

ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

AN ANALYSIS OF THE EFFECT OF VISAYAN NAZARENE BIBLE COLLEGE
(VNBC) ELEMENTARY SCHOOL UPON THE DEVELOPMENT OF ITS
SELECTED STUDENTS FROM A HOLISTIC DEVELOPMENTAL PERSPECTIVE

A Thesis Presented to

The Faculty of Asia- Pacific Nazarene Theological Seminary

in Partial Fulfillment of the Requirements for the Degree

Master of Arts in Religious Education

(Holistic Child Development)

By

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ASIA-PACIFIC NAZARENE THEOLOGICAL SEMINARY

WE HEREBY APPROVE THE THESIS

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ENTITLED

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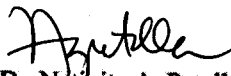
HOLISTIC DEVELOPMENTAL PERSPECTIVE

AS PARTIAL FULFILLMENT OF THE REQUIREMENTS

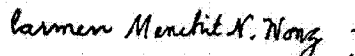
FOR THE DEGREE

MASTER OF ARTS IN RELIGIOUS EDUCATION

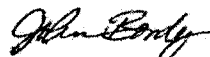
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ABSTRACT

Visayan Nazarene Bible College (VNBC) was an institution under the umbrella of the Church of the Nazarene International. It aimed to better serve its community by offering quality Christian education from preschool to college. This study endeavored to analyze the effect of Visayan Nazarene Bible College (VNBC) elementary school upon the development of its selected students from a holistic developmental perspective. The study was anchored in the holistic development of the Lord Jesus Christ as recorded in Luke 2:52. The study has the assumption that the participants involved in the study were honest and open in their responses; VNBC teachers and administrators care deeply about the children and were doing their best to minister to the children and their families; the school impacted the behavior and development of children through its various activities; Christian school was an adequate and appropriate method of Christian education; and holistic development was essential in proper Christian education and nurture of child.

The researcher used descriptive qualitative research method for an in-depth study. The researcher interviewed the selected students, their parents, and selected teachers. The interviews were audio recorded, transcribed and translated into English. The data were coded, patterns were observed and noted, themes and assertions were made as the data were analyzed. The result was presented in a narrative form giving voice to the participants.

Out of the data gathered, the researcher discovered the following: spiritually, VNBC led students to a personal relationship with the Lord and served as a place where children can grow spiritually. Intellectually, teaching style affect students' attitude towards their studies and students were being helped in their schoolwork. Socially,

VNBC served as a place where children can grow socially and developed relationships. VNBC also served as a place for children to develop social responsibilities. Emotionally, VNBC served as a place where children can grow emotionally, and parental factor was seen as contributing factor affecting children's emotion. Physically, VNBC was a place where children can improve physically through various activities, and where healthy health habits were learned.

Based on the research, the researcher concluded that VNBC was doing its best to impact its students holistically. The researcher also concluded that VNBC has much to learn in its ministry with the students and their parents and has more to achieve to fulfill its mission.

DEDICATION

This work was dedicated to:

*My parents
For guiding me in becoming
The person God wanted me to be
Although I am still
A person in the making...*

*For my brothers and sisters
Whose encouragement and support
Understanding and consideration abounds
Without which I will journey alone...*

*To all the children in the world
I pray that you will find
The proper guidance for you to become
The person God has created you to be...*

*To all of my teachers,
You have impacted my life
And who I am today
Is because you shared your life selflessly....*

*Especially to Dr. Julie Macainan-Detalo,
for leading me to believe that
Christian Educators are catalysts.*

*And to God
The greatest
And the Master Teacher
Of all times...*

*May through this work
I will be worthy
To be called
Your student...*

ACKNOWLEDGMENT

I would like to express my heartfelt gratitude to the following:

My family for their prayers and encouragement. Thank you for believing in me.

To Gaithersburg Church of the Nazarene for their support and for prayers; and to Dr. Floyd T. Cunningham for making it possible.

To my church family, Culasi Church of the Nazarene, Kalubihan Church of the Nazarene and Cainta Church of the Nazarene for their constant prayers and encouragement.

To my APNTS family for your prayers, encouragement, and friendship. Thank you for making my stay in APNTS a memorable one.

To VNBC faculty, staff, and students for their help and support. For the participants of the study for their openness in answering the questions during the interviews.

For my thesis panel Dr. Floyd T. Cunningham, Dr. San Young Lee, Dr. Nativity Petallar, Prof. Rovina Hatcher, Dr. John Bondy, and Prof. Menchit Wong for their helpful comments which improved my thesis.

To our Almighty God, giver of life and everything that we possess, and from whom all wisdom and understanding originates, without which this study would not be made possible.

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CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Background of the Study

Children are gifts from the Lord. They are precious gifts God entrusted to their parents. This theme echoed throughout the Bible. Leah, Jacob's wife, after giving birth to their sixth child said, "God has presented me with a precious gift" (Genesis 30:20, New International Version). Joseph, when presenting his children to his father acknowledged, "They are the sons God has given me" (Genesis 48:9, NIV). Also, the prophet Isaiah in coming before the Lord with his children presