Good	3
OVERALL MEAN	4.34	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

As seen in Table 10, the item “Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning” got the highest mean of 4.63 and was rated “Excellent,” while the other five items achieved a constant qualitative rating “Very Good,” with varying mean ratings. The lowest mean rating of 3.87 was on “Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments.” The overall weighted mean for this domain is 4.34, which stood as “Very Good.” The qualitative interpretation says that “proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.”

The interview accounts of the selected alumni-respondents narrate how the HMC graduates show their proficiency in creating a pleasant learning environment for the learners. Figure 13 shows actual responses of selected alumni interviewees.

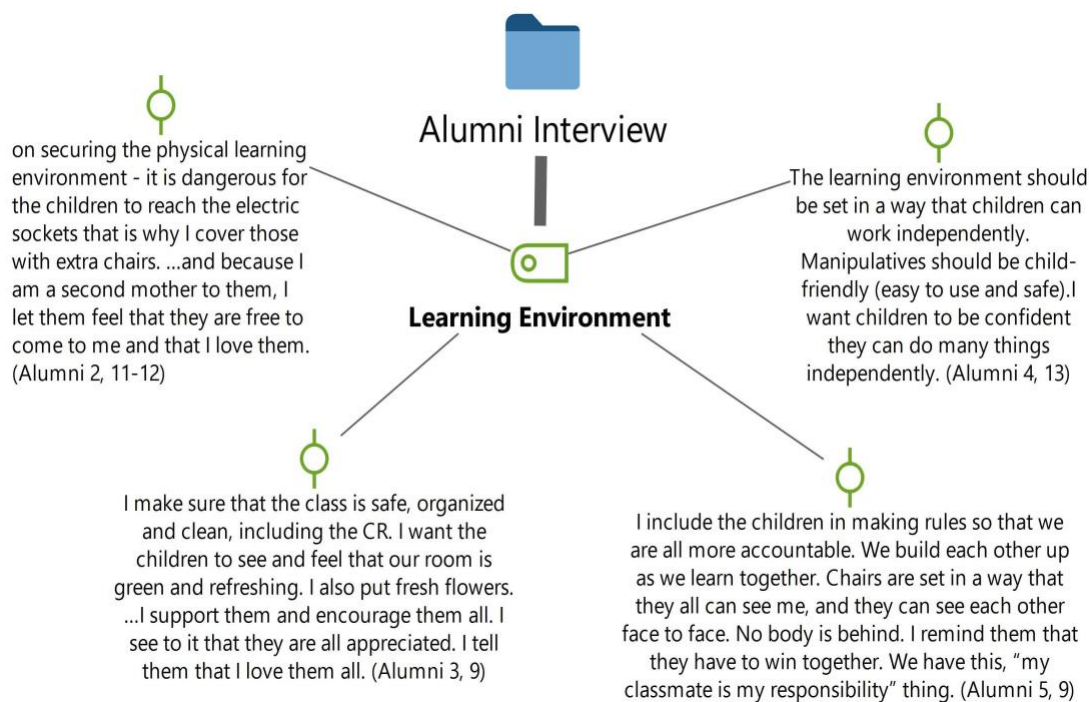


Figure 13: Generated Interview Responses of Alumni on Learning Environment

The highest-ranked sub-domain in the alumni’s self-evaluation survey, namely “Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning,” was further confirmed in the interview statement of Alumni Respondent 5⁴²⁸ which reads:

I include the children in making rules so that we are all more accountable. We build each other up as we learn together. Chairs are set in a way that they all can see me, and they can also see each other face to face. Nobody is behind. I remind them that they have to win together. We have this, “my classmate is my responsibility” thing.⁴²⁹

⁴²⁸ Interviewees are identified only through random numbers ranging from 1 to 7 per respondent group. Names, locations, and school affiliations are intentionally not disclosed to protect the identity of the key informants.

⁴²⁹ Transcript of Interview with Alumni Respondent 5, December 17, 2019, Paragraph 9.

The alumni's effort in creating such a relational and emotional environment that promotes fairness, respect and care that would encourage learning is what Roy Zuck has termed as "ideal" environment. He has said that an ideal emotional or psycho-social environment in the classroom is characterized by a very sincere recognition of the diversity of the participants and the uniqueness of each, which must be combined with a genuine and impartial capacity to listen on the part of all the participants, especially the educator, and it is in this way that a classroom community comes into existence.⁴³⁰ In Erik Erikson's psychosocial development theory, creating such a relational and emotional environment is granting the child provisions for "doing things beside and with others," which is a significant contributory factor in the child's self-esteem. ⁴³¹

Relating to an educational environment that encourages learning, Alumni Respondent 4 stresses that "The learning environment should be set in such a way that children can work independently. Manipulatives should be child-friendly (easy to use and safe). I want children to be confident so that they can do many things independently."⁴³² Even though Malcolm Knowles' theory of andragogy, with its emphasis on "self-directed learning," is primarily concerned with adult education, its views regarding an active learner rather than a passive listener or viewer and its focus on "collaborative and participatory learning" are very relevant even in children's teaching and learning. Knowles said that those proactive learners or those who take initiative in learning "enter into learning more purposefully and with greater motivation. They also tend to retain and

⁴³⁰ Zuck, *Teaching as Jesus Taught*, 139.

⁴³¹ Erikson, *Childhood and Society*, 260.

⁴³² Transcript of Interview with Alumni Respondent 4, December 20, 2019, Paragraph 13.

make use of what they learn better and longer than do the reactive learners.”⁴³³

Andragogy gives great importance to “reinforcement” where desirable or correct responses are rewarded.⁴³⁴ The interview narrative loudly echoes also Montessori’s theory of “prepared environment” which proposes that the child’s upbringing and mental as well as physical development should be supported by the educator through a learning setting structured in such a way as to provide a variety of independent experiences for the child. For Montessori “care for one’s own person must form part of the environment in which the child lives; (and) the teacher himself or herself is the most vital part of this world.”⁴³⁵ Additionally, a comprehensive view of all the interview answers of the alumni respondents regarding Learning Environment is given in Table 11 including their frequency distribution and percentage count.

Table 11: Frequency Distribution and Percentage Count of Alumni’s Coded Interview Responses in Learning Environment

Domain 2. Learning Environment		
Codes	Frequency Distribution	Percentage Count
1) Promoting Sanitation, Order, Safety, and Security	6	85.71
2) Instigating Discipline, Fairness, and Valuing Each One	5	71.43
3) Managing Pleasant Room Structure and Materials for Learning	5	71.43
4) Creating Environment that Inspires Participation	4	57.14
5) Upholding Love, Care, Warmth, and Respect	4	57.14
6) Non-violent Management of Behavior	2	28.57
7) Supporting Learners' Responsibility and Achievement	2	28.57
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

⁴³³ Knowles, *Self-Directed Learning*, 14.

⁴³⁴ Stephen D. Brookfield, “Self-Directed Learning,” *International Handbook of Education for the Changing World of Work* (2009), 2615; Mezirow, “Adult Learning and Education,” 137.

⁴³⁵ Montessori, *The Absorbent Mind*, 271.

Based on the seven interview documents, the responses demonstrating HMC alumni's proficiency in terms of creating pleasant learning environment are presented here in the following order: "Promoting Sanitation, Order, Safety, and Security" (6 over 7 or 85.71% of the total responses), "Instigating Discipline, Fairness, and Valuing Each One" and "Managing Pleasant Room Structure and Materials for Learning" (both codes received 5 over 7 in frequency distribution or 71.43%), "Creating Environment that Inspires Participation" and "Upholding Love, Care, Warmth, and Respect" (both codes received 4 over 7 in frequency distribution or 57.14%), and lastly "Non-violent Management of Behavior" and "Supporting Learners' Responsibility and Achievement" (both codes receiving 2 over 7 in frequency distribution or 28.57%). All seven documents were found to be 100% valid according to MAXQDA 2020 software.

The researcher found the survey and the interview findings from the alumni respondents' self-evaluation on the domain of learning environment as complementary to each other. The survey findings emphasize the HMC graduates' proficiency in creating pleasant emotional and relational learning environment, which is further strengthened through the interview responses. However, the interview responses additionally confirm that the physical learning environment is not taken for granted. Alumni Respondent 3 stated:

I make sure that the class is safe, organized and clean, including the CR. I want the children to see and feel that our room is green and refreshing. I also put fresh flowers. . . . support them and encourage them all. I see to it that they are all appreciated. I tell them that I love them all.⁴³⁶

⁴³⁶ Transcript of Interview with Alumni Respondent 3, November 29, 2019, Paragraph 9.

In line with many other educators, Rita Nakashima Brock says that the educational setting must be “a safe and nurturing environment.”⁴³⁷ Validating this idea, the survey and interview results show that the HMC graduates displayed great concern in creating a pleasant learning environment, in both physical and socio-emotional aspects. Further, as underlined in Maslow’s Humanistic Learning Theory, HMC early childhood graduate teachers manifest the quality of their teacher training in their ability to provide psychological and emotional safety within the learning environment so that learners build their trust in the teacher.⁴³⁸ The nature of their training manifests itself in the way they take cognizance and ably cater to the learners’ need for love, belongingness, and self-esteem.

Alumni Evaluation on the Domain of Diversity of Learners

After dealing with the learning environment, the alumni respondents also evaluated themselves in the domain of diversity of learners. Table 12 exposes the weighted mean, qualitative rating, and rank of items based on the alumni’s self-evaluation.

Table 12: Alumni’s Evaluation of their Proficiency in the Domain of Diversity of Learners

Domain 3. Diversity of Learners	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences	4.23	Very Good	1
b) Implementing teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds	4.07	Very Good	3

⁴³⁷ Brock, *Journeys by Heart*, 22; see further, Seymour et al., *Educating Christians*, 143.

⁴³⁸ Burleson and Thoron, “Maslow’s Hierarchy of Needs,” 2.

c) Using strategies responsive to learners with disabilities, giftedness and talents	4.13	Very Good	2
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict; urban resettlement or disasters; child abuse and child labor practices	3.83	Very Good	4
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	3.80	Very Good	5
OVERALL MEAN	4.01	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

In comparison to the previous domains evaluated by the alumni respondents, Table 12 exposes that the domain “Diversity of Learners” got the lowest score so far achieving an overall weighted mean of 4.01. However, it is worth mentioning that the overall rating still falls on the qualitative rating, “Very Good” with the interpretation, “Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.”

Among all five items the lowest mean in this domain was on “Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups,” which got an average mean rating of 3.80 while the highest mean of 4.23 was on “Demonstrating knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences.” The HMC graduates teaching methods that suit the learners’ gender, needs, strengths, interests and experiences are further elaborated in their interview accounts. Figure 14 presents a

MAXQDA map of the interview responses from the alumni respondents dealing with diversity of learners.

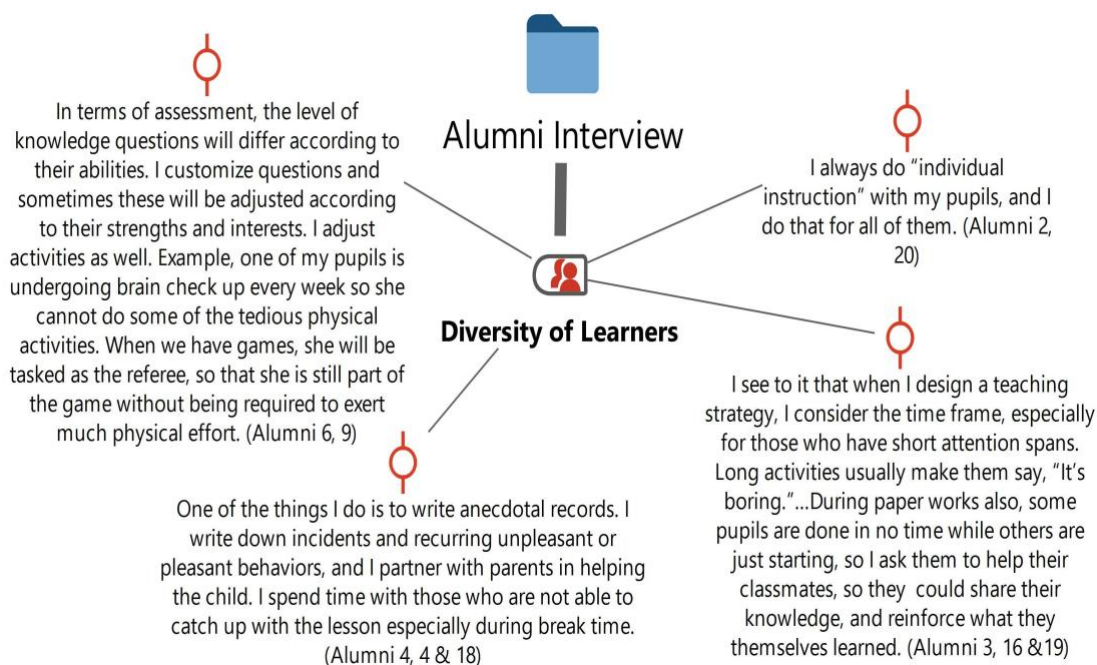


Figure 14: Generated Interview Responses of Alumni on Diversity of Learners

Describing the HMC graduates' teaching methods that suit the learners' gender, needs, strengths, interests and experiences, Alumni Respondent 3 elaborated thus:

In terms of assessment, the level of knowledge questions will differ according to their abilities. I customize questions and sometimes these will be adjusted according to their strengths and interests. I adjust activities as well. For example, one of my pupils is undergoing a brain checkup every week. So, she cannot do some of the tedious physical activities. When we have games, she will be tasked as the referee, so that she is still part of the game without being required to exert much physical effort.⁴³⁹

The alumni's differentiated approach in teaching by addressing the varied situations and needs of the learners may find affinity to Jerome Seymour Bruner's theory of "scaffolding" which points out that, more than imparting knowledge, teachers are there to

⁴³⁹ Transcript of Interview with Alumni Respondent 6, January 10, 2020, Paragraph 9.

facilitate the child's thinking and learning which can be transferred to an array of situations based on the needs and abilities of the learner.⁴⁴⁰ By supporting the child by using suitable approaches, the teacher enables him/her to solve "a task or achieve a goal that would be beyond his/her unassisted efforts."⁴⁴¹ Alumni Respondent 3 further shared her own story on how she applies differentiated teaching to suit the needs and abilities of the pupils. She said:

I see to it that when I design a teaching strategy, I consider the time frame, especially for those who have short attention spans. Long activities usually make them say, "It's so boring!" . . . During paper works also, some pupils are done in no time while others are just starting. So, I ask them to help their classmates so that they could share their knowledge, and reinforce what they themselves learned.⁴⁴²

As shown in Figure 14, individual instruction (Alumni Respondent 2), and partnering with parents to help the child (Alumni Respondent 4) are some of the other methods which the HMC graduates use to handle diverse learners. Table 13 indicates further methods used by the alumni as these were narrated in their interview responses, including the frequency distribution and percentage count of the alumni's interview answers.

⁴⁴⁰ Jerome S. Bruner, "The Act of Discovery," *Harvard Educational Review* 31 (1961), 21-32.

⁴⁴¹ Wood et al., "The Role of Tutoring," 90.

⁴⁴² Transcript of Interview with Alumni Respondent 3, November 29, 2019, Paragraphs 16 and 19.

Table 13: Frequency Distribution and Percentage Count of Alumni’s Coded Interview Responses in Diversity of Learners

Domain 3. Diversity of Learners		
Codes	Frequency Distribution	Percentage Count
1) Provisions Addressing Extra Skills, Needs, and Interests	5	71.43
2) Partnering with Parents and School to Better Address Diversity	5	71.43
3) Special Care for Learners with Special Needs	5	71.43
4) Differentiated Instruction for Diverse Abilities	4	57.14
5) Knowing Learner's Individual Profile and Background	3	42.86
6) Individualized Instruction for Each Learner	2	28.57
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

As evident from Table 13, the HMC alumni revealed their proficiency as regards learner diversity through “Provisions Addressing Extra Skills, Needs, and Interests,” “Partnering with Parents and School to Better Address Diversity” and “Special Care for Learners with Special Needs” (each of these three codes received the identical 5 over 7 in frequency distribution or 71.43% of the total responses). “Differentiated Instruction for Diverse Abilities” code received 4 over 7 in frequency distribution or 57.14% and “Knowing Learner’s Individual Profile and Background” code received 3 over 7 in frequency distribution or 42.86%, and “Individualized Instruction for Each Learner” code

received 2 over 7 in frequency distribution or 28.57 %. All seven documents were fully valid according to MAXQDA.

Alumni Evaluation on the Domain of Spiritual Maturity and Christian Witness

Spiritual Maturity and Christian Witness was the focus of the fourth and last domain. Table 14 exposes the results of the alumni group's self-evaluation under this domain.

Table 14: Alumni's Evaluation in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge regarding the biblical foundations of the Christian faith	4.50	Excellent	2
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	4.53	Excellent	1
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	4.43	Very Good	3
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	4.43	Very Good	3
e) Integrating Christian values in the daily teaching-learning activities	4.43	Very Good	3
f) Devoting oneself to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve oneself for God's glory	4.40	Very Good	6
OVERALL MEAN	4.46	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

Two items in Table 14 achieved a qualitative rating "Excellent." All other four items got "Very Good," even though mean ratings differ for individual items. The highest mean of 4.53 was on "Testifying to a life rooted in the Word of God both inside and

outside the classroom.” The lowest rating under this domain was on “Devoting one’s self to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve one’s self for God’s glory,” which got an average mean rating of 4.40. The overall weighted mean for this domain is 4.46. The overall mean score interpretation states: “Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.” Compared to the three other domains, Domain 4, Spiritual Maturity and Christian Witness, got the highest overall rating based on the alumni’s self-evaluation.

Testifying to a life rooted in the Word of God both inside and outside the classroom, the alumni’s interview accounts through a MAXQDA map in Figure 15 elaborates specific narratives as proof to their actions regarding the theme.

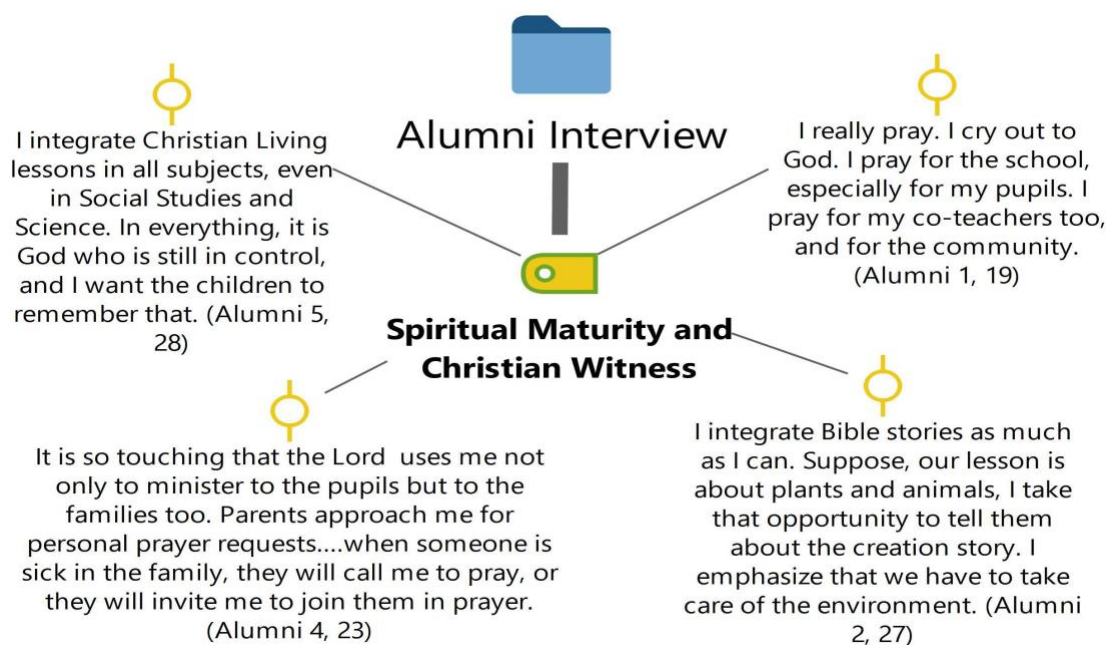


Figure 15: Generated Interview Responses of Alumni on Spiritual Maturity and Christian Witness

Relevant to testifying to a life rooted in the Word of God both inside and outside the classroom, Alumni Respondent 4 relates: “It is so touching that the Lord uses me not only to minister to the pupils but to their families too. Parents approach me with personal prayer requests . . . When someone is sick in the family, they will call me to pray, or they will invite me to join them in prayer.”⁴⁴³ This delight in ministry which reflects the teacher’s relationship to God, to others and to one’s own inner self reverberates Parker Palmer’s understanding of spirituality as “wholeness” involving one’s relationship to the Holy, to others and to one’s inner self. Palmer says that through this kind of involvement, “We not only express what is in us and help to give shape to the world; we also receive what is outside us, and reshape our inner selves. When we act, the world acts back, and we and the world are co-created.”⁴⁴⁴

The interviews with the alumni respondents also tell much about how they integrate Christian values in their teaching. For instance, Alumni Respondent 5 specified: “I integrate Christian Living lessons in all subjects, even in Social Studies and Science. In everything, it is God who is still in control, and I want the children to remember that.”⁴⁴⁵ In the same fashion, Alumni Respondent 2 narrates: “I integrate Bible stories as much as I can. Suppose, our lesson is about plants and animals, I take that opportunity to tell them about the creation story. I emphasize that we have to take care of the environment.”⁴⁴⁶ Such focused intentionality of sharing Bible stories to children echoes Catherine Stonehouse’s discussion of Harold Burgess’s Model of Religious Education, which

⁴⁴³ Transcript of Interview with Alumni Respondent 4, December 20, 2019, Paragraph 23.

⁴⁴⁴ Palmer, *A Spirituality of Work, Creativity, and Caring*, 17.

⁴⁴⁵ Transcript of Interview with Alumni Respondent 5, December 17, 2019, Paragraph 28.

⁴⁴⁶ Transcript of Interview with Alumni Respondent 2, November 28, 2019, Paragraph 27.

underlines the significance of children knowing and loving the stories about the people of God. She highlighted that the teaching-learning experience should be directed to leading children “into Biblical events, to meet God there and to reflect on life ... giving meaning to the words of the faith.”⁴⁴⁷ All the seven codes generated from the interview accounts of the alumni respondents with specific frequency distribution and percentage count of responses are displayed in Table 15.

Table 15: Frequency Distribution and Percentage Count of Alumni’s Coded Interview Responses in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness		
Codes	Frequency Distribution	Percentage Count
1) Integrating Christian Values in Teaching	7	100.00
2) Promoting Godly Relationship with Pupils, Colleagues, and Others	5	71.43
3) Demonstrating Biblical Knowledge of the Christian Faith	5	71.43
4) Ministering to People Inside and Outside the School	3	42.86
5) Upholding Church, School, and Community Concerns	3	42.86
6) Devoting Self to Study the Bible, to Prayer and Meditation	1	14.29
7) Respecting People of other Religious Affiliations	1	14.29
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

⁴⁴⁷ May et al., *Children Matter*, 196.

These responses reveal that HMC alumni demonstrate their spiritual maturity and Christian witness through the following: “Integrating Christian Values in Teaching” (7 over 7 or 100% of the total responses), “Promoting Godly Relationship with Pupils, Colleagues, and Others,” “Demonstrating Biblical Knowledge of the Christian Faith” (both these codes got 5 over 7 in frequency distribution or 71.43%); “Ministering to People Inside and Outside the School,” “Upholding Church, School, and Community Concerns” (these two codes getting 3 over 7 or 42.86%). Each of the remaining two codes, “Devoting Self to Study the Bible, to Prayer and Meditation,” and “Respecting People of Other Religious Affiliations,” got 1 over seven in frequency distribution (or 14.29%).

Very relevant to the survey and interview findings of the alumni’s self-evaluation on Spiritual Maturity and Christian Witness are Herman Harrell Horne’s reflection on the exemplary role of Jesus the Master Teacher. He has pointed out that teachers teach more by what they *are* than by what they *say* and we learn by association with persons.⁴⁴⁸ Since learners only treasure and obey the truths of Scripture when these are taught by people whose opinions they value,⁴⁴⁹ teacher’s role in spiritual mentoring and Christian witness to early childhood learners cannot be exaggerated. Early childhood teachers can look at Jesus Himself, who was teaching his disciples for long-term life orientation, in their function as spiritual mentors.⁴⁵⁰ Jesus’ expectations of them went beyond imparting them correct knowledge. Gregory C. Carlson says that teachers should become more like the Lord and encourage the learners to do the same and this is very valid in this

⁴⁴⁸ Horne, *Jesus the Master Teacher*, 143.

⁴⁴⁹ Kirsch, “Personal Interaction,” 50.

⁴⁵⁰ Schwartz et al., “Mentors, Friends, and Gurus,” 311.

connection.⁴⁵¹ Their Christian witness rooted in the Word of God should be manifested inside and outside the classroom.

According to Walter Wangerin Jr., relationship with God, “the beginning experience of God,”⁴⁵² is at least initiated in all human beings; it is a natural experience for every child.⁴⁵³ Even though this is “the common lot of all children,”⁴⁵⁴ it is also in danger of being lost “in the vast massacre of neglect”⁴⁵⁵ and therefore every child is in need of support and sustenance of his/her in-born God-consciousness and God experience. It is in this situation that spiritual nurture and Christian witness on the part of grown up people, including the teachers, come to play their role. It is incumbent on teachers to provide children with an appropriate language, “the language of faith,”⁴⁵⁶ in the form of “words, stories, ritual, and doctrine” in order to make “space in the rational mind for the heart’s conviction of God”⁴⁵⁷ so that their initial innate experience of God becomes also intellectually conceivable and acceptable. HMC graduates’ proficiency level in the nourishment of children’s spiritual awareness and God-consciousness have been consistently appreciated by their peers and supervisors, as evident from the repeated references to the same in the survey responses and interview accounts.

As summary to this sub-section, the data on the alumni respondents’ self-evaluation in the domains of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, and Spiritual Maturity and Christian Witness were treated to address the second null hypothesis which states: “The proficiency level of the selected

⁴⁵¹ Carlson, *Rock Solid Teacher*, 91.

⁴⁵² Wangerin Jr., *The Orphean Passages*, 22.

⁴⁵³ Wangerin Jr., *The Orphean Passages*, 20.

⁴⁵⁴ Wangerin Jr., *The Orphean Passages*, 21-22.

⁴⁵⁵ Wangerin Jr., *The Orphean Passages*, 48.

⁴⁵⁶ Stonehouse, “Class Notes.”

⁴⁵⁷ Wangerin Jr., *The Orphean Passages*, 47.

alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the alumni-respondent's self-evaluation." The overall weighted mean computations with qualitative ratings and descriptive interpretation has been used here to accept or reject the null hypotheses. The alumni's ratings based on their self-evaluation is displayed in Table 16.

Table 16: Alumni's Self-evaluation Rating on Four Domains

Domains	Weighted Mean	Qualitative Rating	Rank
Domain 1: Content Knowledge and Pedagogy	4.09	Very Good	3
Domain 2: Learning Environment	4.34	Very Good	2
Domain 3: Diversity of Learners	4.01	Very Good	4
Domain 4: Spiritual Maturity and Christian Witness	4.46	Very Good	1
OVERALL MEAN	4.22	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

It is noticeable that all four domains got a constant qualitative rating "Very Good." The domain that was ranked highest in the self-evaluation by the alumni is "Spiritual Maturity and Christian Witness," with a weighted mean computation of 4.46, followed by "Learning Environment" domain with a mean score of 4.34. The third ranking domain is "Content Knowledge and Pedagogy," with a mean rating of 4.09. The domain "Diversity of Learners," which got a mean score of 4.01, is the lowest rated

domain. The overall weighted mean for the alumni respondents' self-evaluation in all the four domains is 4.22, which is interpreted as "Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators." With this, the second null hypothesis that says that "The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the alumni-respondent's self-evaluation" is rejected. This means that the overall mean rating on the self-evaluation indicates that the proficiency level of the HMC graduates is high and this also shows that they are adequately equipped to serve as early childhood educators.

Peer Respondents' Evaluation on the Four Domains

Aligned with the alumni respondents, the peer group's evaluation of the HMC graduates is taken from the second part of the survey questionnaire which requires the peer teachers to rate the teaching proficiency of the alumni based on the four domains: Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, and Spiritual Maturity and Christian Witness. Peer teachers' responses were treated to answer the third research question which reads: "How do the selected peer respondents evaluate the proficiency level of the alumni teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness?" Table 17 exhibits the variables that Research Question 3 sought to look into.

Table 17: Main Variable and Dependent Variables of Research Question 3

Main Variable	Dependent Variables
Evaluation of Peer Respondents	<ul style="list-style-type: none"> <li data-bbox="724 342 1421 422">6. Proficiency Level of the Alumni in the Domain of Content Knowledge and Pedagogy <li data-bbox="724 453 1421 533">7. Proficiency Level of the Alumni in the Domain of Learning Environment <li data-bbox="724 564 1421 644">8. Proficiency Level of the Alumni in the Domain of Diversity of Learners <li data-bbox="724 676 1421 735">6. Proficiency Level of the Alumni in the Domain of Spiritual Maturity and Christian Witness

In coherence with the previous presentation of the findings through the alumni self-evaluation, the order of the dependent variables as found in Table 17 will be the pattern of the sequence in presenting the findings of alumni proficiency by the peer teachers' evaluation under the four domains.

Peer Evaluation on the Domain of Content Knowledge and Pedagogy

The domain "Content Knowledge and Pedagogy" has seven items and the peer respondents did not leave any item unanswered. Table 18 reveals the weighted mean, the qualitative rating and the rank of the items based on the peer respondents' evaluation.

Table 18: Peer Evaluation of Alumni Proficiency in Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating content knowledge and its application within and/or across curriculum teaching areas	4.30	Very Good	4
b) Demonstrating an understanding of research-based knowledge and principles of teaching and learning	4.20	Very Good	7
c) Showing skills in the positive use of ICT to facilitate the teaching and learning process	4.27	Very Good	6
d) Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	4.33	Very Good	2
e) Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	4.40	Very Good	1
f) Using Mother Tongue, Filipino and English to facilitate teaching and learning	4.30	Very Good	4
g) Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	4.33	Very Good	2
OVERALL MEAN	4.30	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

The overall weighted mean for this domain on content knowledge and pedagogy is 4.30, which means that proficiency level is high, and alumni are adequately equipped to serve as early childhood educators. Among the seven items, the highest mean of 4.40 was on “Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills.” On the other hand, the lowest rating in this domain was on “Demonstrating an understanding of research-based knowledge and principles of

teaching and learning,” which got an average mean rating of 4.20. The overall qualitative rating is “Very Good.” Thus, evaluation results from the peer-respondents’ survey is very similar to the self-evaluation by the alumni-respondents of their own proficiency in Content Knowledge and Pedagogy in the sense that both these respondent groups assigned special value to teaching strategies. However, the peer evaluation focused more on the HMC graduates’ strategies that develop critical and creative thinking, and/or other higher-order thinking skills.

The quantitative data exposed above have been further confirmed by the results of the peer respondents’ interviews. Figure 16 presents selected coded statements of peer-respondents in describing the HMC graduates’ teaching strategies that develop creative thinking and higher-order thinking skills. Figure 16 below describes the statements of peer-respondents on content knowledge and pedagogy.

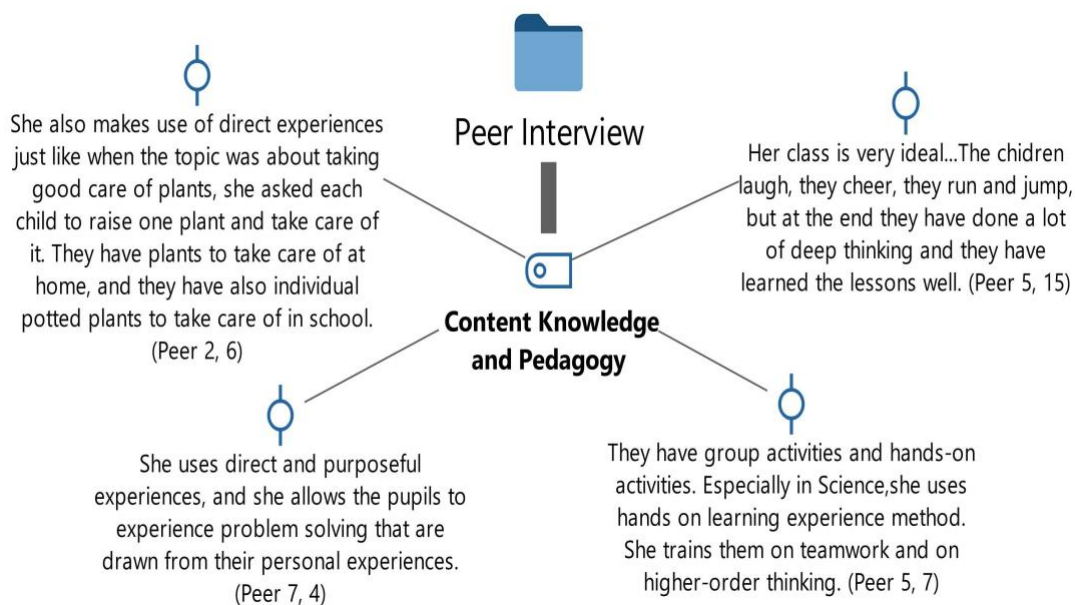


Figure 16: Interview Statements of Peer-Respondents on Content Knowledge and Pedagogy

The MAXQDA 2020 single-case map of coded statements in Figure 16 from peer respondents' interviews on Content Knowledge and Pedagogy contain selected answers from peer teachers that explain how they think the HMC graduates use teaching strategies that develop creative thinking and higher-order thinking skills. Peer Respondent 5 explains the approach of one HMC alumna: “. . . she uses hands-on learning experience method. She trains them on teamwork and on higher order thinking.”⁴⁵⁸ The same peer respondent further describes: “Her class is very ideal . . . The children laugh, they cheer, they run and jump, but at the end they have done a lot of deep thinking and have learned the lessons well.”⁴⁵⁹ Peer Respondents 2 and 7 both mentioned the alumna's use of direct and purposeful experiences. Peer Respondent 7 said: “ She uses direct and purposeful experiences, and she allows the pupils to experience problem solving that are drawn from their personal experiences.”⁴⁶⁰

Enabling children to develop important concepts through problem solving experiences which allows them to develop skills needed in daily life is founded in the cognitive development theory of Jean Piaget. This is the essence of what he said: “Experience forms thought, and thought forms experience.”⁴⁶¹ While narrating her observation Peer Respondent 2 gave a detailed account on direct and purposeful experience: “. . . when the topic was about taking good care of plants, she asked each child to raise one plant and take care of it. They have plants to take care of at home and they have also individual potted plants to take care of in school.”⁴⁶² These interview

⁴⁵⁸ Transcript of Interview with Peer Respondent 5, December 17, 2019, Paragraph 7.

⁴⁵⁹ Interview with Peer Respondent 5, Paragraph 15.

⁴⁶⁰ Transcript of Interview with Peer Respondent 7, January 29, 2020, Paragraph 4.

⁴⁶¹ Piaget, *The Child's Conception of Physical Causality*, 337.

⁴⁶² Transcript of Interview with Peer Respondent 2, November 28, 2019, Paragraph 6.

responses are in agreement with Albert Bandura's "Social Cognitive Theory" of learning which has its focus on the social context involving a dynamic and reciprocal interaction of the person, environment, and behavior while trying to understand learning.⁴⁶³ The direct and purposeful experiences with the environment and the use of hands-on learning approach are central to "Social Cognitive Theory" of learning. Bandura emphasizes that learners should be actively engaged in the educational process and the creativity of the learners is highly to be valued.⁴⁶⁴ Cognitive interactionists also have stressed that learners should be encouraged to engage with the environment so as to use objects in it in advantageous ways.⁴⁶⁵ On the relationship of creativity and play in learning, Jane Henry underlines the fact that "Creative ideas flow where new ideas and challenges are welcomed and where people are encouraged to play, rather than controlled and threatened."⁴⁶⁶ "Social Cognitive Theory" gives great importance to the creativity of the learners and the uniqueness of each individual student. As the individual is considered not just a product of the environment, a teacher who is able to appreciate and promote the creative capacities and uniqueness of each student can help their latent talents and capacities to come to light and blossom in the due course of time. Through their support they can enhance children's self-belief and their ability to defy the unhealthy societal and psychological boundaries that are set around them.⁴⁶⁷ The interview accounts of the peer-respondents regarding content knowledge and pedagogy have also generated two additional code labels which are not in the list of generated codes based on the alumni

⁴⁶³ Bandura, *Social Foundations of Thought and Action*, 25.

⁴⁶⁴ Bandura, *Social Foundations of Thought and Action*, 25.

⁴⁶⁵ Bigge and Shermis, *Learning Theories for Teachers*, 155.

⁴⁶⁶ Jane Henry, "Making Sense of Creativity," in *Creative Management*, ed. J. Henry (London: Sarah Miller and George McCune, 1991), 9.

⁴⁶⁷ Bandura, *Social Foundations of Thought and Action*, 25; see further, Lucas and Corpuz, *Facilitating Learning*, 99.

interviews, namely: “Mastery of Subject Matter” and “Good Classroom Management and Efficient Flow of Sessions.” Table 19 shows the frequency distribution and percentage count of the peers’ interview responses.

Table 19: Frequency Distribution and Percentage Count of Peers’ Coded Interview Responses in Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy		
Codes	Frequency Distribution	Percentage Count
1) Appropriate and Effective Teaching Strategies	6	85.71
2) Adequate Preparation and Alternatives	4	57.14
3) Creative Use of Instructional Materials, Resources and Technology	3	42.86
4) Lesson Integration	3	42.86
5) Engaging Learners and Supporting Achievement	2	28.57
6) Mastery of Subject Matter	2	28.57
7) Good Classroom Management and Efficient Flow of Sessions	1	14.29
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

According to the seven peer respondents’ interviews, HMC alumni show proficiency in content knowledge and pedagogy through “Appropriate and Effective Teaching Strategies” (6 over 7 or 85.71% of the total responses), “Adequate Preparation and Alternatives” (4 over 7 or 57.14%), “Creative Use of Instructional Materials, Resources and Technology,” “Lesson Integration” (both these codes got 3 over 7 in frequency distribution or 42.86%), “Engaging Learners and Supporting Achievement,” “Mastery of Subject Matter” (these two codes got 2 over 7 in frequency distribution or

28.57%), and lastly “Good Classroom Management and Efficient Flow of Sessions” (with frequency of 1 or 14.29%). All seven documents were valid according to MAXQDA.

Peer Evaluation on the Domain of Learning Environment

The survey results of the peer respondents’ evaluation under domain 2 is displayed in Table 20.

Table 20: Peer Evaluation of the Alumni in the Domain of Learning Environment

Domain 2.	Learning Environment	Weighted Mean	Qualitative Rating	Rank
a)	Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	4.33	Very Good	3
b)	Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	4.40	Very Good	2
c)	Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	4.20	Very Good	6
d)	Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	4.27	Very Good	4
e)	Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.27	Very Good	4
f)	Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	4.43	Very Good	1
OVERALL MEAN		4.32	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.				

Table 20 demonstrates that all the items here achieved a constant qualitative rating “Very Good,” with different mean ratings though. “Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior” received the highest mean of 4.43. On the other hand, the lowest rating in this domain was on “Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments,” which got an average mean rating of 4.20. The overall weighted mean for this domain is 4.32, with a qualitative rating “Very Good,” which means that proficiency level is high, and alumni are adequately equipped to serve as early childhood educators. The highest ranked item, “Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior,” resonates also with the interview accounts of the peer respondents with coded statements labeled as “Non-violent Management of Behavior.” Figure 17 displays actual interview responses of peer respondents including those which elaborate non-violent management of behavior

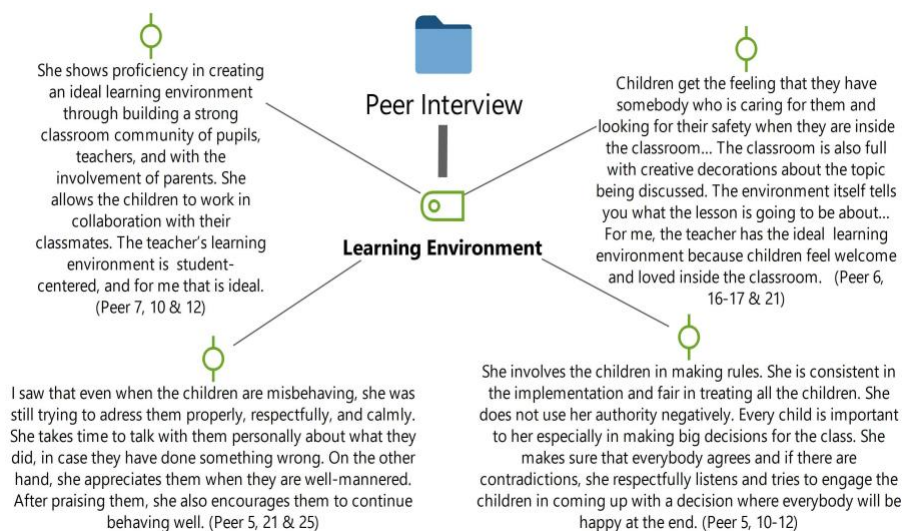


Figure 17: Interview Statements from Peer Respondents on Learning Environment

Peer Respondent 5 made a clear description on how the HMC graduate executed non-violent management of behavior. She stated:

I saw that even when the children are misbehaving, she was still trying to address them properly, respectfully, and calmly. She takes time to talk with them personally about what they did, in case they have done something wrong. On the other hand, she appreciates them when they are well-mannered. After praising them, she also encourages them to continue behaving well.⁴⁶⁸

Relevant to this appreciation of good behavior, the conditioning theories emphasize that when positive reinforcers are employed in a class environment and it is perceived by all participants as fair and just, teaching-learning is highly enhanced. In the behaviorist theory of Pavlov as well as in Skinner's Operant Conditioning,⁴⁶⁹ it has been pointed out that when particular Stimulus-Response (S-R) pattern is reinforced (rewarded or appreciated), the individual is conditioned to respond.⁴⁷⁰

Peer Respondent 5 not only recounted how the non-violent management of behavior was done by the HMC graduate, but she further narrated another factor which seemed to have contributed to the strategy. She explained:

She involves the children in making rules. She is consistent in the implementation and fair in treating all the children. She does not use her authority negatively. Every child is important to her especially in making big decisions for the class. She makes sure that everybody agrees and if there are contradictions, she respectfully listens and tries to engage the children in coming up with a decision where everybody will be happy at the end.⁴⁷¹

Along this line of thought, Roy B. Zuck has consistently emphasized positive and non-violent discipline in gently guiding the children. He has pointed out that children

⁴⁶⁸ Transcript of Interview with Peer Respondent 5, December 17, 2019, Paragraphs 21 and 25.

⁴⁶⁹ In spite of the researcher holding certain evident reservations due to the shade of determinism hidden in behaviorist theories, she does admit that its observations and insights do give some useful impulse to teachers, especially to early childhood teachers.

⁴⁷⁰ Lucas and Corpuz, *Facilitating Learning*, 84.

⁴⁷¹ Transcript of Interview with Peer Respondent 5, Paragraphs 10-12.

should first feel secure that the one guiding them loves them and then they will be most responsive to accept guidance and instruction.⁴⁷² Ellen White also wrote: “Never raise your hand to give a blow unless you can with a clear conscience bow before God and ask His blessing upon the correction you are about to give.”⁴⁷³ Discipline must not be then just an exercise of authority. Rather, it should be an intentional act of helping the child decrease undesirable behavior and increase desirable ones. Love should be the driving force of discipline. A loving and welcoming atmosphere is ideal for learning. The view that a loving and welcoming atmosphere is ideal in the educational setting has been alluded to by Peer Respondent 6 when she exclaimed her observation about how her colleague (the HMC graduate) showed proficiency in creating an ideal learning environment for the pupils.

Children get the feeling that they have somebody who is caring for them and looking for their safety when they are inside the classroom ... The classroom is also full with creative decorations about the topic being discussed. The environment itself tells you what the lesson is going to be about ... For me, the teacher has the ideal learning environment because children feel welcome and loved inside the classroom.⁴⁷⁴

A learning atmosphere as depicted above where the teacher creates a warm and loving environment has been underlined in Abraham Maslow’s “Humanistic Learning Theory,” as a significant educational factor that would provide psychological and emotional safety within the learning environment whereby learners build their trust in the teacher.⁴⁷⁵

⁴⁷² Roy B. Zuck, *Parenting: An Attitude of the Heart* (Dallas, TX: Priority Publishing Company, 1984), 22.

⁴⁷³ Ellen G. White, *Child Guidance* (Nashville, TN: Southern Publishing Association, 1954), 252.

⁴⁷⁴ Transcript of Interview with Peer Respondent 6, January 10, 2020, Paragraphs 16-17 and 25.

⁴⁷⁵ Burleson and Thoron, “Maslow’s Hierarchy of Needs,” 2.

Peer Respondent 7 has observed that by creating a pleasant learning environment the HMC graduate was rightly emphasizing the psychosocial aspect of the educational setting. She said:

She shows proficiency in creating an ideal learning environment through building a strong classroom community of pupils, teachers, and with the involvement of parents. She allows the children to work in collaboration with their classmates. The teacher's learning environment is student-centered, and for me that is ideal.⁴⁷⁶

The involvement of a community in the educational set-up echoes the social cognitive theory of Vygotsky which underscores that learning takes place through the connections between people and the socio-cultural context in which they act and interact in shared experiences. By participating in groups and communities, we humans develop to our fullest possibilities. Individual functioning develops through the social, cultural and historical processes and since the child's development and learning take place through interactions with other more skilled members of the society, socio-cultural activity is vital in the cognitive development of the learner.⁴⁷⁷

The condensation of the seven peer interviews is exposed in Table 21 along with the frequency distribution and percentage count of the responses.

⁴⁷⁶ Transcript of Interview with Peer Respondent 7, January 29, 2020, Paragraphs 10 and 12.

⁴⁷⁷ Rogoff, "Cognition as a Collaborative Process," 687. 2

Table 21: Frequency Distribution and Percentage Count of Peers' Coded Interview Responses in Learning Environment

Domain 2. Learning Environment		
Codes	Frequency Distribution	Percentage Count
1) Promoting Sanitation, Order, Safety, and Security	6	85.71
2) Non-violent Management of Behavior	4	57.14
3) Instigating Discipline, Fairness, and Valuing Each One	4	57.14
4) Supporting Learners' Responsibility and Achievement	4	57.14
5) Managing Pleasant Room Structure and Materials for Learning	4	57.14
6) Creating Environment that Inspires Participation	3	42.86
7) Upholding Love, Care, Warmth, and Respect	3	42.86
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

“Promoting Sanitation, Order, Safety, and Security” is the first code listed which garnered 6 over 7 in frequency distribution or 85.71% of the total responses, followed by “Non-violent Management of Behavior,” “Instigating Discipline, Fairness, and Valuing Each One,” “Supporting Learners' Responsibility and Achievement,” “Managing Pleasant Room Structure and Materials for Learning” (each of these four codes got 4 over 7 in frequency distribution or 57.14%), “Creating Environment that Inspires Participation,” and finally “Upholding Love, Care, Warmth, and Respect” (both of these last two items getting 3 over 7 or 42.86%).

Parallel to the alumni interview findings on learning environment, the peer-respondents' interview results have generated two codes which pertain to the physical learning environment and five codes which refer to the emotional and psychosocial learning environment. It is however very remarkable that both the survey and interview

data from peer respondents equally highlight the HMC graduates' use of positive and non-violent discipline in the management of learner behavior. Bandura's idea that the individual is not just a product of the environment is very important here as the teachers have to appreciate and promote the creative capacities of each individual student to transcend and overcome any obstacle a negative environment may put on one's development.⁴⁷⁸

Peer Evaluation on the Domain of Diversity of Learners

After the peer-teachers' evaluation of HMC alumni proficiency in creating pleasant learning environment, the peer respondents also answered survey and interview questions on handling diverse learners. The survey results on this is unveiled through Table 22.

Table 22: Peer Evaluation of Alumni in the Domain on Diversity of Learners

Domain 3. Diversity of Learners	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences	4.17	Very Good	4
b) Implementing teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds	4.30	Very Good	1
c) Using strategies responsive to learners with disabilities, giftedness and talents	4.27	Very Good	3
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict; urban resettlement or disasters; child abuse and child labor practices	4.30	Very Good	1
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	4.10	Very Good	5
OVERALL MEAN	4.23	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

⁴⁷⁸ Bandura, *Social Foundations of Thought and Action*, 25.

In Table 22, two items received the same highest mean of 4.30: “Implementing teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds” as well as “Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.” The lowest rating in this domain was on “Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups,” which got an average mean rating of 4.10. The overall weighted mean is 4.23 with a qualitative rating “Very Good,” which means that proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.

Both the survey and interview findings from the peer evaluation of the HMC graduates’ proficiency in handling diverse learners reveal the alumni’s efforts to suit their teaching approach to the learners’ backgrounds and their needs predominantly concerning special education. The specific frequency distribution and percentage count of the interview responses by the peers are shown in Table 23.

Table 23: Frequency Distribution and Percentage Count of Peers’ Coded Interview Responses in Diversity of Learners

Domain 3. Diversity of Learners		
Codes	Frequency Distribution	Percentage Count
1) Special Care for Learners with Special Needs	4	57.14
2) Individualized Instruction for Each Learner	4	57.14
3) Differentiated Instruction for Diverse Abilities	4	57.14
4) Partnering with Parents and School to Better Address Diversity	3	42.86

5) Knowing Learner's Individual Profile and Background	2	28.57
6) Provisions Addressing Extra Skills, Needs, and Interests	2	28.57
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

As seen in Table 23, the peer respondents think that the HMC graduates demonstrate proficiency in handling diverse learners through “Special Care for Learners with Special Needs,” “Individualized Instruction for Each Learner,” and “Differentiated Instruction for Diverse Abilities” (each of these received 4 over 7 or 57.14% of the total responses), followed by “Partnering with Parents and School to Better Address Diversity” (which got 3 over 7 or 42.86%), “Knowing Learner's Individual Profile and Background” and “Provisions Addressing Extra Skills, Needs, and Interests” (each of these last three items got 2 over 7 or 28.57%). Figure 18 shows selected interview statements from peer respondents on diversity of learners.

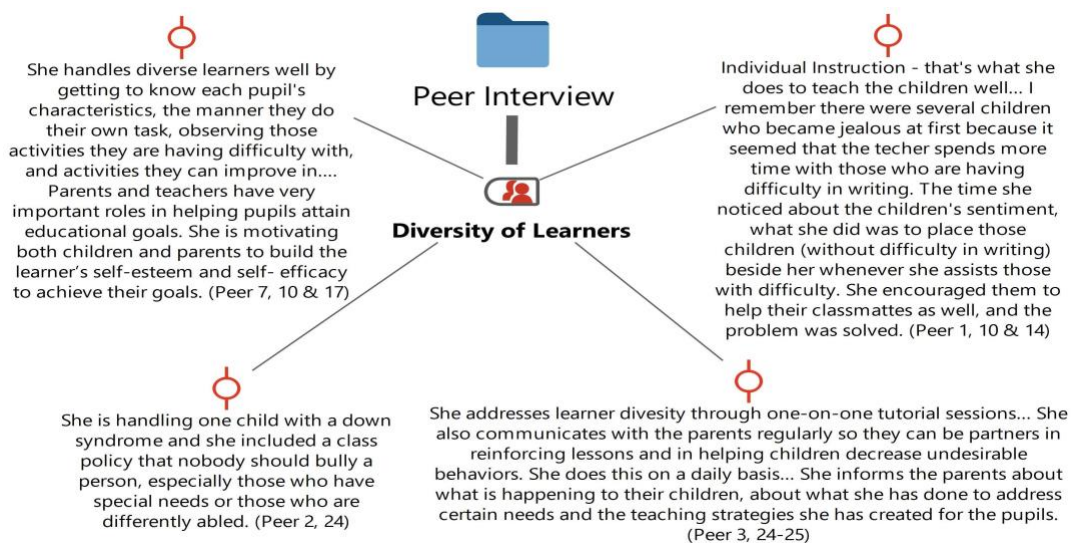


Figure 18: Interview Statements of Peer Respondents on Diversity of Learners

Peer Respondent 1 believes that individual instruction was the main strategy of the HMC graduate being evaluated. When asked about how does the HMC alumna show proficiency in handling diverse learners, Peer Respondent 1 explained:

Individual Instruction - that's what she does to teach the children well . . . I remember there were several children who became jealous at first because it seemed that the teacher spends more time with those who are having difficulty in writing. The time she noticed the children's sentiment, what she did was to place those children (without difficulty in writing) beside her whenever she assists those with difficulty. She encouraged them to help their classmates as well, and the problem was solved.⁴⁷⁹

The same idea of giving individual time to each learner has been observed by Peer Respondent 3 about the HMC graduate teaching with her in the same school. She also answered:

She addresses learner diversity through one-on-one tutorial sessions ... She also communicates with the parents regularly so that they can be partners in reinforcing lessons and in helping children decrease undesirable behaviors. She does this on a daily basis ... She informs the parents about what is happening to their children, about what she has done to address certain needs and the teaching strategies she has created for the pupils.⁴⁸⁰

Partnering with parents to decrease undesirable behavior of children can be traced back to the moral development theory of Lawrence Kohlberg, who stresses that significant people in the lives of children can influence them to develop making good decisions, and they can reinforce moral judgments which stress the importance of justice.⁴⁸¹ The act of partnering with parents to maximize educational assistance for the pupils and to address diversity has also been noted by Peer Respondent 7 in her account about the HMC graduate working with her. She narrated:

⁴⁷⁹ Transcript of Interview with Peer Respondent 1, November 28, 2019, Paragraph 10 and 14.

⁴⁸⁰ Transcript of Interview with Peer Respondent 3, November 29, 2019, Paragraphs 24 - 25.

⁴⁸¹ Kohlberg, "Study of Moral Development," 151-235.

She handles diverse learners well by getting to know each pupil's characteristics, the manner they do their own task, observing those activities they are having difficulty with, and activities they can improve in ... Parents and teachers have very important roles in helping pupils attain educational goals. She is motivating both children and parents to build the learner's self-esteem and self-efficacy to achieve their goals.⁴⁸²

Table 23 showed that peer respondents also recognized the special care that the HMC graduates gave to learners with special needs. Regarding this, Peer Respondent 2 revealed how the HMC alumna integrated the care given through a policy: “She is handling one child with a down syndrome and she included a class policy that nobody should bully a person, especially those who have special needs or those who are differently abled.”⁴⁸³

The findings of both survey and interview of peer respondents for evaluating the HMC graduates' strategies in handling diverse learners through individual instruction, special care for learners with special needs, and through differentiated teaching are related to James Banks' theory of “equity pedagogy,” where teachers modify their teaching in ways that will facilitate the academic achievement of students and this involves using a variety of teaching styles and approaches that suit the needs, conditions, and abilities of diverse learners.⁴⁸⁴ Albert Bandura's “Social Cognitive Theory” of learning, with its focal point on social context with the dynamic and reciprocal interaction of the person, environment, and behavior, also underlines the decisive role of the learning context for children. “Social Cognitive Theory” shows that cognitive, affective, and other personal factors, and environmental events decisively interact⁴⁸⁵ in the teaching-learning

⁴⁸² Transcript of Interview with Peer Respondent 7, January 29, 2020, Paragraphs 10 and 17.

⁴⁸³ Transcript of Interview with Peer Respondent 2, November 28, 2019, Paragraph 24.

⁴⁸⁴ James A. Banks, *Cultural Diversity and Education: Foundations, Curriculum, and Teaching*, 5th ed. (Boston, MA: Allyn and Bacon, 1971), 15, 18.

⁴⁸⁵ Bandura, “Social Cognitive Theory,” 1-60.

process and this has been evidenced also in the teaching experience of the HMC alumni, especially in their interactions with children and their parents.

Peer Evaluation on the Domain of Spiritual Maturity and Christian Witness

Coming to peer evaluation under the domain of Spiritual Maturity and Christian Witness, Table 24 presents the survey results through weighted mean, qualitative rating, rank, and culminates with the overall mean score interpretation.

Table 24: Peer Evaluation of the Alumni in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge regarding the biblical foundations of the Christian faith	4.60	Excellent	2
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	4.53	Excellent	4
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	4.67	Excellent	1
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	4.43	Very Good	6
e) Integrating Christian values in the daily teaching-learning activities	4.57	Excellent	3
f) Devoting oneself to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve oneself for God's glory	4.53	Excellent	4
OVERALL MEAN	4.56	Excellent	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

Table 24 shows that five out of six items in this domain achieved an “Excellent” qualitative rating. The highest mean of 4.67 was on “Dynamically engaging in Christian activities in the church, in school, and in the wider community.” The only item receiving the qualitative rating ‘Very Good’ and with the lowest mean rating of 4.43 in this domain was “Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers.” The overall weighted mean for this item is 4.56 with a qualitative rating “Excellent,” which means that proficiency level is very high, and alumni are adequately equipped to serve as early childhood educators.

It is noteworthy that the peer evaluation of the alumni proficiency in terms of spiritual maturity and Christian witness turns out to be the highest-rated evaluation among all the survey tables presented so far. The peer respondents’ interviews equally demonstrate how the peer-teachers speak very highly about their HMC-alumni colleagues. Figure 19 shows the interview responses of the peer teachers.

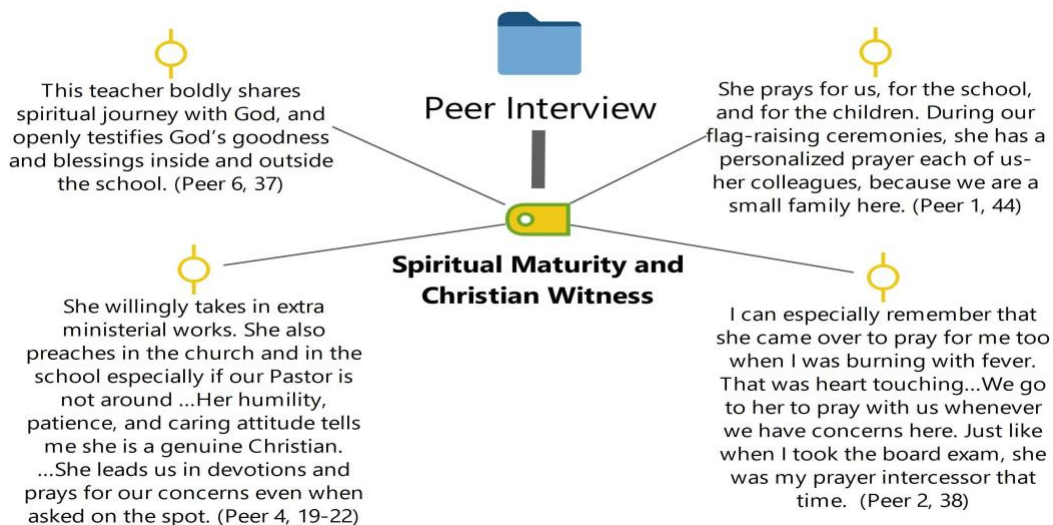


Figure 19: Interview Statements of Peer Respondents on Spiritual Maturity and Christian Witness

On engaging in Christian activities in the church, in school, and in the community, Peer Respondent 6 says thus about the HMC graduate: “This teacher boldly shares spiritual journey with God, and openly testifies God’s goodness and blessings inside and outside the school.”⁴⁸⁶ In the same way Peer Respondent 4 narrates about another alumna:

She willingly takes in extra ministerial works. She also preaches in the church and in the school especially if our Pastor is not around . . . Her humility, patience, and caring attitude tells me she is a genuine Christian. She leads us in devotions and prays for our concerns even when asked on the spot.⁴⁸⁷

Viewed from a Christian perspective, Albert Bandura’s idea that we persons are neither “autonomous agents” nor simply “mechanical conveyers of animating environmental influences” have great implications both for the teachers as well as the learners.⁴⁸⁸ For instance, in their role as spiritual mentors and Christian witnesses to the children they are entrusted with, Christian teachers are not entirely autonomous when it comes to spreading the biblical faith and bearing witness due to the fact that they have to be faithful and loyal to Jesus Christ who is revealed in the Bible. In the same way, in dealing with children teachers, in their garb as role models, also know that children too are not entirely autonomous as they also must *become* what they are meant to be by the Creator God. Interview responses also pointed out that the HMC graduates were promoting godly relationships with pupils, colleagues and other people. Table 25

⁴⁸⁶ Transcript of Interview with Peer Respondent 6, January 10, 2020, Paragraph 37.

⁴⁸⁷ Transcript of Interview with Peer Respondent 4, December 20, 2019, Paragraphs 19-22.

⁴⁸⁸ For an elaborated discussion on this idea, see Albert Bandura, “Social Cognitive Theory,” *Annals of Child Development*, Vol. 6. *Six Theories of Child Development*, ed. R. Vasta (Greenwich, CT: JAI Press, 1989), 1-60.

discloses the interview answers with specific frequency distribution and percentage count.

Table 25: Frequency Distribution and Percentage Count of Peers' Coded Interview Responses in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness		
Codes	Frequency Distribution	Percentage Count
1) Promoting Godly Relationship with Pupils, Colleagues, and Others	6	85.71
2) Devoting Self to Study the Bible, to Prayer and Meditation	4	57.14
3) Leading Christian Activities and Eagerly Helps Out	4	57.14
4) Integrating Christian Values in Teaching	3	42.86
5) Loving, Respectful, Patient, Committed and Humble Character	3	42.86
6) Ministering to People Inside and Outside the School	3	42.86
7) Demonstrating Biblical Knowledge of the Christian Faith	3	42.86
8) Respecting People of Other Religious Affiliations	2	28.57
9) Upholding Church, School, and Community Concerns	1	14.29
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

As reflected in Table 25 presenting the interview responses of the peers, the HMC graduates demonstrate proficiency in spiritual maturity and Christian witness through “Promoting Godly Relationship with Pupils, Colleagues, and Others” (6 over 7 in frequency distribution or 85.71% of the total responses); both “Devoting Self to Study the Bible, to Prayer and Meditation” and “Leads Christian Activities and Eagerly Helps Out”

received 4 over 7 in frequency distribution (or 57.14%) while each of the following four codes “Integrates Christian Values in Teaching,” “Loving, Respectful, Patient, Committed and Humble Character,” “Ministers to People Inside and Outside the School,” and “Demonstrating Biblical Knowledge of the Christian Faith” got 3 over 7 in frequency distribution (or 42.86%). Codes “Respects People of Other Religious Affiliations,” and “Upholds Church, School, and Community Concerns” follow and they had 2 over 7 and 1 over 7 respectively in frequency distribution (or 28.57% and 14.28% respectively). All seven documents are 100% valid according to MAXQDA.

The evaluation of the peer-teacher respondents on the four domains of Content Knowledge and Pedagogy, Learning Environment, Diversity Of Learners, and Spiritual Maturity and Christian Witness were treated to address the second null hypothesis which states: “The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the peer-respondent’s evaluation.” The overall weighted mean computations with qualitative ratings and descriptive interpretation have been used to accept or reject the second null hypotheses. Table 26 unveils the peer teachers’ evaluation of the HMC graduates based on the four domains.

Table 26: Peer Respondents' Evaluation Rating on Four Domains

Domains	Weighted Mean	Qualitative Rating	Rank
Domain 1: Content Knowledge and Pedagogy	4.30	Very Good	3
Domain 2: Learning Environment	4.32	Very Good	2
Domain 3: Diversity of Learners	4.23	Very Good	4
Domain 4: Spiritual Maturity and Christian Witness	4.56	Excellent	1
OVERALL MEAN	4.35	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

Based on all the preceding tables one can notice that the peer respondents gave the greatest number of excellent ratings and, as it is clear in Table 26, ranked as the highest the domain, “Spiritual Maturity and Christian Witness,” which got an “Excellent” qualitative rating with a weighted mean score of 4.56. The second ranking domain is “Learning Environment” with a weighted mean of 4.32 and a qualitative rating “Very Good.” The third ranking domain is “Content Knowledge and Pedagogy” with a mean rating of 4.30 and a qualitative rating “Very Good,” while the domain “Diversity of Learners,” which got a mean score of 4.23 and it was therefore rated as the lowest domain, still with a high qualitative rating “Very Good.” The overall weighted mean for the peer respondents’ evaluation of the teaching proficiency of the HMC graduates on all the four domains is 4.35, with a qualitative rating “Very Good,” which is interpreted as “Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.” Therefore, the third null hypothesis which says that “The proficiency level of the selected alumni-teachers is very low and they are not adequately

equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the peer-respondent's evaluation" is rejected. This means that the overall mean rating on the peer-evaluation indicates that the proficiency level of the HMC graduates is high showing that they are adequately equipped to serve as early childhood educators.

Supervisor Respondents' Evaluation on the Four Domains

Identical with the previous two respondent groups, the supervisor evaluators are 30 in head count; in their evaluation of the proficiency level of the alumni in terms of the four teaching domains, each of the supervisors was very cooperative in answering all the items, not leaving any blank. The responses of the supervisor respondents were subjected to weighted mean computation, qualitative rating, and mean interpretation on all four domains. The supervisor respondents' evaluation was done to answer the fourth research question: "How do the selected supervisor respondents evaluate the proficiency level of the alumni teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness?" Table 27 exhibits the variables that research question 4 sought to investigate.

Table 27: Main Variable and Dependent Variables of Research Question 4

Main Variable	Dependent Variables
Evaluation of Supervisor Respondents	<ul style="list-style-type: none"> • Proficiency Level of the Alumni in the Domain of Content Knowledge and Pedagogy • Proficiency Level of the Alumni in the Domain of Learning Environment • Proficiency Level of the Alumni in the Domain of Diversity of Learners • Proficiency Level of the Alumni in the Domain of Spiritual Maturity and Christian Witness

The arrangement of the dependent variables as shown in Table 27 dictates the order of presentation of the findings of the supervisor respondents' evaluation on alumni proficiency under the four domains.

Supervisor Evaluation on the Domain of Content Knowledge and Pedagogy

Table 28 reveals the weighted mean, the qualitative rating and the rank of the items based on the supervisor respondents' evaluation.

Table 28: Supervisor Evaluation of Alumni in Content Knowledge and Pedagogy

Domain 1.	Content Knowledge and Pedagogy	Weighted Mean	Qualitative Rating	Rank
a)	Demonstrating content knowledge and its application within and/or across curriculum teaching areas	4.23	Very Good	1
b)	Demonstrating an understanding of research-based knowledge and principles of teaching and learning	4.10	Very Good	6
c)	Showing skills in the positive use of ICT to facilitate the teaching and learning process	4.13	Very Good	3
d)	Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	4.13	Very Good	3
e)	Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	3.83	Very Good	7
f)	Using Mother Tongue, Filipino and English to facilitate teaching and learning	4.13	Very Good	3
g)	Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	4.23	Very Good	1
OVERALL MEAN		4.11	Very Good	
<p>Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.</p>				

The supervisor respondents' evaluation of the teaching proficiency of the alumni under this domain reaped the highest mean of 4.23 in two items, namely: "Demonstrating content knowledge and its application within and/or across curriculum teaching areas" as well as "Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement." The lowest rating fell on "Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills," with the average mean rating of 3.83. All the items achieved a constant qualitative rating "Very Good," but with varying mean ratings. The overall weighted mean for this domain "Content Knowledge and Pedagogy" is 4.11, which means that proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.

In the domain of Content Knowledge and Pedagogy, the findings from the survey and interviews across the three respondent groups show strong congruency as regards HMC graduates' strength in teaching strategies. Table 29 displays the supervisor-respondents' interview results in content knowledge and pedagogy.

Table 29: Frequency Distribution and Percentage Count of Supervisors' Coded Interview Responses in Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy		
Codes	Frequency Distribution	Percentage Count
1) Appropriate and Effective Teaching Strategies	7	100.00
2) Adequate Preparation and Alternatives	5	71.43
3) Creative Use of Instructional Materials, Resources and Technology	5	71.43
4) Good Classroom Management and Efficient Flow of Sessions	3	42.86
5) Mastery of Subject Matter	2	28.57

6) Research-based Knowledge and Principles	2	28.57
7) Engaging Learners and Supporting Achievement	2	28.57
8) Lesson Integration	2	28.57
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

Table 29 puts in a nutshell the responses on the part of the 7 supervisors to the first interview question in the domain “Content Knowledge and Pedagogy” thereby revealing the proficiency levels of the HMC graduates in the following order: “Appropriate and Effective Teaching Strategies” (7 over 7 or 100% of the total responses), “Adequate Preparation and Alternatives,” “Creative Use of Instructional Materials, Resources and Technology” (both codes got 5 over 7 in frequency distribution or 71.43% of the total responses), and “Good Classroom Management and Efficient Flow of Sessions” (3 over 7 or 42.86%). All the remaining four codes, namely “Mastery of Subject Matter,” “Research-based Knowledge and Principles,” “Engaging Learners and Supporting Achievement,” and “Lesson Integration,” received the same frequency distribution of 2 over 7 (or 28.57% of the total interview responses). Once again, all seven documents were subjected to MAXQDA software analysis and all of them were found 100% valid.

Figure 20 displays selected interview responses of supervisors on the domain of content knowledge and pedagogy.

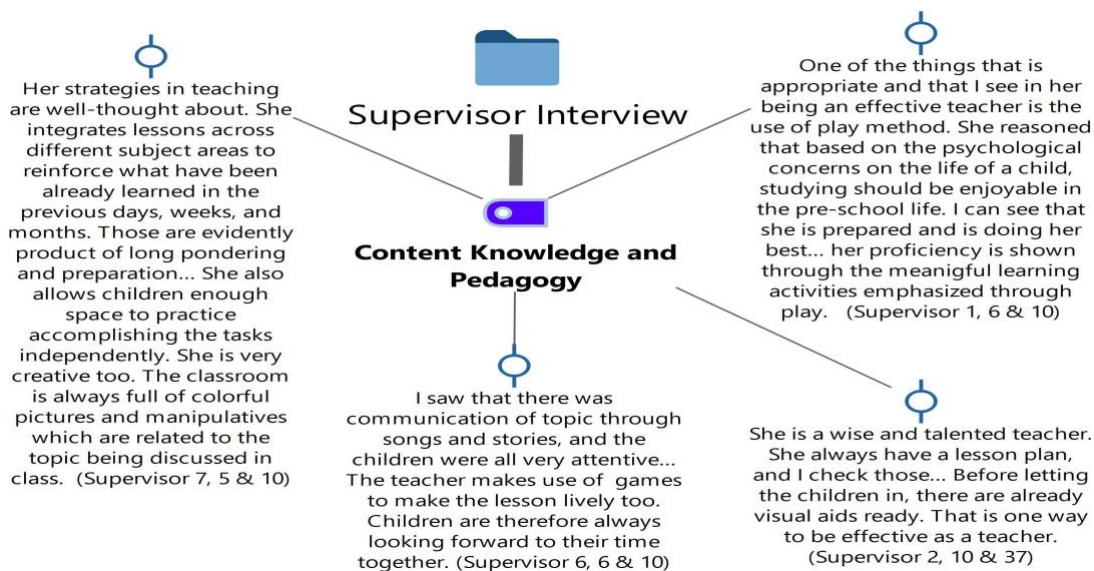


Figure 20: Interview Statements of Supervisor Respondents on Content Knowledge and Pedagogy

Pleased with the teaching strategy of the HMC graduate, Supervisor Respondent 7 tells about the alumna's approach to content knowledge and pedagogy:

Her strategies in teaching are well-thought about. She integrates lessons across different subject areas to reinforce what have been already learned in the previous days, weeks, and months. Those are evidently the product of long pondering and preparation ... She also allows children enough space to practice accomplishing the tasks independently. She is very creative too. The classroom is always full of colorful pictures and manipulatives which are related to the topic being discussed in class.⁴⁸⁹

In agreement with the observation of Supervisor Respondent 7 on good teaching strategies, Supervisor Respondent 1 also talks about how the HMC graduate uses meaningful learning activities through play. She said:

One of the things that is appropriate and that I see in her being an effective teacher is the use of play method. She reasoned that based on the psychological concerns in the life of a child, studying should be enjoyable in the pre-school life. I can see that she is prepared and is doing her best ...

⁴⁸⁹ Transcript of Interview with Supervisor Respondent 7, January 29, 2020, Paragraphs 5 and 10.

her proficiency is shown through the meaningful learning activities emphasized through play.⁴⁹⁰

Erik Erikson highlighted the power of play on young children that paves the way for them to exhibit “a strong sense of initiative and drive to try new experiences.”⁴⁹¹ Children love play. For Supervisor Respondent 6, it was very remarkable that the HMC graduate made use of games to bring about a desirable session with the children. “I saw that there was communication of topic through songs and stories, and the children were all very attentive ... The teacher makes use of games to make the lesson lively too. Children are therefore always looking forward to their time together.”⁴⁹² The evaluation results focusing on the HMC graduates’ strength in teaching strategies substantiate the Philippine Professional Standards for teachers which states that “Competent early childhood educators in the Philippines ... are expected to display proficiency in ... teaching strategies and technologies to promote high-quality learning outcomes.”⁴⁹³

Supervisor Evaluation on the Domain of Learning Environment

The supervisors also evaluated the alumni on the domain of Learning Environment, and the weighted mean computation, the qualitative rating, and the rank of the items are displayed in Table 30.

10. ⁴⁹⁰ Transcript of Interview with Supervisor Respondent 1, November 28, 2019, Paragraphs 6 and 10.

⁴⁹¹ Jones and Stupiansky, “Erikson’s Psychosocial Developmental Theory,” 36.

⁴⁹² Transcript of Interview with Supervisor Respondent 6, January 10, 2020, Paragraphs 6 and 10.

⁴⁹³ Department of Education, *Philippine Professional Standards for Teachers*, 4.

Table 30: Supervisor Evaluation of the Alumni in the Domain on Learning Environment

Domain 2. Learning Environment	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	4.13	Very Good	4
b) Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	4.10	Very Good	5
c) Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	4.17	Very Good	3
d) Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	4.33	Very Good	1
e) Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.03	Very Good	6
f) Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	4.20	Very Good	2
OVERALL MEAN	4.16	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

All ratings on the six items under the domain Learning Environment got a mean score higher than 4.00 and all are “Very Good” in qualitative rating, as can be seen in Table 32. “Demonstrating understanding of supportive learning environments that nurture and inspire learner participation” achieved the highest mean of 4.33, while the lowest weighted mean rating of 3.37 in this domain was on “Demonstrating knowledge of

teaching strategies that are inclusive of learners from indigenous groups.” The overall weighted mean for this domain is 4.16, with a qualitative rating “Very Good,” which means that proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.

The survey findings as revealed in Table 31 aptly harmonize with the interview results from the supervisor respondents, especially in the emphasis on supportive learning environments that nurture and inspire learner participation. Table 31 exhibits the frequency distribution and percentage count of the supervisors’ coded interview responses.

Table 31: Frequency Distribution and Percentage Count of Supervisors’ Coded Interview Responses in Learning Environment

Domain 2. Learning Environment		
Codes	Frequency Distribution	Percentage Count
1) Supporting Learners’ Responsibility and Achievement	6	85.71
2) Managing Pleasant Room Structure and Materials for Learning	5	71.43
3) Instigating Discipline, Fairness, and Valuing Each One	4	57.14
4) Non-violent Management of Behavior	4	57.14
5) Promoting Sanitation, Order, Safety, and Security	4	57.14
6) Creating Environment that Inspires Participation	3	42.86
7) Upholding Love, Care, Warmth, and Respect	3	42.86
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

The highest frequency distribution is on “Supporting Learners’ Responsibility and Achievement” (6 over 7 or 85.71% of the total responses), followed by “Managing Pleasant Room Structure and Materials for Learning” (5 over 7 in frequency distribution or 71.43% of the total responses). Each of the three succeeding codes, “Instigating Discipline, Fairness, and Valuing Each One,” “Non-violent Management of Behavior,” and “Promoting Sanitation, Order, Safety, and Security,” achieved 4 over 7 in frequency distribution or 57.14%. The last 2 codes, “Creating Environment that Inspires Participation,” and “Upholding Love, Care, Warmth, and Respect,” on the other hand, got a frequency distribution of 3 over 7 (or 42.86% of the total responses).

Figure 21 displays selected interview statements from supervisor respondents on the domain of learning environment.

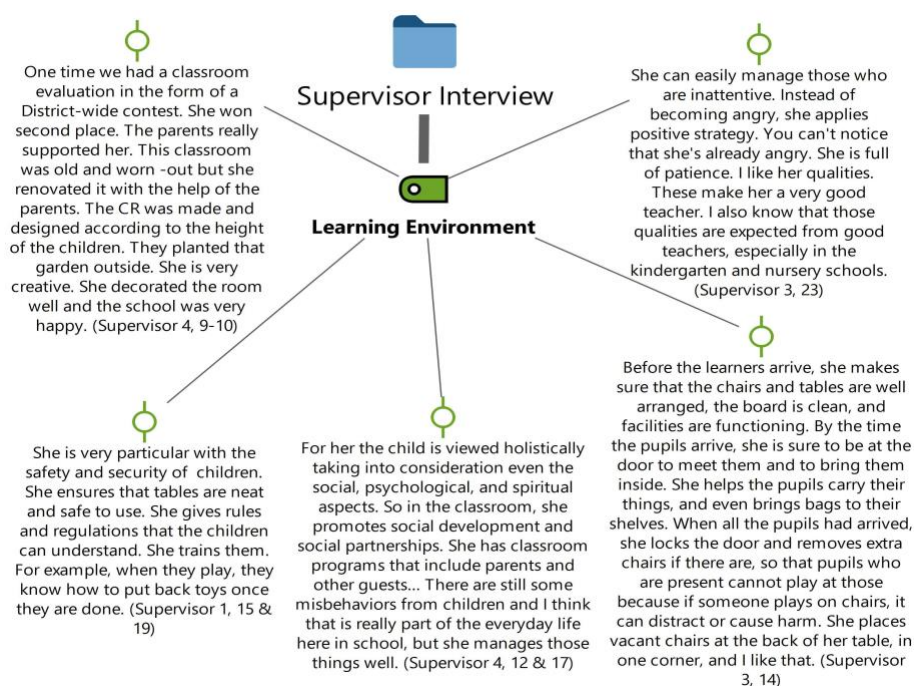


Figure 21: Interview Statements of Supervisor Respondents on Content Knowledge and Pedagogy

The interview narratives paint pictures of how the HMC graduates show proficiency in creating pleasant learning environments for children. Supervisor Respondent 3 narrated how the day starts in the classroom of one HMC graduate. She described:

Before the learners arrive, she makes sure that the chairs and tables are well arranged, the board is clean, and facilities are functioning. By the time the pupils arrive, she is sure to be at the door to meet them and to bring them inside. She helps the pupils carry their things, and even brings bags to their shelves. When all the pupils have arrived, she locks the door and removes extra chairs, if there are, so that pupils who are present cannot play at those because if someone plays on chairs it can distract or cause harm. She places vacant chairs at the back of her table, in one corner, and I like that.⁴⁹⁴

Creating such an educational environment with warmth, care, and respect for children, echoes back Karl Rahner's view that children have the value and dignity in their own right and are worthy of respect from the start. Children have to be seen as a "sacred trust" to be protected, educated and empowered at every stage of their existence.⁴⁹⁵

Evaluating the HMC graduates on the same learning environment domain, for Supervisor Respondent 4, it was the collaboration of the HMC alumna with the pupils' parents that became remarkable in bringing about a pleasant physical learning environment in the school. She recalled:

One time we had a classroom evaluation in the form of a District-wide contest. She won the second place. The parents really supported her. This classroom was old and worn-out, but she renovated it with the help of the parents. The CR was made and designed according to the height of the children. They planted that garden outside. She is very creative. She decorated the room well and the school was very happy.⁴⁹⁶

⁴⁹⁴ Transcript of Interview with Supervisor Respondent 3, November 29, 2019, Paragraph 14.

⁴⁹⁵ Rahner, "Ideas for a Theology of Childhood," 33-50.

⁴⁹⁶ Transcript of Interview with Supervisor Respondent 4, December 20, 2019, Paragraphs 9-10.

Parent-teacher partnership is really beneficial in supporting the education of children. For Supervisor Respondent 1, another way the HMC graduate manifested support of learners' responsibility and achievement has by enabling the children through rules that make them engaged as regards the safety and security in the learning environment. Supervisor Respondent 1 described the approach of the HMC graduate this way:

She is very particular with the safety and security of children. She ensures that tables are neat and safe to use. She gives rules and regulations that the children can understand. She trains them. For example, when they play, they know how to put back toys once they are done.⁴⁹⁷

Supporting learners' achievement of course finds its foundation on teaching-learning theories, especially Vygotsky's concept of MKO as explained in Chapters I and II emphasizing the significance of support from a "more capable" person or "more knowledgeable other" (MKO).⁴⁹⁸ Vygotsky's words ". . . what a child can do with assistance today she will be able to do by herself tomorrow"⁴⁹⁹ can be considered a powerful slogan on the support a teacher is supposed to provide to the learner, wherein his/her proficiency is greatly called for. Maslow's perception about a routine or "predictable world," where there is "at least a skeletal outline of rigidity," and "something that can be counted upon" or, in other words, "an organized world rather than an unorganized or unstructured one,"⁵⁰⁰ comes in handy for the HMC graduates' in providing a classroom environment that is characterized not only by safety but also by order and structure. Survey responses and interview accounts with supervisors indicate

19. ⁴⁹⁷ Transcript of Interview with Supervisor Respondent 1, November 28, 2019, Paragraphs 15 and 19.

⁴⁹⁸ Vygotsky, *Mind in Society*, 86; McLeod, "Lev Vygotsky," 3-4.

⁴⁹⁹ Vygotsky, *Mind in Society*, 87.

⁵⁰⁰ Maslow, "A Theory of Human Motivation," 376.

HMC alumni's capacity in creating a children-supportive learning environment. They always appreciate positive efforts made by the learners, thereby facilitating the development of a favorable self-image in the children. As Sarah E. Burluson and Andrew C. Thoron have said, by responding in this way to the learner's need for love, appreciation and self-image, teachers are able to remove those elements that impede children and thus learning is "enhanced and maximized."⁵⁰¹

Supervisor Evaluation on the Domain of Diversity of Learners

The supervisor respondents' evaluation on alumni proficiency in handling diverse learners is displayed in Table 32.

Table 32: Supervisor Evaluation of Alumni in the Domain on Diversity of Learners

Domain 3. Diversity of Learners	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences	4.07	Very Good	1
b) Implementing teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds	3.83	Very Good	4
c) Using strategies responsive to learners with disabilities, giftedness and talents	4.00	Very Good	2
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	3.90	Very Good	3
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	3.77	Very Good	5
OVERALL MEAN	3.91	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

⁵⁰¹ Burluson and Thoron, "Maslow's Hierarchy of Needs," 2-3.

As exposed in Table 32, the mean ratings on the five items exhibit variations among them with three items rating below 4.00. The highest mean of 4.07 was on “Demonstrating knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences” and the lowest mean rating of 3.37 falls on “Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups.” All the items however achieved a qualitative rating “Very Good.” The overall weighted mean for this domain is 3.91, still with a qualitative rating “Very Good,” which means that proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.

The supervisor-respondents’ evaluation of HMC graduates’ proficiency in handling diverse learners shows solid parallelism in the survey and interview results as both verify the alumni’s use of differentiated instruction to suit the diverse needs and abilities of the learners. The specific frequency distribution and percentage count of interview responses related to handling diverse learners are shown in Table 33.

Table 33: Frequency Distribution and Percentage Count of Supervisors’ Coded Interview Responses in Diversity of Learners

Domain 3. Diversity of Learners		
Codes	Frequency Distribution	Percentage Count
1) Differentiated Instruction for Diverse Abilities	4	57.14
2) Individualized Instruction for Each Learner	2	28.57
3) Respect and Acceptance of Diverse Learners	2	28.57
4) Partnering with Parents and School to Better Address Diversity	1	14.29
5) Knowing Learner's Individual Profile and Background	1	14.29
6) Provisions Addressing Extra Skills, Needs, and Interests	1	14.29
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

Identical to the survey results already seen before, the interview code, “Differentiated Instruction for Diverse Abilities” got the highest response rate with 4 over 7 frequency distribution or 57.14% of the total responses. Next are “Individualized Instruction for Each Learner” and “Respect and Acceptance of Diverse Learners” (both of these codes got 2 over 7 in frequency distribution or 28.57% of the total responses), followed by the last three codes, namely “Partnering with Parents and School to Better Address Diversity,” “Knowing Learner's Individual Profile and Background,” and “Provisions Addressing Extra Skills, Needs, and Interests,” each of which obtained only 1 over 7 in frequency distribution (14.29% of the total responses).

Figure 22 shows a MAXQDA map of selected interview responses from supervisors on the domain of diversity of learners.

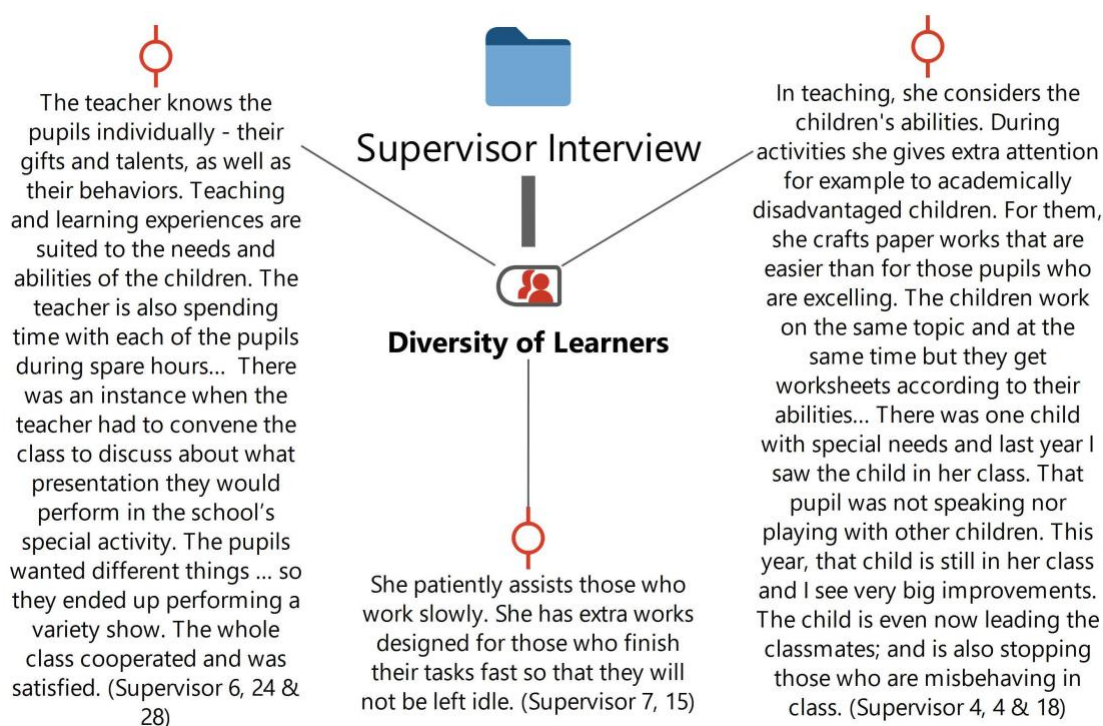


Figure 22: Interview Statements of Supervisor Respondents on Content Knowledge and Pedagogy

Highlighting the HMC graduate's approach of using differentiated teaching to address the diversity of learners, Supervisor Respondent 6 elaborated thus:

The teacher knows the pupils individually - their gifts and talents, as well as their behaviors. Teaching and learning experiences are suited to the needs and abilities of the children. The teacher is also spending time with each of the pupils during spare hours . . . There was an instance when the teacher had to convene the class to discuss about what presentation they would perform in the school's special activity. The pupils wanted different things . . . so they ended up performing a variety show. The whole class cooperated and was satisfied.⁵⁰²

Along the same line of thought, Supervisor Respondent 4 also narrated how the HMC graduate adjusts activities in the class to address the varied abilities of the learners.

She said:

In teaching, she considers the children's abilities. During activities she gives extra attention, for example, to academically disadvantaged children. For them, she crafts paper works that are easier than for those pupils who are excelling. The children work on the same topic, but the same time they get worksheets according to their abilities ... There is one child with special needs and last year I saw the child in her class. That pupil was not speaking nor playing with other children. This year, that child is still in her class and I see very big improvements. The child is now even leading the classmates; and he is also stopping those who are misbehaving in class.⁵⁰³

Supervisor Respondent 4 was pleased with the result of the HMC graduate's strategy in approaching diverse learners. Both the survey and the interview findings show that the HMC graduates used differentiated instruction to suit the needs and abilities of the diverse learners. This evaluation result can be grounded on what Robert W. Pazmiño had said regarding an educational setting where the diversity of the learners is very decisive. According to him, "each individual is unique, and worthy of our consideration,

⁵⁰² Transcript of Interview with Supervisor Respondent 6, January 10, 2020, Paragraph 24 and 28.

⁵⁰³ Transcript of Interview with Supervisor Respondent 4, December 20, 2019, Paragraphs 4 and

concern, and care. To do otherwise is to distort the image of the Creator in each one of us.”⁵⁰⁴ That teachers must be capable of creating an adequate environment for learning by giving sufficient consideration and space to the uniqueness and individuality of each participant is very vital. Moore’s reflection on Jesus’ way of “teaching from the heart” is worthy of notice here. When teachers teach from the heart, they reverse “the other - other persons, other cultures, other parts for the environment.”⁵⁰⁵

Supervisor Evaluation on the Domain of Spiritual Maturity and Christian Witness

The results of the supervisor respondents’ evaluation of the alumni’s teaching proficiency on Spiritual Maturity and Christian Witness is shown in Table 34.

Table 34: Supervisor’s Evaluation of the Alumni in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness	Weighted Mean	Qualitative Rating	Rank
a) Demonstrating knowledge regarding the Biblical foundations of the Christian faith	4.33	Very Good	1
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	4.33	Very Good	1
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	4.23	Very Good	3
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	4.20	Very Good	5
e) Integrating Christian values in the daily teaching-learning activities	4.17	Very Good	6
f) Devoting one’s self to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve one’s self for God’s glory	4.23	Very Good	3
OVERALL MEAN	4.25	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

⁵⁰⁴ Pazmiño, *Foundational Issues in Christian Education*, 203.

⁵⁰⁵ Moore, *Teaching from the Heart*, 213.

The highest mean of 4.33, as shown in Table 34, are on two different items, namely: “Demonstrating knowledge regarding the Biblical foundations of the Christian faith” and on “Testifying to a life rooted in the Word of God both inside and outside the classroom.” The lowest rating in this domain was on “Integrating Christian values in the daily teaching-learning activities,” which got an average mean rating of 4.17. There is a constant qualitative rating “Very Good” on all six items. The overall weighted mean for this domain is 4.25 with qualitative rating “Very Good” and with a descriptive interpretation that “proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.”

Interview narratives support the supervisors’ evaluation as to how they think the HMC graduates showed proficiency in terms of spiritual maturity and Christian witness.

Figure 23 presents selected interview responses from the supervisors.

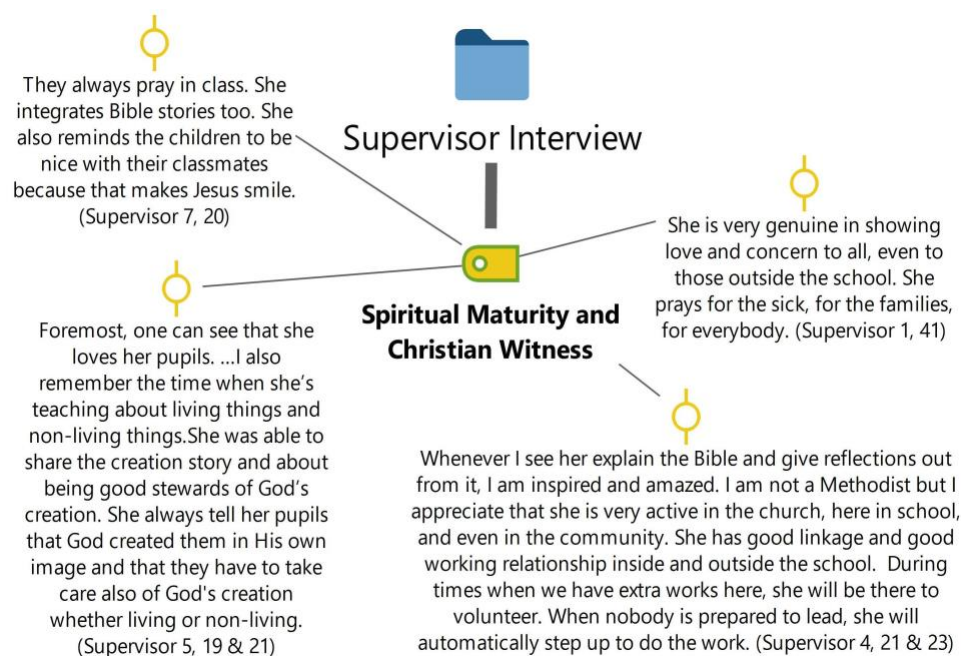


Figure 23: Generated Interview Responses of Supervisor Respondents on Spiritual Maturity and Christian Witness

The survey findings' two top sub-domains, namely: "Demonstrating knowledge regarding the Biblical foundations of the Christian faith" and "Testifying to a life rooted in the Word of God both inside and outside the classroom," were aptly described in the interview narrative of Supervisor Respondent 4. She said:

Whenever I see her explain the Bible and give reflections from it, I am inspired and amazed. I am not a Methodist, but I appreciate that she is very active in the church, here in school, and even in the community. She has good linkage and good working relationship inside and outside the school. During times when we have extra works here, she will be there to volunteer. When nobody is prepared to lead, she will automatically step up to do the work.⁵⁰⁶

In addition to the HMC graduates demonstrating knowledge regarding the biblical foundations of faith, and testifying to a life rooted in the Word of God, the supervisor respondents also narrated how the HMC alumni integrated Christian values in their teaching. Supervisor 7 stated that "They always pray in class. She integrates Bible stories too. She also reminds the children to be nice with their classmates because that makes Jesus smile."⁵⁰⁷ Along the same line, Supervisor Respondent 5 recounts:

Foremost, one can see that she loves her pupils. ... I also remember the time when she was teaching about living things and non-living things. She was able to share the creation story and about being good stewards of God's creation. She always tells her pupils that God created them in His own image and that they have to take care also of God's creation, whether living or non-living.⁵⁰⁸

HMC graduates' mode of integrating Christian values in teaching is supported by James W. Fowler's theory of faith development. Fowler's fascinating idea of faith development as consisting of "the patterns of struggle, growth, and

⁵⁰⁶ Transcript of Interview with Supervisor Respondent 4, December 20, 2019, Paragraphs 21 and 23.

⁵⁰⁷ Transcript of Interview with Supervisor Respondent 7, January 29, 2020, Paragraph 20.

⁵⁰⁸ Transcript of Interview with Supervisor Respondent 5, December 17, 2019, Paragraphs 19 and 21.

change that characterize human beings in the process of becoming aware, conscious, and increasingly responsive and responsible selves, as partners with God”⁵⁰⁹ has been verified regarding the significant role an early childhood teacher plays in integrating Christian values in the life of the learners through teaching.

A total number of seven interview documents were analyzed. The generated codes and specific frequency distribution as well as percentage count of the seven interview responses from the supervisor-respondents are unveiled in Table 35.

Table 35: Frequency Distribution and Percentage Count of Supervisors’ Coded Interview Responses in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness		
Codes	Frequency Distribution	Percentage Count
1) Integrating Christian Values in Teaching	5	71.43
2) Promoting Godly Relationship with Pupils, Colleagues, and Others	5	71.43
3) Loving, Respectful, Patient, Committed and Humble Character	4	57.14
4) Demonstrating Biblical Knowledge of the Christian Faith	4	57.14
5) Ministering to People Inside and Outside the School	3	42.86
6) Leading Christian Activities and Eagerly Helps Out	2	28.57
7) Upholding Church, School, and Community Concerns	1	14.29
8) Respecting People of Other Religious Affiliations	1	14.29
9) Devoting Self to Study the Bible, to Prayer and Meditation	1	14.29
ANALYZED DOCUMENTS	7	100.00
PERCENTAGE VALID	-	100.00

⁵⁰⁹ Fowler, *Faith Development and Pastoral Care*, 53.

The coded statements extracted from the supervisor-respondents interviews have been rated as follows: “Integrates Christian Values in Teaching,” “Promotes Godly Relationship with Pupils, Colleagues, and Others” (each of these two codes got 5 over 7 in frequency distribution or 71.43% of the total responses), “Loving, Respectful, Patient, Committed and Humble Character,” “Demonstrating Biblical Knowledge of the Christian Faith” (these last 2 codes got 4 over 7 in frequency distribution or 57.14% of the total responses), followed by “Ministers to People Inside and Outside the School” (which code got 3 over 7 in frequency distribution or 42.86% of total responses), “Leads Christian Activities and Eagerly Helps Out” (with a frequency distribution of 2 over seven or 28.57 of the total responses%) and the last three codes, namely “Upholds Church, School, and Community Concerns,” “Respects People of Other Religious Affiliations,” and “Devoting Self to Study the Bible, to Prayer and Meditation,” each receiving 1 over 7 frequency of distribution or 14.28% of the total responses. MAXQDA software confirms that all seven documents were 100% valid.

The responses of the supervisor respondents on the four domains of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, and Spiritual Maturity and Christian Witness were treated through weighted mean computations, with qualitative ratings, and descriptive interpretation in order to accept or reject the fourth null hypotheses which states that “The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the supervisor-respondents evaluation.” Through Table 36,

the supervisor respondents' evaluation of the HMC graduates based on the four domains has been exposed.

Table 36: Supervisor Respondents' Evaluation Rating on Four Domains

Domains	Weighted Mean	Qualitative Rating	Rank
Domain 1: Content Knowledge and Pedagogy	4.11	Very Good	3
Domain 2: Learning Environment	4.16	Very Good	2
Domain 3: Diversity of Learners	3.91	Very Good	4
Domain 4: Spiritual Maturity and Christian Witness	4.25	Very Good	1
OVERALL MEAN	4.11	Very Good	
Overall Mean Score Interpretation: Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.			

As is evident in Table 36, the highest-ranked domain, "Spiritual Maturity and Christian Witness" got a "Very Good" qualitative rating with a weighted mean score of 4.25. The second ranking domain is "Learning environment" with a weighted mean of 4.16, and a qualitative rating "Very Good." The third ranking domain is "Content Knowledge and Pedagogy" with a mean rating of 4.11 and a qualitative rating "Very Good," while "Diversity of Learners" got a mean score of 3.91 and also a qualitative rating "Very Good." The overall weighted mean for the supervisor respondents' evaluation on all the four domains is 4.11, with a qualitative rating "Very Good," interpreted as "Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators." Consequently, the fourth null hypothesis that states, "The proficiency level of the selected alumni teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment,

diversity of learners, and spiritual maturity and Christian witness, based on the supervisor respondents' evaluation," is rejected. Contrary to the null hypothesis, the overall mean rating on the supervisor-evaluation indicates that the proficiency level of the HMC graduates is high and this means they are adequately equipped to serve as early childhood educators.

Significant Differences of the Three Evaluations

There are many similarities and variations between and among the evaluations made by the alumni, peer, and supervisor respondent groups. This part of the present chapter deals with those parallelisms and contrasts in answer to research question 5 which inquires, "Are there significant differences in the HMC graduates' proficiency level based on the alumni's self-evaluation, peer teachers' evaluation, and supervisor respondents' evaluation?" Table 37 indicates the variables that research question 5 sought to look into.

Table 37: Main Variable and Dependent Variables of Research Question 5

Main Variables	Dependent Variable
Alumni's Eelf-evaluation Peer Teachers' Evaluation of the Alumni Supervisors' Evaluation of the Alumni	Proficiency Levels of the HMC Graduates in the Domains of: Content Knowledge and Pedagogy Learning Environment Diversity of Learners Spiritual Maturity and Christian Witness

The weighted mean computations of the three evaluations under the domains of Content Knowledge and Pedagogy, Learning Environment, Diversity of Learners, and Spiritual Maturity and Christian Witness are the indicators of the variations in the HMC

graduates' proficiency levels. Figure 24 exhibits the mean variations on the proficiency level scores.

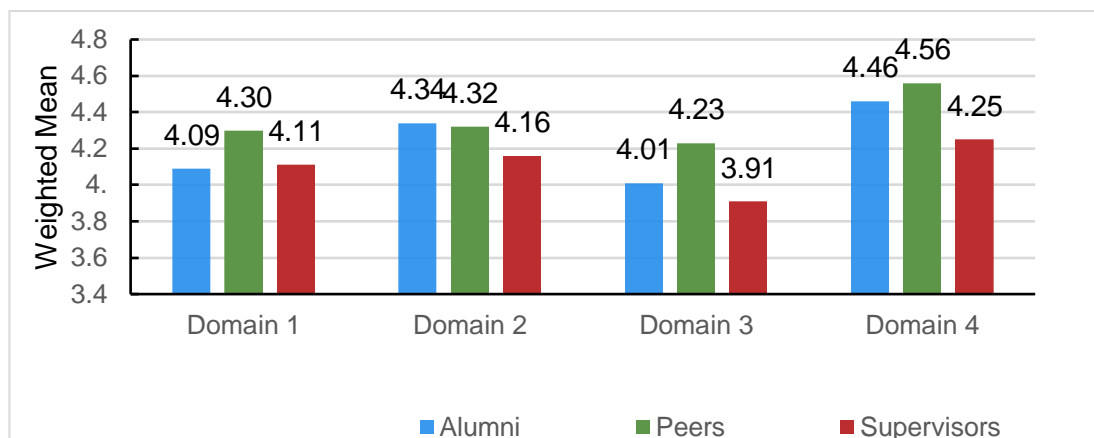


Figure 24: Mean Variations Based on the Alumni, Peer, and Supervisor's Evaluation

Focusing on the variations of means, Figure 24 discretely exposes the proficiency level differences as rated by the three respondent groups. Peer respondents gave HMC graduates the highest proficiency rating of 4.56 on the domain of Spiritual Maturity and Christian Witness. The overall lowest proficiency rating was from the supervisor respondents and it was for the domain Diversity of Learners, with a mean computation of 3.91 - the only mean rating below 4.00 among all the domain scores from all the three evaluation groups. It can be also easily observed by looking at Figure 24 that the supervisor group has given the lowest ratings on all domains except Domain 1, where the alumni gave themselves the lowest mean rating of 4.09 compared to the other two respondent groups. On the other hand, the peer teachers' group was the highest raters in all the domains except in Domain 2, where the alumni group gave themselves the highest mean rating of 4.34 as opposed to the two other two respondent groups.

For a more detailed examination of the variations, especially in terms of item ranks on quantitative data and frequency counts on qualitative results, the succeeding eight tables present the evaluation of the three respondent groups side by side. Table 38 unveils the overall survey results of the respondents in the domain of content knowledge and pedagogy.

Table 38: Overall Survey Results on Content Knowledge and Pedagogy

DOMAIN 1 Content knowledge and Pedagogy	ALUMNI			PEERS			SUPERVISORS			OVERALL		
	WM	QR	R	WM	QR	R	WM	QR	R	WM	QR	R
a) Demonstrating content knowledge and its application within and/or across curriculum teaching areas	4.17	VG	4	4.30	VG	4	4.23	VG	1	4.23	VG	3
b) Demonstrating an understanding of research-based knowledge and principles of teaching and learning	3.77	VG	7	4.20	VG	7	4.10	VG	6	4.02	VG	7
c) Showing skills in the positive use of ICT to facilitate the teaching and learning process	4.23	VG	2	4.27	VG	6	4.13	VG	3	4.21	VG	4
d) Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	4.27	VG	1	4.33	VG	2	4.13	VG	3	4.24	VG	2
e) Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	3.90	VG	6	4.40	VG	1	3.83	VG	7	4.04	VG	6
f) Using Mother Tongue, Filipino and English to facilitate teaching and learning	4.10	VG	5	4.30	VG	4	4.13	VG	3	4.18	VG	5
g) Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	4.20	VG	3	4.33	VG	2	4.23	VG	1	4.25	VG	1

Focusing on rank variations among the alumni, peer, and supervisor evaluation, one can observe that “Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills” was the most polarized item as far as the ratings by three respondent groups are concerned in the sense that this item was ranked as the first in the peer respondents’ rating (with computed weighted mean of 4.40), but it was ranked as the sixth in alumni evaluation (3.90) and seventh by the

supervisor respondents (3.83). Nevertheless, those three weighted mean ratings all belong to 3.51-4.50 mean bracket with qualitative rating of “VG” or “Very Good.”

Overall, the respondents’ evaluation of the teaching proficiency of the HMC early childhood teacher-education graduates under the domain of content knowledge and pedagogy produced the highest overall weighted mean rating with the score of 4.25 for the item “Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement.” The lowest overall rating of 4.02 fell on “Demonstrating an understanding of research-based knowledge and principles of teaching and learning.” Unanimously, all weighted mean ratings on content knowledge and pedagogy have a qualitative rating of “VG” or “Very Good.”

About the overall interview results, Table 39 presents the total frequency count of coded interview responses in the domain of content knowledge and pedagogy.

Table 39: Overall Frequency Count of Coded Interview Responses in Content Knowledge and Pedagogy

Domain 1. Content Knowledge and Pedagogy				
Codes	Alumni	Peers	Supervisors	Total
1) Appropriate and Effective Teaching Strategies	6	6	7	19
2) Creative Use of Instructional Materials, Resources and Technology	5	3	5	13
3) Adequate Preparation and Alternatives	3	4	5	12
4) Engaging Learners and Supporting Achievement	5	2	2	9
5) Lesson Integration	2	3	2	7
6) Research-based Knowledge and Principles	2	-	2	4
7) Good Classroom Management and Efficient Flow of Sessions	-	1	3	4
8) Mastery of Subject Matter	-	2	2	4

As shown in Table 39, the total coded responses from 21 interviews have the following pattern of frequency count, starting with the highest number of coded narratives in descending order: “Appropriate and Effective Teaching Strategies” (frequency count [*f*] of 19 over 21 responses), “Creative Use of Instructional Materials, Resources and Technology” (*f* 13), “Adequate Preparation and Alternatives” (*f* 12), “Engaging Learners and Supporting Achievement” (*f* 9), “Lesson Integration” (*f* 7), “Research-based Knowledge and Principles,” “Good Classroom Management and Efficient Flow of Sessions,” and “Mastery of Subject Matter” (each of these last-mentioned three codes got a frequency count of 4).

It is worth noticing that the alumni interviewees did not narrate on the themes “Good Classroom Management and Efficient Flow of Sessions” as well as “Mastery of Subject Matter” as their way of showing proficiency in content knowledge and pedagogy. However, majority of peer and supervisor interviewees did mention these themes, and this has been already shown in the interview accounts on the previous pages of this chapter. In addition to this, the peer interviewees did not mention narratives on “Research-based Knowledge and Principles,” but two interviewees each from the alumni as well as supervisor interviewee groups have given accounts about HMC graduates using “Research-based Knowledge and Principles,” in showing their proficiency in content knowledge and pedagogy.

In terms of the second domain which refers to learning environment, the overall survey results from the three respondent groups is presented in Table 40.

Table 40: Overall Survey Results on Learning Environment

DOMAIN 2 Learning Environment	ALUMNI			PEERS			SUPERVISORS			OVERALL		
	WM	QR	R	WM	QR	R	WM	QR	R	WM	QR	R
a) Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	4.37	VG	4	4.33	VG	3	4.13	VG	4	4.28	VG	4
b) Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	4.63	E	1	4.40	VG	2	4.10	VG	5	4.38	VG	1
c) Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	3.87	VG	6	4.20	VG	6	4.17	VG	3	4.08	VG	6
d) Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	4.43	VG	2	4.27	VG	4	4.33	VG	1	4.34	VG	2
e) Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	4.33	VG	5	4.27	VG	4	4.03	VG	6	4.21	VG	5
f) Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	4.40	VG	3	4.43	VG	1	4.20	VG	2	4.34	VG	2

There are two rather remarkable variations in the respective proficiency level ratings in this domain: 1. The item “Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning,” which got the highest overall rating (4.38) was rated as first (4.63) and second (4.40) by the alumni and peer respondents respectively, whereas the same was rated rather low, in the fifth place (4.10), by the supervisor respondents. 2. “Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments,” which understandably got the lowest overall rating of 4.08, was ranked sixth by the alumni (3.87) and peer respondents (4.20) each, whereas the same item was ranked rather high as third (4.17) by the supervisor respondents.

Under the domain of learning environment, the highest overall weighted mean rating in the alumni, peer, and supervisor respondents' evaluation was achieved by the item "Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning," with the score of 4.38. The lowest overall rating in this domain was 4.08, which fell on "Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments." When it comes to the overall frequency count of coded interview responses about the HMC graduates' proficiency in the domain of learning environment, details are presented in Table 41.

Table 41: Overall Frequency Count of Coded Interview Responses in Learning Environment

Domain 2. Learning Environment				
Codes	Alumni	Peers	Supervisors	Total
1) Promoting Sanitation, Order, Safety, and Security	6	6	4	16
2) Managing Pleasant Room Structure and Materials for Learning	5	4	5	14
3) Instigating Discipline, Fairness, and Valuing Each One	5	4	4	13
4) Supporting Learners' Responsibility and Achievement	2	4	6	12
5) Non-violent Management of Behavior	2	4	4	10
6) Creating Environment that Inspires Participation	4	3	3	10
7) Upholding Love, Care, Warmth, and Respect	4	3	3	10

The descending order of coded statements' frequency counts, starting with the highest number of narratives, are as follows: "Promoting Sanitation, Order, Safety, and Security" (*f* 16 over 21), "Managing Pleasant Room Structure and Materials for

Learning” (*f* 14), “Instigating Discipline, Fairness, and Valuing Each One” (*f* 13), “Supporting Learners’ Responsibility and Achievement” (*f* 12), “Non-violent Management of Behavior,” “Creating Environment that Inspires Participation,” and “Upholding Love, Care, Warmth, and Respect” (each of these last-mentioned three codes got a frequency count of 10). All the three respondent groups, namely alumni, peer, and superior interviewees, elaborately narrated on each of the theme codes in this domain.

Regarding the overall survey result of the alumni, peer, and supervisor respondents’ evaluation on diversity of learners Table 42 aptly reveals the findings.

Table 42: Overall Survey Results on Diversity of Learners

DOMAIN 3 Diversity of Learners	ALUMNI			PEERS			SUPERVISORS			OVERALL		
	WM	QR	R	WM	QR	R	WM	QR	R	WM	QR	R
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences	4.23	VG	1	4.17	VG	4	4.07	VG	1	4.16	VG	1
b) Implementing teaching strategies that are responsive to the learners’ linguistic, cultural, socio-economic and religious backgrounds	4.07	VG	3	4.30	VG	1	3.83	VG	4	4.07	VG	3
c) Using strategies responsive to learners with disabilities, giftedness and talents	4.13	VG	2	4.27	VG	3	4.00	VG	2	4.13	VG	2
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	3.83	VG	4	4.30	VG	1	3.90	VG	3	4.01	VG	4
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	3.80	VG	5	4.10	VG	5	3.77	VG	5	3.89	VG	5

The highest overall weighted mean rating with the score of 4.16 was achieved for the item “Demonstrating knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences.” The lowest overall rating, with a score of 3.89, on the other hand, fell on “Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups.”

As far as the rank variations in the three evaluations in this domain are concerned, the first thing that one notices is that the item “Demonstrating knowledge and understanding of differentiated teaching to suit the learners’ gender, needs, strengths, interests and experiences,” which is ranked highest in the overall rating with a score of 4.16 and which is equally held as the highest rated item in this domain both in the alumni (4.23) and supervisor respondents’ (4.07) evaluations, is rated only as the fourth ranked item by the peer respondents (4.17). The item “Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups,” which receives the lowest overall ranking in this domain, equally receives an identical lowest rating from all three respondent groups without exception. All items in the domain were constantly rated by three groups of respondents with the qualitative rating “VG” or “Very Good” including the overall or average weighted mean rating for each item.

When it comes to the overall interview results under the domain of diversity of learners, Table 43 unveils the total frequency count of responses per code label.

Table 43: Overall Frequency Count of Coded Interview Responses in Diversity of Learners

Domain 3. Diversity of Learners				
Codes	Alumni	Peers	Supervisors	Total
1) Differentiated Instruction for Diverse Abilities	4	4	4	12
2) Partnering with Parents and School to Better Address Diversity	5	3	1	9
3) Special Care for Learners with Special Needs	5	4	-	9
4) Individualized Instruction for Each Learner	2	4	2	8
5) Provisions Addressing Extra Skills, Needs, and Interests	5	2	1	8
6) Knowing Learner's Individual Profile and Background	3	2	1	6
7) Respect and Acceptance of Diverse Learners	-	-	2	2

Arranged in descending order starting with the highest number of accounts, the frequency count of coded interview responses are as follows: “Differentiated Instruction for Diverse Abilities” (*f* 12), “Partnering with Parents and School to Better Address Diversity,” “Special Care for Learners with Special Needs” (each of these two codes with *f* 9), “Individualized Instruction for Each Learner,” “Provisions Addressing Extra Skills, Needs, and Interests” (each of these two codes with *f* 8), “Knowing Learner’s Individual Profile and Background” (*f* 6), and “Respect and Acceptance of Diverse Learners” (*f* 2).

Neither the alumni nor the peer interviewees had given any account on the theme “Respect and Acceptance of Diverse Learners.” However, two of the supervisor interviewees mentioned it. In the same way, none of the supervisors narrated about “Special Care for Learners with Special Needs.” However, majority of the alumni (5 out of 7) and peer interviewers (4 out of 7) gave detailed account on this theme.

Finally, the overall survey result of the respondents’ evaluation on the domain of spiritual maturity and Christian witness is presented in Table 44.

Table 44: Overall Survey Results on Spiritual Maturity and Christian Witness

DOMAIN 4 Spiritual Maturity and Christian Witness	ALUMNI			PEERS			SUPERVISORS			OVERALL		
	WM	QR	R	WM	QR	R	WM	QR	R	WM	QR	R
a) Demonstrating knowledge regarding the Biblical foundations of the Christian faith	4.50	VG	2	4.60	E	2	4.33	VG	1	4.48	VG	1
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	4.53	E	1	4.53	E	4	4.33	VG	1	4.46	VG	2
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	4.43	VG	3	4.67	E	1	4.23	VG	3	4.44	VG	3
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	4.43	VG	3	4.43	VG	6	4.20	VG	5	4.35	VG	6
e) Integrating Christian values in the daily teaching-learning activities	4.43	VG	3	4.57	E	3	4.17	VG	6	4.39	VG	4
f) Devoting one’s self to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve one’s self for God’s glory	4.40	VG	6	4.53	E	4	4.23	VG	3	4.39	VG	4

The most noteworthy rank variations among the three evaluations in this domain have been on the lowest ranked item “Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers.” Whereas the alumni rated themselves rather high in this item (as the third [with a score of 4.43]), both their peer and supervisor respondents equally rated them lower (placing this item in the sixth [4.43] and fifth [4.20] ranks respectively). As for the rating of the peer respondents, it is however to be noticed that both they and the alumni gave the identical numerical score of 4.43 in their evaluation of the alumni in this item, and the difference is only in the ranking. Another interesting variation that is found in this domain is that whereas the alumni rank themselves lowest for the item “Devoting one’s self to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve one’s self for God’s glory,” with a score of 4.40, the same item is ranked third in the supervisor respondents’ evaluation, with a score of 4.23. With the peer respondents rating the same item in the fourth place (with a score of 4.53), it still achieves the overall ranking four with the overall score 4.39.

The overall weighted mean rating under the domain of spiritual maturity and Christian witness saw the highest score of 4.48 being reached by the item “Demonstrating knowledge regarding the Biblical foundations of the Christian faith.” The item “Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers” scored the lowest overall rating of 4.35. This domain had the most number of “Excellent” rated items among all the domains in this study, especially from the peer respondent group which gave all items an “Excellent” qualitative rating except for the sub-domain

“Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers,” which was rated “Very Good” by the same respondent group.

While the item “Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers” scored the lowest in terms of overall weighted mean, it is interesting that during the interview sessions with the alumni, peer, and supervisor respondents, the interviewees most easily recalled acts of “promoting godly relationships with superiors, colleagues, students, and other co-workers” as the HMC graduates’ way of showing proficiency on spiritual maturity and Christian witness. Table 45 shows the details through the overall frequency count of coded responses.

Table 45: Overall Frequency Count of Coded Interview Responses in Spiritual Maturity and Christian Witness

Domain 4. Spiritual Maturity and Christian Witness				
Codes	Alumni	Peers	Supervisors	Total
1) Promotes Godly Relationship with Pupils, Colleagues, and Others	5	6	5	16
2) Integrates Christian Values in Teaching	7	3	5	15
3) Demonstrating Biblical Knowledge of the Christian Faith	5	3	4	12
4) Ministers to People Inside and Outside the School	3	3	3	9
5) Loving, Respectful, Patient, Committed and Humble Character	-	3	4	7
6) Leads Christian Activities and Eagerly Helps Out	-	4	2	6
7) Devoting Self to Study the Bible, to Prayer and Meditation	1	4	1	6
8) Upholds Church, School, and Community Concerns	3	1	1	5
9) Respects People of Other Religious Affiliations	1	2	1	4

With a frequency count of 16 over 21 responses, the code: “Promotes Godly Relationship with Pupils, Colleagues, and Others” was the most narrated response from the interviewees, followed in the descending order by the codes: “Integrates Christian Values in Teaching” (*f* 15), “Demonstrating Biblical Knowledge of the Christian Faith” (*f* 12), “Ministers to People Inside and Outside the School” (*f* 9), “Loving, Respectful, Patient, Committed and Humble Character” (*f* 7), “Leads Christian Activities and Eagerly Helps Out,” “Devoting Self to Study the Bible, to Prayer and Meditation” (each of these last-mentioned two codes got a frequency count of 6), “Upholds Church, School, and Community Concerns” (*f* 5) and “Respects People of Other Religious Affiliations” (*f* 4).

The alumni interviewees did not have any account on the following two themes, “Loving, Respectful, Patient, Committed and Humble Character,” and “Leads Christian Activities and Eagerly Helps Out,” as their way of showing proficiency in spiritual maturity and Christian witness. However, three of peer and four of supervisor interviewees did mention “Loving, Respectful, Patient, Committed and Humble Character,” and four peer and two supervisor respondents did mention “Leads Christian Activities and Eagerly Helps Out” as important themes in their interview accounts testifying to the proficiency level of the HMC graduates in the domain “Spiritual Maturity and Christian Witness.”

On examining the similarities in the proficiency levels of the HMC graduates based on the evaluations by the alumni, peer teachers, and supervisors, Table 46 shows the mean computation, qualitative rating and rank of the four domains.

Table 46: Domain Ratings on the Alumni, Peer, and Supervisor Evaluation

DOMAIN	ALUMNI			PEERS			SUPERVISORS		
	Weighted Mean	Qualitative Rating	Rank	Weighted Mean	Qualitative Rating	Rank	Weighted Mean	Qualitative Rating	Rank
Domain 1	4.09	Very Good	3	4.30	Very Good	3	4.11	Very Good	3
Domain 2	4.34	Very Good	2	4.32	Very Good	2	4.16	Very Good	2
Domain 3	4.01	Very Good	4	4.23	Very Good	4	3.91	Very Good	4
Domain 4	4.46	Very Good	1	4.56	Excellent	1	4.25	Very Good	1
OVERALL	4.22	Very Good		4.35	Very Good		4.11	Very Good	

The similarity in the proficiency levels of the HMC graduates based on the evaluations of the alumni, peer, and supervisor respondent groups consists in the fact that all domain mean scores got a “Very Good” qualitative rating, except that by the peer respondents who in fact rated the HMC graduates “Excellent” in Domain 4. The similarity in the domain ranks in all three evaluations is also noticeable. Each respondent group gave their highest rating in Domain 4 (Spiritual Maturity and Christian Witness), followed by Domain 2 (Learning Environment) in the second place, Domain 1 (Content Knowledge and Pedagogy) as third and, lastly, Domain 3 (Diversity of Learners) with the lowest ranking mean scores in the fourth place. The overall qualitative rating in all three evaluations is “Very Good.”

The fifth null hypothesis stated that “There is no significant differences in the selected HMC graduates’ proficiency level based on the alumni respondents’ self-evaluation, peer respondents’ evaluation, and supervisor respondents’ evaluation.” The

one-way Analysis of Variance (ANOVA) was used to study the significant differences between and among the three evaluations to properly make an action to reject or accept the last hypothesis. The equal number of key informants on each of the respondent groups allows for “significant difference” computation, or cross tabularization. Table 47 exhibits the results of the hypothesis testing through ANOVA computed significant values.

Table 47: Significant Differences on the Alumni, Peer, and Supervisor Evaluation

Variables	ANOVA's Significant Value	Result
Alumni's Proficiency Rating on Domain 1 Peers' Proficiency Rating on Domain 1 Supervisors' Proficiency Rating on Domain 1	0.310	There is no significant difference
Alumni's Proficiency Rating on Domain 2 Peers' Proficiency Rating on Domain 2 Supervisors' Proficiency Rating on Domain 2	0.906	There is no significant difference
Alumni's Proficiency Rating on Domain 3 Peers' Proficiency Rating on Domain 3 Supervisors' Proficiency Rating on Domain 3	0.305	There is no significant difference
Alumni's Proficiency Rating on Domain 4 Peers' Proficiency Rating on Domain 4 Supervisors' Proficiency Rating on Domain 4	0.383	There is no significant difference
Statistical Constant: Significant value computation of 0.05 or below indicates “significant difference.”		
<p style="text-align: center;">Interpretation of Results:</p> <p>There is no significant differences in the proficiency ratings about the HMC graduates in the four domains based on the alumni's self-evaluation, peer teachers' evaluation, and supervisor respondents' evaluation.</p>		

Table 47 displays the ANOVA computer significant values in each domain. The alumni, peer, and supervisor respondents' evaluation of the proficiency of HMC graduates in the domain of Content Knowledge and Pedagogy got a significant value of 0.310 which means “there is no significant difference” in the three evaluations.

Evaluations on domain 2 (Learning Environment) has a significant value of 0.906; domain 3 (Diversity of Learners) has 0.305; and domain 4 (Spiritual Maturity and Christian Witness) has 0.383. All the compared evaluations got significant values greater than 0.05. The overall interpretation of the results states that “There is no significant differences in the proficiency ratings about the HMC graduates in the four domains based on the alumni’s self-evaluation, peer-teachers evaluation, and supervisor respondents’ evaluation.” Therefore, the fifth null hypothesis is accepted. This means that there are no notable statistical variations between and among the evaluation of the alumni, the peer respondents and the supervisors.

Summary of the Chapter

This chapter concentrated on presentation and analysis of data. The study made use of the advantages of both descriptive and inferential statistics in order to treat quantitative data gathered through the survey. Quantitative data were subjected to frequency distribution, weighted mean computation, Chi-square Test of Independence, and one-way ANOVA or Analysis of Variance. Qualitative data were processed through MAXQDA software for coding, clustering, and thematic analysis and interpretation. MAXMaps were used to create interview diagrammatic representations that aided the discussion of findings.

Results on the demographic characteristics of respondents revealed that majority of the alumni haven less than three years of teaching experience while majority of the peers and supervisors have four years or more of teaching and administration service. Majority of the alumni and the peer respondents are serving as preschool teachers while exactly half of the supervisors are functioning as principal and the remaining half have

the title as school administrator. Findings through the Chi-square Test of Independence established that there is no significant relationship between the number of years in the institution nor the position of the respondents when tested against the proficiency ratings they conferred on the HMC alumni. The evaluation of the alumni, peers, and supervisors constantly indicated that the HMC early childhood teacher education graduates have high proficiency levels in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, which means that the alumni are adequately equipped to serve as early childhood educators. The overall ranking of results showed that the HMC early childhood teacher education graduates were rated highest in spiritual maturity and Christian witness, second in the domain of learning environment, third in content knowledge and pedagogy, and fourth in diversity of learners. The one-way Analysis of Variance (ANOVA) confirmed that there is not any notable statistical variation between and among the evaluation of the alumni, the peer, and the supervisor respondents.

This chapter contained the overview, demographic characteristics of respondents, alumni respondents' self-evaluation on the four domains, peer respondents' evaluation on the four domains, supervisor respondents' evaluation on the four domains, significant differences of the three evaluations, and a summary of the chapter. The next chapter will exhibit the summary of findings, conclusions, and recommendations.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter unveils the summary of findings, conclusions, and recommendations. The summary integrates the most important elements discussed in the previous chapters. Conclusions are drawn from the findings of the study and recommendations are presented following the same sequence of the answers to the research questions.

Summary of Findings

The present research entitled, “Proficiency Levels of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment,” had been undertaken against the backdrop of the declared efforts of CHED to improve the quality of education in the Philippines by setting the highest standards as regards the objectives, components, and processes of the pre-service teacher education curriculum. The stated intent of achieving quality educational outcomes necessarily presupposes the proficiency level of teachers. The latter can be accomplished only by raising and enriching the teacher education curriculum. All Higher Education Institutions (HEIs) in the country are therefore called upon to enrich their teacher education curricula. A reliable and result-centered evaluation of the proficiency level of the graduates would serve as the basis of curriculum enrichment. Such curriculum enrichment will be best

served if it is based on the credible and thorough evaluation of the proficiency levels of the recent graduates of the teacher education institutions.

Harris Memorial College (HMC) is one of the higher education institutions in the Philippines with teacher education program and kindergarten education as two focal points. The fact that it stands today at the threshold of two centennial celebrations, namely of the kindergarten program in 2022 and of the training of teachers in 2024, has beckoned the researcher to take upon herself this glorious challenge of evaluating the proficiency level of teacher-education graduates of the said institution. This study therefore had been an investigation of the proficiency level of 2017-2019 early childhood teacher-education graduates of Harris Memorial College using a descriptive-survey design that employed a combination of quantitative and qualitative methodology in gathering data through the self-evaluation of alumni, the evaluation by alumni's peers, and alumni's supervisors. This investigation had been set on motion in pursuance of answering the following questions: What is the proficiency level of HMC early childhood teacher-education graduates? Are graduates of HMC adequately equipped to serve as early childhood educators? How proficient are they in the four domains of: (1) content knowledge and pedagogy; (2) learning environment; (3) diversity of learners; and (4) spiritual maturity and Christian witness? These have been the pertinent interrogatives for which this dissertation was seeking reliable answers.

A trifocal theoretical and scientific framework comprising the social constructivist theory of Lev Semenovich Vygotsky, the Philippine Professional Standards for Teachers (PPST) of DepEd, and Harold Burgess's Model for Analyzing Religious Education Curriculum has served as the foundation for this research which has its primary focus on

determining the proficiency of HMC teacher-education graduates. Vygotsky's idea that highly proficient teachers are essential in the educational venture of children undergirds the theoretical framework of this work, whereas PPST and Burgess's model provide the bases of the four domains that have been employed in discovering the proficiency level of HMC graduates in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.

According to Vygotsky's social constructivism, or social cultural theory, knowledge is co-constructed through social interaction and he underlines the role of the adult guide or somebody more capable, whom he calls "more knowledgeable other" (MKO), in the cognitive activity of the young child. MKO is someone who supports a child as he/she explores new understandings, knowledge and skills. The crucial fact is that a teacher or MKO can guide a learner only as far as his or her own level of proficiency permits. This is where a high teacher-proficiency level, the focus of the present dissertation, comes into play. The more proficient the educator is, the farther the educator can assist an individual on varied learning tasks. By his concept of "zone of proximal development" (ZPD) Vygotsky points to the distance between what the child can do and what the child cannot do and he stresses that what a child can do with assistance today he/she will be able to do by himself/herself tomorrow.

Considered from the time aspect, this research is cross-sectional in its procedure as it was conducted on a cross-cut time-frame (Academic Year 2019-2020) and it was not intended as a longitudinal study. The present study is descriptive-survey in its design and at the same time mixed quantitative-qualitative in its approach. A total number of 90 respondents joined this study making three groups of respondents - the alumni

themselves, their teaching peers, and their supervisors - for the purpose of data triangulation. A sequential nested nonprobability-probability design was employed in taking the sample in order to have the benefits of both random and non-random sampling methods which would definitely add to the credibility of the findings of the study. This means that after the purposeful sampling, the subset of the population went through systematic random sampling.

Survey questionnaires and individual interview protocols for the alumni, peer, and supervisor respondents were the instruments used in this research. The survey questionnaires were adapted from the Philippine Professional Standards for Teachers (PPST) for the alumni, for the peer and for the supervisor respondents. These were structured in such a way as to obtain inputs on the demographic characteristics of the respondents as well as data regarding the proficiency evaluation of HMC graduates as regards the four domains: (1) content knowledge and pedagogy; (2) learning environment; (3) diversity of learners; and (4) spiritual maturity and Christian witness. Results obtained by applying the standards for establishing proficiency level of respondents were used in analyzing domains of strengths and those areas where improvement was needed. Questions on proficiency were subjected to Likert Scale with a 5-item rating guide, thus providing ample scaling options for the respondents. A comprehensive but concise interview protocol for key informants was designed and patterned after the PPST model for data collection to conduct a comprehensive and systematic gathering of data. Validity and reliability of the research instruments were ensured through peer review and examination of data gathered from the pilot testing.

The study made use of the advantages of both descriptive and inferential statistics in order to treat quantitative data gathered through the survey. Quantitative data were subjected to frequency distribution, percentage count, mean computation, Chi-square Test, and one-way ANOVA or Analysis of Variance. Qualitative data were processed through MAX Qualitative Data Analysis software for coding, clustering, and thematic analysis and interpretation. MAXMaps were used to create interview diagrammatic representations that aided the discussion of the findings.

The first research question asked: “What are the demographic characteristics of the respondents in terms of number of years in the teaching profession, and position in the institution (for the alumni); and number of years in the institution, and position in the institution (for both peer respondents and supervisor respondents)?” Findings on the demographic characteristics of the alumni respondents reveal that 15 out of 30 alumni have finished two years in the teaching profession, while ten of them finished three years of teaching. The lowest number in this distribution, which is five, belongs to the category of those who have finished one year of teaching. About the alumni respondents’ positions in the institutions, it was found that 25 of the alumni respondents are preschool teachers, while 5 of them are teaching in Elementary Grades.

In terms of number of years in the institution, 15 out of 30 of the peer respondents have been in their teaching institutions for four years or beyond. Six peer teachers have been in the institution for two years and another six have completed one year, while three peer respondents have finished three years in the teaching institution to which they are affiliated. Fifty percent of the peer respondents have a greater number of years in the teaching institutions than all 30 of the alumni respondents. Concerning their position in

the institution, majority of the peer-teacher respondents, numbering 23, are preschool teachers, while the remaining seven respondents are teaching Elementary Grades.

Concerning the supervisor respondents and their demographic characteristics, 16 are four years and above in the institution as administrator. Six belong to the category of two years in the institution, while five supervisors are in their first year and three fall in the category of those having been only three years in the institution. Majority of the supervisor respondents have a greater number of years in the institution as opposed to all 30 of the alumni respondents. As regards their position in the institution, 15 out of 30 supervisors are functioning as principals, while the other half function as school administrators in the institution.

Through Chi-square Test of Independence, the first null hypothesis that states, “There is no significant relationship between the demographic characteristics of the selected respondents and their evaluations on the proficiency status of the alumni teachers,” is accepted because the findings revealed that there is no dependence between the respondents’ number of years nor their position in the institution and their proficiency evaluation ratings.

The second research question inquired as to “How do the selected alumni-teachers evaluate their own proficiency level in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness?” The alumni’s self-evaluation on the four domains got a constant qualitative rating “Very Good.” The highest-ranked domain was “Spiritual Maturity and Christian Witness” with a weighted mean computation of 4.46, followed by the “Learning Environment” domain with a mean score of 4.34. The third ranking domain

was “Content Knowledge and Pedagogy” with a mean rating of 4.09. “Diversity of Learners” has been found as the lowest ranked domain and it got a mean score of 4.01. The overall weighted mean for the alumni respondents’ self-evaluation on all the four domains is 4.22, which is interpreted as “Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.” With this, the second null hypothesis which states that “The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the alumni-respondents’ self-evaluation” is rejected. This means that the overall mean rating in the self-evaluation indicates that the proficiency level of the HMC graduates is high, thus showing that they are adequately equipped to serve as early childhood educators.

The third research question sounded: “How do the selected peer respondents evaluate the proficiency level of the alumni teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness?” The peer teachers’ responses about the proficiency level evaluation of the HMC graduates in the four domains disclosed that the highest-ranked domain, “Spiritual Maturity and Christian Witness,” got an “Excellent” qualitative rating with a weighted mean score of 4.56. The second ranking domain is “Learning Environment” with a weighted mean score of 4.32 and a qualitative rating “Very Good.” The domain that was ranked third by the peer respondents was “Content Knowledge and Pedagogy” with a mean rating of 4.30 and a qualitative rating “Very Good,” while the fourth ranked domain was “Diversity of Learners” which got a mean score of 4.23, but still with a

qualitative rating “Very Good.” The overall weighted mean for the peer respondents’ evaluation of the teaching proficiency of the HMC graduates in all the four domains is 4.35, with a qualitative rating “Very Good,” which is interpreted as “Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators.” Therefore, the third null hypothesis which states that “The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the peer-respondent’s evaluation” has been rejected because the overall mean rating in the peer-evaluation indicates that the proficiency level of the HMC graduates is high and this means they are adequately equipped to serve as early childhood educators.

The fourth research question asked: “How do the selected supervisor respondents evaluate the proficiency level of the alumni teachers in terms of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness?” Identical with the previous two respondent groups, the supervisor evaluators’ responses were treated through weighted mean, qualitative rating, and domain ranking. The findings showed that the highest-ranked domain, “Spiritual Maturity and Christian Witness,” got a “Very Good” qualitative rating with a weighted mean score of 4.25. The second ranking domain was “Learning environment” with a weighted mean of 4.16 and a qualitative rating “Very Good.” The third ranking domain was “Content Knowledge and Pedagogy” with a mean rating of 4.11 and a qualitative rating “Very Good,” while the fourth or lowest ranked domain has been “Diversity of Learners” which got a mean score of 3.91, still with a qualitative rating “Very Good.” The overall

weighted mean for the supervisor respondents' evaluation in all the four domains is 4.11, with a qualitative rating "Very Good," interpreted as "Proficiency level is high, and alumni are adequately equipped to serve as early childhood educators." Consequently, the fourth null hypothesis which states that "The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the supervisor respondent's evaluation" is rejected. This means that the overall mean rating in the supervisor-evaluation indicates that the proficiency level of the HMC graduates is high, thereby testifying that they are adequately equipped to serve as early childhood educators.

The fifth research question inquired: "Are there significant differences in the HMC graduates' proficiency level based on the alumni's self-evaluation, peer-respondents' evaluation, and supervisor respondents' evaluation?" There are many similarities and variations between and among the evaluations made by the alumni, peer, and supervisor respondent groups. The most evident similarity in the proficiency levels of the HMC graduates based on the evaluations of the alumni, peer, and supervisor respondent groups is that all domain mean scores are "Very Good" in qualitative rating, except in the evaluation by the peer respondents who rated the HMC graduates as "Excellent" in domain 4. The parallelism in the domain ranks in all three evaluations is also easily noticeable. Each respondent group gave their highest rating in domain 4 (Spiritual Maturity and Christian Witness), followed by domain 2 (Learning Environment) in the second place, domain 1 (Content Knowledge and Pedagogy) as third

and, lastly, domain 3 (Diversity Of Learners) with the lowest ranking mean scores. The overall qualitative rating in all three evaluations is “Very Good.”

The fifth null hypothesis stated that “There is no significant differences in the selected HMC graduates’ proficiency level based on the alumni respondents’ self-evaluation, peer respondents’ evaluation, and supervisor respondents’ evaluation.” The one-way Analysis of Variance (ANOVA) was used to study the significant differences between and among the three evaluations. The overall interpretation of the results states that “There is no significant differences in the proficiency ratings about the HMC graduates in the four domains based on the alumni’s self-evaluation, peer-teachers’ evaluation, and supervisor respondents’ evaluation.” Therefore, the fifth null hypothesis is accepted. This means that there is not any notable statistical variation between and among the evaluation by the alumni, the peer and the supervisor respondents.

Conclusions

Based on the findings of the data analysis, the conclusions of the investigation are presented here following the sequence of the research questions. The main conclusion is that the proficiency level of the selected early childhood teacher-education graduates of Harris Memorial College is high and the alumni are adequately equipped to serve as early childhood educators in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.

9. Regarding the demographic characteristics of respondents, this study has established that majority of the peer teachers and supervisors have a greater number of years of service in the institution as teachers or principals/administrators as opposed to the

alumni respondents. Majority of the alumni and the peer respondents are serving as preschool teachers while exactly half of the supervisors are functioning as principals and the remaining half hold the title of school administrator. The first null hypothesis which states that “There is no significant relationship between the demographic characteristics of the selected respondents and their evaluations on the proficiency level of the alumni teachers” has been accepted because the statistical findings indicate that the demographic variables such as the respondents’ years of teaching or administration and their respective position in the institution have no statistical effect on the alumni’s, peers’ and supervisors’ evaluation ratings on the proficiency level of the HMC graduates in the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.

10. The HMC graduates have a high proficiency level as evidenced by the results of the alumni respondents’ self-evaluation. The second null hypothesis which states: “The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the alumni-respondent’s self-evaluation” is rejected. This means that the alumni are adequately equipped to serve as early childhood educators. The importance of choosing 2017-2019 HMC alumni as subjects of the study was supported by Perry Shaw’s proposition that the recent graduates are one of the best sources of evaluative information on the curriculum as a whole.
11. The proficiency level of the HMC graduates is high based on the evaluation by the peer respondents. The third null hypothesis which states that “The proficiency level

of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the peer-respondents' evaluation" is rejected because the overall mean rating on the peer-evaluation indicates that the proficiency level of the HMC graduates is high and that they are adequately equipped to serve as early childhood educators.

12. The supervisor respondents' evaluation underlines a high proficiency level of the HMC graduates' teaching competency. Consequently, the fourth null hypothesis which states that "The proficiency level of the selected alumni-teachers is very low and they are not adequately equipped on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness, based on the supervisor-respondents' evaluation" is rejected. This means that the HMC graduates are adequately equipped to serve as early childhood educators. Engaging the supervisor respondents as evaluators has been of considerable value because, as Marilyn Katzenmeyer and Gayle Moller have postulated, they significantly influence teachers toward improved educational practice, and they are accountable for achieving the outcomes of their leadership.⁵¹⁰
13. The alumni, peer, and supervisor respondent groups' evaluations on the domains of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness unanimously resulted in mean scores with high proficiency level equivalency. The fifth null hypothesis which states that "There is no significant differences in the selected HMC graduates' proficiency level based

⁵¹⁰ Katzenmeyer and Moller, "Understanding Teacher Leadership," 6.

on the alumni respondents' self-evaluation, peer respondents' evaluation, and supervisor respondents' evaluation" was accepted because there are not any significant statistical variations between and among the proficiency ratings on the HMC graduates. The rankings of the four domains were also consistent in all three evaluations. The domain of spiritual maturity and Christian witness was ranked highest in HMC graduates' proficiency level; the domain of learning environment was ranked second; third ranked domain was content knowledge and pedagogy and the lowest among all the four domains was diversity of learners. To seek three evaluations in this investigation from three respondent groups - the alumni, peers, and supervisor - was mainly inspired by Norman Denzin's views regarding data triangulation or variety of data sources.⁵¹¹ Getting empirical reality from different aspects and perspectives gave density to this study.

Recommendations

There are three sections of recommendations. Based on the significant findings and conclusions of this investigation, recommendations are put forward for Harris Memorial College, for early childhood institutions, teachers, and supervisors, and for further studies.

Recommendations to Harris Memorial College for Early Childhood Teacher-Education Curriculum Enrichment

As highlighted earlier in this study, the quality of education in the Philippines is largely dependent upon the services rendered by the teachers and therefore the highest

⁵¹¹ Denzin, *The Research Act*, 28.

standards should be set in the teacher-education curriculum. True to the purpose for which this study had been launched, the findings of the investigation were analyzed and the following recommendations have been crafted and dedicated to Harris Memorial College for the enrichment of the early childhood teacher-education curriculum of the institution:

On the Domain of Content Knowledge and Pedagogy

Concerning the survey results on the domain of content knowledge and pedagogy, the HMC early childhood teacher-education graduates got the lowest proficiency rating on “Demonstrating an understanding of research-based knowledge and principles of teaching and learning.” Therefore, this study recommends the following actions:

Curricular Recommendations

- Courses like “Principles of Teaching” and “Research in Early Childhood Education” could be further strengthened and retained;
- Research culture should be nourished and course syllabi drafted by the faculty members, especially those handling early childhood specialization courses, must always integrate the latest research-based principles and practices of teaching and learning;
- Student teachers would do well if they are trained to be engaged in more research-based activities either in the form of course projects or requirements, or participation in institutional or outside-school research activities individually or in collaboration with others to contribute to the generation of new knowledge; and

Extra-curricular Recommendations

- *Teachers on the Go* (organization for students with early childhood major) might need to consider reviving the long-lost weekly *Drop Everything and Read* (D.E.A.R.) activity which focuses on a scheduled mass reading of currently released research-based articles from *Journal of Education* or other similar teaching journals.

Both survey and interview findings have established that the HMC graduates are strong in using appropriate and effective teaching strategies. This could be maintained, and even further buttressed, through the following:

- i. Student teachers need to build a legacy in the structure of both tangible and intangible *Teaching Aids Bank* while they are in Harris. During their years of training, they must be encouraged in designing, creating and collecting teaching materials, whether automated (videos, computer pictures, graphs, charts, audios, and electronic documental records of teaching-learning experiences) or non-automated teaching aids (puppets, jigsaw puzzles, flannel boards, printed teaching activity portfolio, etc.). An in-house *Teaching Aids Bank* in Harris, where these educational materials are collected and kept, will be a good legacy for every incoming student teacher. HMC alumni should also be free to come back and borrow or make use of such materials, especially during the very decisive first years of their adjustments as professional teachers when they are already in the field.

On the Domain of Learning Environment

This study has established the importance of a pleasant physical and socio-emotional learning environment for learners. Concerning the physical learning environment, the actual interview visits by the research team to the schools where the respondents are working presented the scenario where majority of the classrooms being used by the alumni respondents and their peer teachers do not have adequate space that should make the physical learning environment conducive for the number of children they are handling. Findings from the qualitative and quantitative data showed however that the HMC graduates are well proficient in this domain given the reality that they were able to employ innovative strategies to resolve concerns of limited space through remedies such as holding outdoor learning experiences. Recommendations in this regard are therefore to uphold such proficiency through the following:

Curricular Recommendations

- HMC would do well to consider strengthening courses like “Early Learning Environment” which is focused on making the learning environment safe, secure, fair and supportive in order to promote learner responsibility and achievement.
- Regarding social and emotional learning environment dealing with positive and non-violent discipline, courses like “Guiding Children’s Behavior and Moral Development” and “Guidance and Counseling in Preschool” need to be strengthened.

Extra-curricular Recommendations

- Relevant to the changing needs of the modern world, seminars and workshops about online education should be put forward. Training in setting the virtual

learning environment should be conducted and student teachers should be equipped in facilitating online classes in order to avoid total abolishment of school sessions due to the lack of physical space and to have alternative teaching-learning arrangements during times such as the situation being experienced during the current COVID 19 pandemic.

- HMC could consider having more activities like structuring of actual classrooms that enhance the proficiency of the student teachers on this domain. One classroom can be dedicated as physical learning environment laboratory, which means that student teachers will be tested on applying what they have learned in setting up the physical learning environment for children by actually designing and structuring one classroom based on available resources; or student teachers should be allowed to help structure Elementary School classroom on scheduled dates in place of house works by those who are staying in the dormitory.

On the Domain of Diversity of Learners

Compared to the three other domains, the HMC early childhood teacher graduates got the lowest score in this area. The specific lowest-rated item in the overall evaluation of the HMC graduates is: “Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups.” To address the rather low ranking in this area, the following are proposed:

Curricular Recommendations

- HMC would do well to develop a course on “Pedagogical Approaches for Indigenous Learners.” This course could be opted as one of the three special topics that will be included in the early childhood teacher-education curriculum.

- There is a need to situate the National Service Training Program (NSTP) course for student teachers in the location of indigenous people through Literacy Training Service (LTS) to give them a chance to be immersed in the real community of the indigenous people so that they can develop also their own ethics of service and patriotism while working first-hand with and for the indigent and indigenous Filipinos in the community.
- The qualitative results through the frequency distribution and percentage count of the alumni's coded interview responses on the domain of diversity of learners revealed that five out of seven interviewees are taking care of learners with special needs which clearly testifies to their ability and proficiency in handling diverse learners. Taking such a situation into consideration, HMC should maintain and fortify courses like "Introduction to Special Education" and "Foundation of Special and Inclusive Education" so that the HMC graduates will be well-equipped to educate and care for learners with special needs.

Extra-curricular Recommendations

- The school can expand linkages and partnerships with organizations that can engage student teachers in advocating for children's rights, equity, community, nationalism, and democratic ideals.
- Since Harris itself is home to diverse learners, professors would do well to encourage and increase collaborative works between and among learners inside and outside the classroom for student teachers to master the art of living together, which is the essence of the fourth pillar of education.

On the Domain of Spiritual Maturity and Christian Witness

Spiritual maturity and Christian witness is the distinctive of Christian teachers. It is pleasing to see that the evaluation results of the HMC graduates on this domain showed very high proficiency level. This proficiency status should be sustained and in view of further enhancing the early childhood teacher education curriculum concerning this domain, the following are recommended:

Curricular Recommendations

- The school would do well to consider including in the curriculum a course like “Doing Biblical Hermeneutics with Children” so that the HMC graduates can properly guide children to grow in their knowledge of the Word of God.
- Integrate topics like “Guiding the Generation Z in their Spiritual Formation” as the HMC graduates are dealing with learners from Generation Z.
- Consider offering courses like “Biblical Counseling” as the HMC graduates are often seen as “go to” persons of peers, pupils’ parents, and many other persons in the community to share their daily life concerns. According to CHED, the HEIs are allowed to design curricula suited to their own contexts and missions provided that they can demonstrate that the same leads to the attainment of the required minimum set of outcomes, albeit by a different route.

Recommendations on Curriculum Design and Approach

- Redesign curriculum approach considering the present situation where face-to-face learning is not safe because of the COVID pandemic, and keep abreast with other similar situations by utilizing a learning management system that can cater to all

learners inclusive of both online and offline mechanisms for the purpose of reaching out even to those who have no means to access the internet.

- Examine the possibility of offering varied modalities in distance learning such as the correspondence model, multi-media model, tele-learning model, and flexible learning model both through synchronous and asynchronous methods according to the different needs and situations of the learners.

General Recommendations

- Consider additional programs and activities focused on alumni-care (such as provisions for direct consultation with the HMC-based early childhood teacher-education professors and practitioners) or other professional development assistance to HMC early childhood teacher-education graduates.
- Review the possibility of re-opening Dorris Lou Willis Center for Early Childhood Education (DLWCECE) or study the possibility of opening a similar HMC-based office dedicated to empowering early childhood alumni and other preschool teachers in the Philippines through sharing HMC's expertise by providing workshops, seminars and innovative materials that enhance and upgrade teaching proficiency.

Recommendations for Early Childhood Institutions, Teachers, and Supervisors

- Encourage the teachers, especially the HMC alumni, to pursue advanced studies in Early Childhood Education or other related fields that will help them sustain, strengthen and deepen quality teaching.

- Strengthen partnership with parents, and pursue various formal and alternative means of providing parents with information, skills, and support systems to effectively collaborate with the school in helping learners achieve greater learning outcomes.
- Extend provisions for team-teaching and peer-accountability in order to inspire pedagogical, intellectual, and professional partnerships among faculty members, thus creating a greater sense of academic community.
- Supervisors should consider an intentional mentoring program for HMC graduates and for all teachers under them in order to support and further improve the teachers' proficiency in the areas of content knowledge and pedagogy, learning environment, diversity of learners, and spiritual maturity and Christian witness.

Recommendations for Further Studies

- That a comparative research on teaching proficiency be conducted with the HMC early childhood teacher education graduates with four years of professional service and above (since this study concerned only those who have 1-3 years of teaching experience);
- That another study be conducted focusing on the proficiency level of the HMC graduates in terms of the other four domains in the PPST which have not been covered in this dissertation (Curriculum and Planning, Assessment and Reporting, Community Linkages and Professional Engagement, and Personal Growth and Professional Development);
- That the same investigation be conducted with different sets of key informants which will include the pupils, the learners' parents, and other HMC partners and stakeholders;

- That a tracer study of all HMC graduates be set forth; and
- That another research be done focusing on the problems encountered by HMC graduates relevant to teaching in order for HMC to help address those concerns through HMC instigated alumni-care or professional development assistance.

APPENDIX A

HARRIS MEMORIAL COLLEGE EARLY CHILDHOOD TEACHER-EDUCATION PROGRAM CURRICULUM

Bachelor of Elementary Education, Major in Early Childhood Education - Church Degree
Program (BEEEd - ECE)

FRESHMAN

<u>First Semester</u>			<u>Second Semester</u>		
<i>Course No.</i>	<i>Course Title</i>	<i>Units</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Units</i>
Eng 100	English Plus	3	Eng 101	Communication Arts I	3
Fil 101	Filipino I	3	Fil 102	Filipino II	3
Math 111	Fund. of Mathematics	3	Math 112	Contemporary Mathematics	3
Psy 131	General Psychology	3	ICT 121	Information Comm. Tech.	3
Sci 121	Science 1 (Biology)	3	Hum 131	Art Education	3
Edu 161	Philosophy of Education	3	CE 182	Teaching Strategies In CE	3
Ch 191	Old Testament Content	3	Ch 192	Survey of New Testament	3
CE 181	Seminar I-Orientation	1	Mu 154	Music Theory 2	3
Mu 151	Music Theory 1	3	Mu 155	Piano 1b	1
Mu 152	Piano 1a	1	Mu 156	Choir 1b	1
Mu 153	Choir 1a	1	PE 142	PE 2	2
PE 141	PE 1	2			28

29

SUMMER

	NSTP	CWTS 1 and 2	6
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SOPHOMORE

First Semester			Second Semester		
Eng 202	Communication Arts 2	3	Eng 203	Communication Arts 3	3
Fil 203	Filipino III	3	Sci 223	Science 3 (Earth Science)	3
Soc 231	Sociology w/HIV and Drug	3	Edu 262	Facilitating Learning	3
	Prevention		Edu 263	Principles of Teaching 1	3
Sci 222	Science 2 (Ecology)	3	Edu 469	Social Dimensions of Educ.	3
Edu 261	Child and Adolescent Devt.	3	FS 1	Field Study 1	1
ECE 171	Intro. to Preschool Educ.	3	Edu 264	Curriculum Development	3
CE 281	Field Education 1	1	CE 282	Field Education 2	1
Ch 293	Survey of Old Testament	3	ECE 172	Characteristics of Young Filipino Children	3
CE 183	Worship w/ Hymnology	3			
Mu 252	Piano 2a	1	Mu 255	Piano 2b	1
Mu 253	Choir a	1	Mu 256	Choir 2b	1
PE 243	PE 3	2	PE 244	PE 4	2
		29			27

MIDDLE

First Semester			Second Semester	
<i>Course No.</i>	<i>Course Title</i>	<i>Units</i>	<i>Course No.</i>	<i>Course Title</i>
Ch 294	Gospels and Acts	3	Hist 331	Philippine Hist. w/ Govt and Constitution
Edu 365	Principles of Teaching 2	3	Edu 367	Assessment Learning 2
Edu 366	Assessment of Learning 1	3		

EdT 261	Educ'l Technology 1	3	EdT 262	Educational Technology 2
ECE 271	Creative Arts, Music and Movements and Drama for Young Children	3	FS 3	Field Study 3
ECE 272	Personal and Social Devt (Play and Social Living Exp.)	3	ECE 273	Language and Numeracy for Children
FS 2	Field Study 2	1	ECE 274	Science, Health and Nature Study
Eng 305	Children's Literature	3	ECE 473	Guidance and Counseling in Preschool
Ch 395	The Epistles	3	Ch 397	Methodism
CE 383	Field Education 3	1	CE 384	Field Education 4
Mu 352	Piano 3a	1	Soc 333	Seminar 3-Parliamentary Procedure
Mu 353	Choir 3a	1	Mu 355	Keyboard 1a
Mu 354	Choral Conducting 1	2	Mu 356	Choir 3b
		30	Mu 357	Choral Conducting 2

JUNIOR

<u>First Semester</u>			<u>Second Semester</u>		
<i>Course No.</i>	<i>Course Title</i>	<i>Units</i>	<i>Course No.</i>	<i>Course Title</i>	<i>Units</i>
Eng 304	Intro to Literature	3	Eng 462	Devt'l Reading 2	3
Soc 434	Rizal's Life and Times	3	SpT 2	Special Topic 2	1
Eng 461	Devt'l Reading 1	3	ECE 471	Assessing Behaviors of Young Children	3
SpT 1	Special Topic 1	1	ECE 472	Classroom Management	3
ECE 372	Pre-school Curriculum (Curriculum Writing)	3	ECE 371	Preparation of Instructional Materials	3
ECE 373	Intro. to SPED	3			

ECE 374	Trends and Issues in Preschool Education	3	Ch 492	Christian Ethics	3
			Ch 398	Christian Beliefs	3
ECE 375	Teaching Values Educ. in Preschool Educ.	3	CE 487	Mission and Evangelism	3
			Soc Philo 332	Social Philo. and Human Rights	3
Soc 332	Basic Economics w/ TLR	3			
Ch 396	Survey of Church History	3	Mu 455	Keyboard 2a	1
Mu 452	Keyboard 1b	1	Mu 456	Choir 4b	1
Mu 453	Choir 4a	1			27
		30			

SENIOR

First Semester			Second Semester		
Hum 434	Intro. to Drama	3	Edu 561	Practice Teaching	6
Edu 468	The Teaching Profession	3	ECE 571	Home-School Relationship	3
FS 4	Field Study 4	1	ECE 574	Directed Study in Preschool Educ.	3
FS 5	Field Study 5	1			
FS 6	Field Study 6	1	Mu 555	Keyboard 3a	1
SpT 3	Special Topic 3	1	Mu 554	Choir 5b	1
ECE 474	Tech. in Preschool Educ.	3		College Choir	
ECE 572	Observational Child Study	3			14
ECE 573	Org. and Mgt. of Child Devt Programs	3			
CE 483	Teaching and Interpreting the Bible	3			
CE 484	Gender Issues	3			
Mu 552	Keyboard 2b	1			
Mu 553	Choir 5a	1			
		27			

APPENDIX B

ENDORSEMENT OF THE STUDY FROM HMC DEAN, HMC PRESIDENT, AND PRESIDENT OF HMC NATIONAL ASSOCIATION

Research Title:

“Proficiency Level of Selected Early Childhood Teacher-Education Graduates of
Harris Memorial College: Implications to Curriculum Enrichment”

Researcher:

PONELYN D. KARUMATHY
Candidate, Doctor of Philosophy in Holistic Child Development
Asia Pacific Nazarene Theological Seminary, Taytay, Rizal, Philippines

The purpose of this concurrent mixed methods research is to discover the proficiency level of the 2017 - 2019 early childhood teacher-education graduates of Harris Memorial College by converging both quantitative and qualitative approaches. Data to be gathered through survey questionnaires will be treated statistically to measure the relationship between the demographic characteristics and the proficiency level of selected alumni and to measure the significant relationship between and among the self-evaluation of alumni, the evaluation of peers, and the evaluation of supervisors. Individual interviews with the respondents will be also employed to further explore the proficiency status of the graduates. It is the fervent hope and prayer of the researcher that this investigation will be significant in the further enrichment of the teacher-education program of the institution.

This study is whole-heartedly and humbly dedicated to Harris Memorial College, pioneer of Kindergarten Education in the Philippines, on its forthcoming centennial celebrations of the Kindergarten Program in 2022, and the training of teachers in 2024.

We, the undersigned strongly support and endorse this research.

Signed

DR. ELVIRA MERCADO
Dean of Academic Affairs
Harris Memorial College
Date Signed: *February 28, 2019*

Signed

DSS. JOCELYN BALUYUT
President
HMC National Alumni Association
Date Signed: *April 6, 2019*

Signed

DR. CRISTINA MAÑABAT
President
Harris Memorial College
Date Signed: *February 28, 2019*

APPENDIX C
NOTIFICATION OF REVIEW APPROVAL



Asia-Pacific Nazarene Theological Seminary
 Ortigas Avenue Extension, Kaytikling,
 Taytay 1920, Rizal, Philippines

NOTIFICATION OF REVIEW APPROVAL

September 30, 2019

Ponelyn Domingo Karumathy
 Ponelyn.karumathy@apnts.edu.ph

Protocol Title: PROFICIENCY LEVEL OF SELECTED EARLY CHILDHOOD TEACHER-EDUCATION GRADUATES OF HARRIS MEMORIAL COLLEGE: IMPLICATIONS TO CURRICULUM ENRICHMENT

Protocol #: AR-0004

IRB Review Date: September 30, 2019

Effective Date: October 01, 2019

Expiration Date: October 01, 2020

Review Type: Expedited Review

Review Action: Approved

The IRB made the following determinations:

- Waivers: Waiver of informed consent documentation
- Other Documentations: All necessary attachments submitted.
- Risk Determination: No greater than minimal risk

Please contact me at research@apnts.edu.ph if you have any questions.

Sincerely,

Marie Joy D. Pring
 Director of Research
 Asia-Pacific Nazarene Theological Seminary

APPENDIX D

LETTER REQUEST FOR PILOT TESTING

November 13, 2019

Dear _____:

I am Ponelyn D. Karumathy, PhD candidate in Holistic Child Development at Asia Pacific Nazarene Theological Seminary, Taytay, Rizal. I am presently working on a study entitled, "*Proficiency Level of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment.*"

The scope of this research is to discover the proficiency level of the 2017 - 2019 early childhood teacher-education graduates of Harris Memorial College by utilizing the convergence of both quantitative and qualitative approaches. May I request you to partner with me as one of the participants to answer the pilot testing survey questionnaire and to join the individual mock interview at your convenience? Feedback gathered through the pilot tests will greatly help in enhancing the research instruments for the said dissertation.

In case any clarification is needed, please do not hesitate to contact me through my mobile phone: 09088911580, or through my email address: jesusandpony@yahoo.com.

Yours sincerely in Jesus Christ,

Ponelyn D. Karumathy

APPENDIX E

LETTER TO ALUMNI

November 18, 2019

Harris Memorial College Alumna

Dear _____:

I am Ponelyn D. Karumathy, PhD candidate on Holistic Child Development at Asia Pacific Nazarene Theological Seminary, Taytay, Rizal. I am presently working on a study entitled, "*Proficiency Level of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment.*"

The scope of this research is to discover the proficiency level of the 2017 - 2019 early childhood teacher-education graduates of Harris Memorial College by utilizing the convergence of both quantitative and qualitative approaches. May I request you to partner with me as one of the respondents to answer the survey questionnaire and to join the individual interview at your convenience? Information gathered through this study will be held strictly confidential and protected. In case any clarification is needed, please do not hesitate to contact me through my mobile phone: 09088911580, or through my email address: jesusandpony@yahoo.com.

This research is whole-heartedly and humbly dedicated to our *Alma Mater*, Harris Memorial College, pioneer in Kindergarten Education in the Philippines, on its forthcoming centennial celebrations of the Kindergarten Program in 2022, and the training of teachers in 2024.

I believe that this investigation will further enrich the teacher education program of our *Alma Mater*. I express my deep gratitude in advance for your kind help and cooperation.

Yours sincerely in Jesus Christ,

Ponelyn D. Karumathy

APPENDIX F

LETTER TO ALUMNI'S PEERS

November 18, 2019

HMC Alumna's Colleague

Dear _____:

I am Ponelyn D. Karumathy, PhD candidate in Holistic Child Development at Asia Pacific Nazarene Theological Seminary, Taytay, Rizal, and I am presently working on a study entitled, "Proficiency Level of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment."

The purpose of this concurrent mixed methods research is to discover the proficiency level of the 2017 - 2019 early childhood teacher-education graduates of Harris Memorial College. May I request you to partner with me as one of the alumni's peer-respondents who will answer the survey questionnaire and join the individual interview at your convenience? Information gathered through this study will be held strictly confidential and protected. Should there be any need of further clarification, please do not hesitate to contact me through my mobile phone: 09088911580, or through my email address: jesusandpony@yahoo.com.

This research is whole-heartedly and humbly dedicated to Harris Memorial College, pioneer of Kindergarten Education in the Philippines, on its forthcoming centennial celebrations of the Kindergarten Program in 2022, and the training of teachers in 2024.

I believe that this investigation will further enrich the teacher education program of Harris Memorial College. I express my deep gratitude in advance for your kind help and cooperation.

Yours sincerely in Jesus Christ,

Ponelyn D. Karumathy

APPENDIX G**LETTER TO ALUMNI SUPERVISORS**

November 18, 2019

HMC Alumna's Supervisor

Dear _____:

I am Ponelyn D. Karumathy, PhD candidate in Holistic Child Development at Asia Pacific Nazarene Theological Seminary, Taytay, Rizal, and I am presently working on a study entitled, "Proficiency Level of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment."

The purpose of this concurrent mixed methods research is to discover the proficiency level of the 2017 - 2019 early childhood teacher-education graduates of Harris Memorial College. May I request you to partner with me as one of the alumni's supervisor-respondents who will answer the survey questionnaire and join the individual interview at your convenience? Information gathered through this study will be held strictly confidential and protected. Should there be any further clarification necessary, please do not hesitate to contact me through my mobile phone: 09088911580, or through my email address: jesusandpony@yahoo.com.

This research is whole-heartedly and humbly dedicated to Harris Memorial College, pioneer in Kindergarten Education in the Philippines, on its forthcoming centennial celebrations of the Kindergarten Program in 2022, and the training of teachers in 2024.

I believe that this investigation will further enrich the teacher education program of Harris Memorial College. I express my deep gratitude in advance for your kind help and cooperation.

Yours sincerely in Jesus Christ,

Ponelyn D. Karumathy

APPENDIX H

SURVEY QUESTIONNAIRE FOR THE ALUMNI

Dear HMC Alumni,

Thank you for partnering with the researcher in the quest of enriching the curriculum of Harris Memorial College through identification of the proficiency level of selected 2017-2019 HMC graduates. Your honest and complete response will be very beneficial. Kindly identify the following by putting a check mark () in the corresponding box that best describes you, and by filling out the information needed. Please do not leave any item unanswered.

Part I. About you:

- Number of years in the teaching profession:

1 year

2 years

3 years

- Position in the institution: (Please fill out the line.)
-

Part II. Assessment of yourself:

Kindly assess yourself on the following items by encircling the corresponding numbers using the scale provided.

- 5 - (E) Excellent
- 4 - (VG) Very Good
- 3 - (G) Good
- 2 - (F) Fair
- 1 - (P) Poor

Teacher Proficiency Standards	Level of Proficiency				
	5	4	3	2	1
Domain 1. Content knowledge and Pedagogy What is your level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating content knowledge and its application within and/or across curriculum teaching areas	5	4	3	2	1
b) Demonstrating an understanding of research-based knowledge and principles of teaching and learning	5	4	3	2	1

c) Showing skills in the positive use of ICT to facilitate the teaching and learning process	5	4	3	2	1
d) Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	5	4	3	2	1
e) Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	5	4	3	2	1
f) Using Mother Tongue, Filipino and English to facilitate teaching and learning	5	4	3	2	1
g) Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	5	4	3	2	1
Domain 2. Learning Environment What is your level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	5	4	3	2	1
b) Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	5	4	3	2	1
c) Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	5	4	3	2	1
d) Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	5	4	3	2	1
e) Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	5	4	3	2	1
f) Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	5	4	3	2	1
Domain 3. Diversity of Learners What is your level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences	5	4	3	2	1

b) Implementing teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds	5	4	3	2	1
c) Using strategies responsive to learners with disabilities, giftedness and talents	5	4	3	2	1
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	5	4	3	2	1
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	5	4	3	2	1
Domain 4. Spiritual Maturity and Christian Witness What is your level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge regarding the biblical foundations of the Christian faith	5	4	3	2	1
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	5	4	3	2	1
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	5	4	3	2	1
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	5	4	3	2	1
e) Integrating Christian values in the daily teaching-learning activities	5	4	3	2	1
f) Devoting oneself to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve oneself for God's glory	5	4	3	2	1

Thank you very much!

APPENDIX I

SURVEY QUESTIONNAIRE FOR THE ALUMNI'S PEER

Dear Sir/Madam,

Thank you very much for partnering with the researcher in the quest of enriching the curriculum of Harris Memorial College through identification of the proficiency level of selected 2017-2019 HMC graduates. Your honest and complete response will be very beneficial. Kindly identify the following by putting a check mark () in the corresponding box that best describes you, and by filling out the information needed. Please do not leave any item unanswered.

Part I. About you:

- Number of years in the current institution where you are in:

1 year

2 years

3 years

4 years and above

- Position in the institution: (Please fill out the line.)

Part II. Assessment of the HMC Alumni

Kindly assess the HMC alumna on the following items by encircling the corresponding numbers using the scale provided.

- 5 - (E) Excellent
 4 - (VG) Very Good
 3 - (G) Good
 2 - (F) Fair
 1 - (P) Poor

Teacher Proficiency Standards	Level of Proficiency				
	5	4	3	2	1
Domain 1. Content knowledge and Pedagogy What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating content knowledge and its application within and/or across curriculum teaching areas	5	4	3	2	1
b) Demonstrating an understanding of research-based knowledge and principles of teaching and learning	5	4	3	2	1

c) Showing skills in the positive use of ICT to facilitate the teaching and learning process	5	4	3	2	1
d) Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	5	4	3	2	1
e) Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	5	4	3	2	1
f) Using Mother Tongue, Filipino and English to facilitate teaching and learning	5	4	3	2	1
g) Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	5	4	3	2	1
Domain 2. Learning Environment What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	5	4	3	2	1
b) Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	5	4	3	2	1
c) Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	5	4	3	2	1
d) Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	5	4	3	2	1
e) Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	5	4	3	2	1
f) Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	5	4	3	2	1
Domain 3. Diversity of Learners What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences	5	4	3	2	1

b) Implementing teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds	5	4	3	2	1
c) Using strategies responsive to learners with disabilities, giftedness and talents	5	4	3	2	1
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	5	4	3	2	1
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	5	4	3	2	1
Domain 4. Spiritual Maturity and Christian Witness What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge regarding the biblical foundations of the Christian faith	5	4	3	2	1
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	5	4	3	2	1
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	5	4	3	2	1
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	5	4	3	2	1
e) Integrating Christian values in the daily teaching-learning activities	5	4	3	2	1
f) Devoting oneself to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve oneself for God's glory	5	4	3	2	1

Thank you very much!

APPENDIX J

SURVEY QUESTIONNAIRE FOR THE ALUMNI'S SUPERVISOR

Dear Sir/Madam,

Thank you very much for partnering with the researcher in the quest of enriching the curriculum of Harris Memorial College through identification of the proficiency level of selected 2017-2019 HMC graduates. Your honest and complete response will be very beneficial. Kindly identify the following by putting a check mark () in the corresponding box that best describes you, and by filling out the information needed. Please do not leave any item unanswered.

Part I. About you:

- Number of years in the current institution where you are in:

1 year

2 years

3 years

4 years and above

- Position in the institution: (Please fill out the line.)

Part II. Assessment of the HMC alumni:

Kindly assess the HMC alumna on the following items by encircling the corresponding numbers using the scale provided.

- 5 - (E) Excellent
 4 - (VG) Very Good
 3 - (G) Good
 2 - (F) Fair
 1 - (P) Poor

Teacher Proficiency Standards	Level of Proficiency				
	5	4	3	2	1
Domain 1. Content knowledge and Pedagogy What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating content knowledge and its application within and/or across curriculum teaching areas	5	4	3	2	1
b) Demonstrating an understanding of research-based knowledge and principles of teaching and learning	5	4	3	2	1

c) Showing skills in the positive use of ICT to facilitate the teaching and learning process	5	4	3	2	1
d) Demonstrating knowledge of teaching strategies that promote literacy and numeracy skills	5	4	3	2	1
e) Applying teaching strategies that develop critical and creative thinking, and/or other higher-order thinking skills	5	4	3	2	1
f) Using Mother Tongue, Filipino and English to facilitate teaching and learning	5	4	3	2	1
g) Demonstrating an understanding of the range of verbal and non-verbal classroom communication strategies that support learner understanding, participation, engagement and achievement	5	4	3	2	1
Domain 2. Learning Environment What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge of policies, guidelines and procedures that provide safe and secure learning environments	5	4	3	2	1
b) Demonstrating understanding of learning environments that promote fairness, respect and care in order to encourage learning	5	4	3	2	1
c) Demonstrating knowledge of managing classroom structure that engages learners, individually or in groups, in meaningful exploration, discovery and hands-on activities within the available physical learning environments	5	4	3	2	1
d) Demonstrating understanding of supportive learning environments that nurture and inspire learner participation	5	4	3	2	1
e) Demonstrating knowledge of learning environments that motivate learners to work productively by assuming responsibility for their own learning	5	4	3	2	1
f) Demonstrating knowledge of positive and non-violent discipline in the management of learner behavior	5	4	3	2	1
Domain 3. Diversity of Learners What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge and understanding of differentiated teaching to suit the learners' gender, needs, strengths, interests and experiences	5	4	3	2	1

b) Implementing teaching strategies that are responsive to the learners' linguistic, cultural, socio-economic and religious backgrounds	5	4	3	2	1
c) Using strategies responsive to learners with disabilities, giftedness and talents	5	4	3	2	1
d) Demonstrating understanding of the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices	5	4	3	2	1
e) Demonstrating knowledge of teaching strategies that are inclusive of learners from indigenous groups	5	4	3	2	1
Domain 4. Spiritual Maturity and Christian Witness What is her level of proficiency in terms of the following?	E	VG	G	F	P
a) Demonstrating knowledge regarding the biblical foundations of the Christian faith	5	4	3	2	1
b) Testifying to a life rooted in the Word of God both inside and outside the classroom	5	4	3	2	1
c) Dynamically engaging in Christian activities in the church, in school, and in the wider community	5	4	3	2	1
d) Earnestly promoting godly relationships with superiors, colleagues, students, and other co-workers	5	4	3	2	1
e) Integrating Christian values in the daily teaching-learning activities	5	4	3	2	1
f) Devoting oneself to the study of the Scriptures, personal prayer and meditation and daily seeking out to improve oneself for God's glory	5	4	3	2	1

Thank you very much!

APPENDIX K

INTERVIEW PROTOCOL FOR KEY INFORMANTS

The following are the official procedures followed in interviewing the alumni, the alumni's peers and the alumni's supervisors:

Orientation Stage

- The research team first convened to ensure that each member has a clear and comprehensive understanding of the total research framework and its purpose. Each member signed and pledged adherence to the *Research Team's Confidentiality Agreement*. Research ethics and guidelines in conducting good interviews were reviewed including the *Data Privacy Law* in the Philippines (Republic Act 10173).
- Responsibilities, expectations, schedules, communication means, benefits, budget and fund disbursement/liquidations were reviewed and clarified.

Interview Preparation Stage

- Letter requests on interviews were sent to key informants. After agreement was gained, interview schedules (date and time) as well as venues were calendared and finalized. Respondents were informed that the interview will take approximately 30 minutes. Consent forms were sent to the interviewees.
- Reminders and confirmation messages were sent two days before the actual interview and once again a few hours before the actual session.
- All materials including recording facilities, were prepared and tested before the scheduled day.

Actual Day of Interview

- Researchers were in the venue at least 1 hour before the scheduled interview time, ensuring that the place was conducive to the interview, and that respondent/s would be comfortable and no distractions would ruin the procedure. Recording gadgets were once again tested in the actual place ensuring good capture and documentation.
- Interviewers ensured that signed consent forms were already collected before starting the interview. The researchers also gave the respondent/s sufficient time to ask questions and seek clarification, before the interview.
- During the interview, only one assigned researcher for the day asked questions until the end of the session for avoiding any confusion.
- Recorders were checked at once to see if they functioned throughout the whole session.
- At the end of each interview, refreshments were served and thank you tokens were given to the respondents unable to join the eating.

After the Interview

- The data gathered were transcribed and analyzed.
- After dissertation is completed and the final copies are bound and submitted, all forms of interview records (printed and audio or video-recorded) apart from what is printed in the dissertation volume should be deleted to prevent any future misuse of the data.

APPENDIX L

INTERVIEW GUIDE QUESTIONS FOR THE ALUMNI

Domain 1: Content Knowledge and Pedagogy

- a) What activities or things demonstrate your proficiency on curriculum content and its application in utilizing developmentally appropriate teaching strategies?
- b) Please tell a story of an incident in your teaching practice when you were able to effectively communicate the lesson to the children using a meaningful learning activity.

Domain 2: Learning Environment

- a) How do you make the learning environment safe, secure, fair and supportive in order to promote learner responsibility and achievement?
- b) Describe the ideal learning environment you have in mind for the class you are now handling. How is it different from or similar to the one you have at the moment?

Domain 3: Diversity of Learners

- What do you do to show knowledge and understanding of, as well as respect for, learners' diverse characteristics and how do you make it evident in planning and designing learning activities?
- Remember an instance when you had difficulty handling diverse learners in one class. What was the struggle mainly about? How did you address it?

Domain 4: Spiritual Maturity and Christian Witness

- a) How do you demonstrate spiritual maturity and how do you live out and witness your Christian identity while you are engaged in teaching-learning activities?
- b) Narrate the most memorable occasion when you witnessed your faith as a Christian teacher.

APPENDIX M

INTERVIEW GUIDE QUESTIONS FOR THE ALUMNI'S PEER

Please answer the following questions regarding the HMC alumna.

Domain 1: Content Knowledge and Pedagogy

- a) What activities or elements demonstrate the HMC alumna's proficiency on curriculum content and its application in utilizing meaningful and developmentally appropriate teaching strategies
- b) Please tell a story of an incident in her teaching practice when she was able to effectively communicate the lesson to the children using a meaningful learning activity.

Domain 2: Learning Environment

- a) How does the HMC alumna make the learning environment safe, secure, fair and supportive in order to promote learner responsibility and achievement?
- b) Describe the ideal learning environment you have in mind for the class the alumna is now handling. How is it different from or similar to the one she has at the moment?

Domain 3: Diversity of Learners

- c) What does the alumna do to show knowledge and understanding of, as well as respect for, learners' diverse characteristics and how does she make it evident in planning and designing learning activities?
- d) Remember an instance when the alumna had difficulty handling diverse learners in one class. What was the struggle mainly about? How did she address it?

Domain 4: Spiritual Maturity and Christian Witness

- a) How does the alumna demonstrate spiritual maturity and how does she live out and witness her Christian identity while she is engaged in teaching-learning activities?
- b) Narrate an occasion when the alumna witnessed her faith as a Christian teacher.

APPENDIX N

INTERVIEW GUIDE QUESTIONS FOR THE ALUMNI'S SUPERVISOR

Please answer the following questions regarding the HMC alumna.

Domain 1: Content Knowledge and Pedagogy

- c) What activities or elements demonstrate the HMC alumna's proficiency on curriculum content and its application in utilizing meaningful and developmentally appropriate teaching strategies

- d) Please tell a story of an incident in her teaching practice when she was able to effectively communicate the lesson to the children using a meaningful learning activity.

Domain 2: Learning Environment

- c) How does the HMC alumna make the learning environment safe, secure, fair and supportive in order to promote learner responsibility and achievement?

- d) Describe the ideal learning environment you have in mind for the class the alumna is now handling. How is it different from or similar to the one she has at the moment?

Domain 3: Diversity of Learners

- e) What does the alumna do to show knowledge and understanding of, as well as respect for, learners' diverse characteristics and how does she make it evident in planning and designing learning activities?

- f) Remember an instance when the alumna had difficulty handling diverse learners in one class. What was the struggle mainly about? How did she address it?

Domain 4: Spiritual Maturity and Christian Witness

- c) How does the alumna demonstrate spiritual maturity and how does she live out and witness her Christian identity while she is engaged in teaching-learning activities?

- d) Narrate an occasion when the alumna witnessed her faith as a Christian teacher.

APPENDIX O

RESEARCH TEAM'S CONFIDENTIALITY AGREEMENT

Research Title: *“Proficiency Level of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College Based on the Philippine Professional Standards for Teachers: Implications to Curriculum Enrichment”*

I, _____, a member of this research team, understand that I may have access to confidential information about the study sites and participants. By signing this statement, I hereby indicate that I understand that it is my responsibility to maintain confidentiality. I agree to the following:

1. To keep all the research information shared with me as confidential and not to discuss or share it in any form or format (e.g., disks, tapes, transcripts) with anyone other than the fellow researcher(s).
2. To keep all research information in any form or format (e.g., disks, tapes, transcripts) secure and safe while it is in my possession.
3. To return all research information in any form or format (e.g., disks, tapes, transcripts) to the fellow researcher(s) at the completion of the research tasks expected of me.
4. I shall not seek information about study sites or participants, or read any other confidential documents, nor ask questions about study participants for my own personal use or benefit but only to the extent and only if it is necessary for the purpose of duly performing the duties assigned to me in relation to this research project.
5. After consulting the co-researcher(s), I am obligated to erase or destroy all research information in any form or format regarding this research project that is not returnable to the co-researcher(s) (e.g., information stored on computer hard drive).

Research Assistant:

(Signature over Printed Name)

Date: _____

This is adapted from Ronnie Pingol, “Implications for Organizational Effectiveness based on the Assessment of the Desired Outcomes of the Curriculum: The Case of Asia Pacific Nazarene Theological Seminary” (Master’s Thesis, Asia-Pacific Nazarene Theological Seminary, 2017), 73.

APPENDIX P

INFORMED CONSENT STATEMENT FOR RESPONDENTS 18 YEARS OLD AND ABOVE

I, Ponelyn D. Karumathy, PhD candidate in Holistic Child Development program of Asia-Pacific Nazarene Theological Seminary (APNTS), am presently conducting a research entitled “*Proficiency Level of Selected Early Childhood Teacher-Education Graduates of Harris Memorial College: Implications to Curriculum Enrichment.*”

The purpose of this concurrent mixed methods research is to discover the proficiency status of the 2017 to 2019 early childhood teacher-education graduates of Harris Memorial College by organically converging both quantitative and qualitative approaches. Data to be gathered through survey questionnaires will be treated statistically to measure the relationship between the demographic characteristics and the proficiency level of selected alumni and to measure the significant differences between and among the self-evaluation of alumni, the evaluation of peers, and the evaluation of supervisors.

This consent statement affirms your voluntary participation in the study. Rest assured that the data gathered will be held in strict confidentiality and will be used in this dissertation only. All forms of recorded information outside the printed final dissertation copy will be destroyed after the completion of the study to prevent any form of misuse.

I have read this consent statement. I understood the purpose and the nature of this study. I agree and am willing to take part in this endeavour as a research participant.

Printed Name: _____

Signature: _____

Date: _____

APPENDIX Q

TRANSCRIBED INTERVIEW SAMPLE

(Note: The members of the research team are all educators and in this interview both the assigned interviewer and interviewee are calling/addressing each other: “Teacher”)

Domain 1: Content Knowledge and Pedagogy

- a) What activities or things demonstrate your proficiency on curriculum content and its application in utilizing developmentally appropriate teaching strategies?

Answer: Teacher, yung mga activities ko po ... especially po ... nahahati po kasi yun dun sa may Circle Time, tapos doon po sa Lesson Proper po, and then next yung sa Individual Instruction or Group Instruction po. Yung mga activities na ginagamit ko po sa Circle Time na pinaka-natutuwa po sila yung mga motivation na lahat po gagamitin sa story, gagamit ka ng music, gagamit din minsan ng movies or video clips na related doon sa topic or lesson na ginawa ko. Tapos dun po sa Lesson Proper, ang pinaka gustong gusto ko na gawin din na natutuwa yung mga bata, may game type na para hindi boring tapos talagang meron din siyang hands-on po. Yung mga ginagamit namin na activities for example kapag nasa letters kami sa Nursery, sa letter A, gagamit ako ng mga bagay na object, kasi mas natatandaan nila yung object kesa sa picture lang. Kaya isa ito sa na eenjoy ko at the same time na-eeenjoy din ng mga bata, mas mabilis nilang maiintindihan. After that, kapag natapos na at may mga batang hindi ganun naintindihan, nasa Group Instruction kami, mayroon silang time para irecall kung ano yung hindi nila naintindihan at minsan kapag maaga sila natatapos mag-recess or break time doon ko sila pinapasukan yung mga medyo hindi nakahabol doon sa lesson which is good naman po para hindi sila mahuli doon sa lesson na na-tuckle ngayong araw. At ang strategy ko palagi dito, is yung ano po ... yung ... ano kasing tawag dun? May tawag po yun dun sa Harris ... yung ... integrated po yung mga lesson ... kasi mas madali po siya dahil lagi naman sa bawat araw, kahit lesson nung nakaraan pa, minsan naiintegrate kasi naaalala ng mga bata yung napag aralan namin nung nakaraan na minsan pumapasok sa isang lesson. Kaya iyon po.

- b) Please tell a story of an incident in your teaching practice when you were able to effectively communicate the lesson to the children using a meaningful learning activity.

Answer: Yung hands on activities po. Pinaka gusto naming yung pagdating sa science, for example yung five senses or three states of matter meron kaming mga experiment na talagang na e-enjoy nila. At the same time pag yung mga mommy minsan natutuwa sila kasi hindi lang naming siya ginagawa dito sa loob ng classroom, minsan lumabas kami. Example nung sa solid, liquid and gas, meron kaming experiment na gumamit kami ng bottled water, vinegar, baking soda and balloon. Doon kami sa labas ng classroom, malapit sa garden tapos ini-instruct ko lang kung pano nila gagawin. Nag-demo ako sa kanila tapos ang gagawin po nila - susundan nila ako. After kong magdemo, sunsundan na po nila ako tapos sila na po yung gagawa para hindi ko na po sila ia-assist isa isa. Sabay sabay po kami.

Interviewer: Bakit pinili mo sa labas yung activity na yun?

Answer: Kasi Teacher ano ... nakakaproud lang din minsan dahil gusto pong makita ng mga nanay na mayron palang ganong ginagawa yung mga anak nila.

Domain 2: Learning Environment

- How do you make the learning environment safe, secure, fair and supportive in order to promote learner responsibility and achievement?

Answer: Unang una teacher, kasi ... syempre po, isa ko lang din naman po so ... sa first session po namin, 19 yung students ko po doon and may case po doon na magkapatid po na magkasama. Kung titignan kaya sila pinagsama kasi yung mama nila that time is buntis, so isang beses lang maihahatid. Mahirap siya actually, ang isa sa pinakamaganda na ginagawa ko meron po akong mga “Teacher of the Day,” may ina assign akong “Teacher of the Day” ngayon so ang responsibility mo ganito, ikaw ang magbabantay sa kanila, ikaw yung magsasabi kung ano yung dapat na gawin sa classroom, kaya minsan yung ading na isa, alam niya kung sino yung pupuntahan niya. For example, kapag pupunta siya sa C.R. meron na siyang ate na lalapitan hindi niya na guguluhin si teacher kapag naglesson, sasamahan nalang siya, pag dating sa klase meron akong mga ina assign na bata para iguide yung mga hindi ganun ka ok sa pagsusulat ganon, babantayan nila yun. Then after that, kapag natapos nila turuan o tulungan yung classmate lalapit sila sa akin tapos tatanungin kung ano pa yung gagawin nila. Natrain ko po yung mga batang yun sa pamamagitan ng pag aalala na kapag merong nahihirapan na classmate tutulungan, hindi siya tatawanan or aasarin pa kasi minsan nung yung case ko nung una nahirapan ako kasi lahat sila hindi pa ganun karunong sa pagsusulat po at pagbabasa pero thankful ako doon sa mga estudyante ko na inaassign ko atsaka lahat sila nagrereshuffle, na experience nila yung “Teacher of the Day.” Meron lang kasing piling little teachers ung pagdating sa pagbabasa tinuturuan ko na sila doon nang sa ganun hindi din ako mahirapan tsaka

katulong ko na sila doon kaya minsan sobrang okey po ako pagdating sa disiplina sa kanila kapag tatahimik, yung kunwari sasabihin nung clasasmate “classmate ang iingay na ninyo” merong tatayo sa harapan tapos ipapalo niya yung stick, tatahimik sila tapos doon na ako magsasalita.

- Describe the ideal learning environment you have in mind for the class you are now handling. How is it different from or similar to the one you have at the moment?

Answer: Para sa akin Teacher, yung learning environment na ideal po sa ... sa loob ng classroom po dapat yung mga bata hindi po nila dapat mafeel na ... na dependent sila sa teacher. Dapat po matutunan po dapat nila yung pagiging independent dun sa mga ibinibigay na activities or mga strategies na kung paano po itinuturo ng teacher. Tapos dun po sa learning environment doon na din dapat makita yung mga dapat nilang gamitin or gawin nang sa ganun po hindi sila mahirapan, self-directed dapat yung meron sa loob ng classroom kasi eto pong learning environment nila dito na po sila pwedeng matuto ng hindi nalang nakadepende na puro “Teacher!Teacher!” ganon po kaya minsan tinatry ko din na kung hanggat maaari lahat ng makikita sa sana dito ay self-directed nang sa ganun hindi sila puro “Teacher!” nalang ng “Teacher!” po.

Domain 3: Diversity of Learners

- a) What do you do to show knowledge and understanding of, as well as respect for, learners’ diverse characteristics and how do you make it evident in planning and designing learning activities?

Answer: Yung mga pagkaka iba iba nila sobrang grabe sa behavior nila, makikita mo na different, napakaunique po nila talaga, may pagkakaiba sila pero isa sa pinaka lagi kong tinatandaan at pinapakita sa kanila or binibigay sakanila ay yung love po at pasensiya kasi meron akong mga case dito na may estudyante ako, may mga sinasabi yung ibang parent, and even yung ibang mga teachers na sinasabi na may need siya ... may special need siya, so minsan nagtatataka kasi yung mga classmates niya kung bakit ganun siya palagi na bigla nalang sumisigaw, bigla nalang nagdadabog, bigla nalang nang aaway tapos na experience ko kasi nung una nagtry ako na magalit ganon, nagtry ako na ipakita sakanila yung magalit pero feeling ko hindi siya effective talaga kaya ang lagi ko nalang ipinapakita is yung love na ihuhug mo nalang siya kapag sisigaw siya sasabihin mo na dapat wag siyang sisigaw kasi masakit sa lalamunan tapos lalabas yung mga ugat sa leeg hindi maganda sabi ko. Kaya minsan natututo yung mga bata na kapag kinakausap mo sila ng mahinhin, mahinahon - lahat din sila ganun pero kapag pinakitaan mo sila ng laki ng mata tapos sisigawan mo ganun na rin yung mangyayari kaya feeling ko kapag naexperience nila yung love

tsaka yung patience yun din yung matututunan nila, yung sa Proverbs 22:6 kung ano yung natuturo mo sakanila yun yung nakikita nila, yun yung pwede nilang isapamuhay, at sa paglaki nila yun na yung dadalhin din nila kaya yun Teacher, ang pinaka baon ko dito pagdating sa mga pagkakaiba ng estudyante ko ay yung love, yung patience and yung respect nga po Teacher.

b) Remember an instance when you had difficulty handling diverse learners in one class. What was the struggle mainly about? How did you address it?

Answer: Meron isang bata na talagang unique yung way niya pagdating sa klase, hindi ko nalang po siya sasabihin na different kasi syempre ayaw naman natin na ... pangit yung maging kalabasan na kakaiba siya. Yung “unique” yung gusto kong gamitin na word kasi actually magaling siyang bata at saka matalino siya at the same time nakakatulong din siya sa akin, isa siya sa nagagamit ko bilang isang part ng little teacher kasi matalino siya actually. At minsan kapag meron din ako na nahihirapanpo, kunwari sa behavior din, may mga cases na merong iba ibang biglang nangyayari sa loob ng classroom, isa sa mga ginagawa ko ay anecdotal note, na isusulat ko yung mga bigla nalang nagboboom na ibang behavior at after that kakausapin ko yung parent tapos sasabihin ko kung ano yung nangyari, which is maganda din kasi nababantayan po nila yung anak nila, napagsasabihan din po tsaka pagdating sa lahat ng nangyayari dito sa loob ng classroom lagi ko siyang dina direct sa mga magulang nila kasi naniniwala po ako na kapag finalallow up nila yung anak nila merong magandang impact, para hindi na ulitin nung bata tsaka para aware din sila sa nangyayari sa anak nila.

Domain 4: Spiritual Maturity and Christian Witness

a) How do you demonstrate spiritual maturity and how do you live out witness your Christian identity while you are engaged in teaching-learning activities?

Answer: Favorite! Sa amin po kasi Teacher, kapag bago kami mag start ng class, pinaka unang ginagawa naming ay magpray bago yung lesson proper at isa sa mga naituro ko sakanila ay yung kahalagahan ng prayer, na kapag mayroong classmate na may sakit ipagpi-pray namin, tapos kapag mayron din akong personal prayer ginagather ko sila tapos magpopause kami for a prayer na yun yung nakakatuwa kasi kahit sa pagkain po, sa recess time hindi kakain hanggat hindi pa nagpi-pray tapos nai-aapply din nila kapag sa Christian living naming nai-a-apply nila sa loob at sa labas ng school yung mga natutunan, kagaya ng mga simple na kwento sa Bible na narerelate siya doon sa example sa friends po, sa family yung mga topic na ganun na aalala din nila, yung mga story na ginagamit sa Bible tapos minsan kapag nag she-share ako sa kanila about God very good naman Teacher kasi talagang kinikilala nila

na mayroong Lord na palaging andiyan na binabantayan sila at alam kung ano yung ginagawa. Kaya minsan yung sa GMRC, lagi kong i-ni-integrate doon na si Lord yung palaging nakakakita nung ginagawa nila kaya kapag may nag aaway, nasasabi po nila lagi na “Ay, hindi ganyan yung gusto ni Jesus,” kaya minsan nababalance din.

b) Narrate the most memorable occasion when you witnessed your faith as a Christian teacher.

Answer: Ako po Teacher, ang pinakagusto kong pong part at pinaka natutuwa ako, actually minsan nakakaiyak din siya - hindi ka lang din ginagamit ni Lord sa mga estudyante kahit doon din po sa parent po, sa mga parents namin na may mga personal prayer sila for example mayrong nagkasakit sa family tatawagin ako para ipag pray, o kaya imemessage nila ako para isama ko sa prayer. Tapos isa sa mga nakakatuwa kapag birthday ng anak po nila hindi pwedeng hindi ka mag attend kasi ikaw yung magpi-pray kaya minsan may part na nagkakasabay sa gawain sa District at birthday ang ginagawa ko nalang ay mag pi-pray nalang sa classroom. Dapat hindi makalimutan yun kasi malaking impact yun. Hindi man para ma-win sila pero yung impact na ay mayroong care si teacher sa family hindi lang doon sa bata kaya isa sa nakakatuwa din po as a Christian teacher, nagagamit ka hindi lang sa buhay ng bata kundi doon din sa pamilya po nila. Yun, Cher ...

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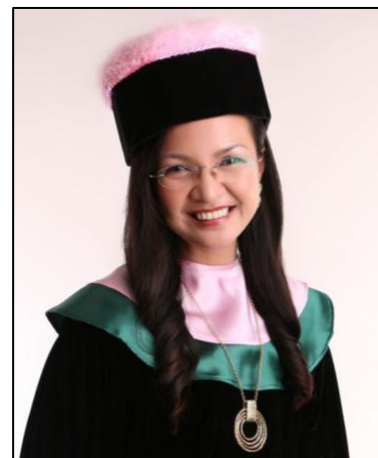
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CURRICULUM VITAE

PONELYN DOMINGO - KARUMATHY

I. PERSONAL DATA

Date of Birth: January 2, 1980
 Address: Block 28, Lot 20, Banahaw Street,
 Montevista Heights Subdivision,
 Dolores, Taytay, 1920 Rizal,
 Philippines
 Citizenship: Filipino
 Civil Status: Married



II. ACADEMIC AND PROFESSIONAL PREPARATION

1. Undergraduate

Institution: Harris Memorial College, Taytay, Rizal, Philippines
 Degree Earned: Bachelor of Kindergarten Education
 Date: March 20, 2000

2. Graduate

Institution: Northeastern College, Santiago City, Philippines
 Degree Earned: Master of Arts in Education
 Date: May 1, 2006

Institution: The Ecumenical Institute of Bossey, Geneva, Switzerland
 Degree Earned: Graduate Certificate in Ecumenical Studies
 Date: February 14, 2008

3. Post Graduate

Institution: Asia-Pacific Nazarene Theological Seminary, Philippines
 Degree to be Earned: Doctor of Philosophy in Holistic Child Development
 Date: Completed academic requirements on May 23, 2020

4. Publication

Title: *Think, Work, and Play: An Integrated Workbook for Preschoolers*
 Year: 2006
 Publisher: Harris Memorial College

5. Organizational Membership

Organization: Professional Association for Teacher Education
 Position: Member
 Year: 2016 - present

Organization: National Association for Early Childhood Education
 Position: Member
 Year: 2008

6. Employment Record

Position: Education Department Faculty
 Institution: Harris Memorial College
 Year: 2004 - 2009; and 2015 - present

Position: Deaconess
 Institution: The United Methodist Church
 Year: 2000 - 2013

Position: OIC Head, Education Department
 Institution: Harris Memorial College
 Year: 2005 - 2006

Position: Director, Dorris Lou Willis Center for Early Childhood Education
 Institution: Harris Memorial College
 Year: 2008 - 2009

Position: Investment Consultant and Financial Advisor
 Company: Sunlife of Canada, Philippines Inc. and Sunlife Asset Management Company Inc.
 Year: 2012 - 2014

7. Civil Service Eligibility or Other Examinations Passed

Examination: Licensure Examination for Teachers
 Commission: Professional Regulations Commission
 License Number: 0829029

Examination: Licensure Examination for Investment Advisors
 Commission: Securities and Exchange Commission
 License Number: 02-2014-09016

Examination: Licensure Examination for Insurance Advisors
 Commission: Insurance Commission
 License Number: 091655

8. Community Service

Instructional Manager:	Alternative Learning System (literacy program for out of school youth, and adults who are either living in the streets, in depressed areas, under difficult circumstances or recovering from trauma)
Trainer and Facilitator:	Glorious Hope Recovery Program (life coaching and recovery program for persons with hurts, habits, hang-ups, addictions, and compulsive behaviors)

9. Honors and Scholarships

Secondary Level:	Valedictorian	(1996)
	Journalist of the Year	(1996)
College Level:	Academic Excellence Award	(1996-1999)
	Best in Biblical Studies	(1999)
	Best in Kindergarten Education	(2000)
	Leadership Award	(2000)
Graduate Level:	World Council of Churches Full Scholarship (2007-2008) for Graduate Certificate in Ecumenical Studies in Switzerland	
Professional Level:	Harris Memorial College 5-year Service Award	(2009)
	Sunlife of Canada, Philippines Inc. Medallion Awardee as Financial Advisor	(2014-2015)
	Fast Track Company Quota Producer	(2014-2015)

ADDITIONAL SERVICES AND EXPERIENCES

Writer:

International Resource Material for Week of Prayer for Christian Unity
World Council of Churches and
Pontifical Council for Promoting Christian Unity

Sunday School Curriculum
Philippine Board of Christian Education and Communication

Vacation Church School Manual
National Council of Churches in the Philippines

Christmas Resource Book
Harris Memorial College

Resource Person:

Seminars on Early Childhood Education
Special Occasions of Churches,
Secondary, Elementary and Preschool Programs

SEMINARS, WORKSHOPS, AND CONFERENCES ATTENDED

International Level:

International Writers Workshop for the Week of Prayer for Christian Unity
World Council of Churches and Pontifical Council for Promoting Christian Unity
(September 22-27, 2008) Glasgow, Scotland

International French Language Seminar-Workshop
Ecumenical Institute of Bossey, Geneva, Switzerland
January 2008

Conference on Women, Peace-building, and HIV/AIDS Concerns
Association of Theological Education in South East Asia
(June 28 – July 4, 2006) Yangon, Myanmar

National Level:

National Research Council of the Philippines: Scientific Presentations
(2017)

National Association for Early Childhood Education Convention
(2008)

National Conference on Teacher Education
(2006)

Commission on Higher Education Seminar on Institutional Monitoring and
Evaluation for Quality Assurance
(2005)

Interactive Approaches in Teaching Language Arts
(2005)

COUNTRIES OF EXPOSURE

Philippines, Switzerland, Italy, United Kingdom, India, Myanmar, Taiwan and Singapore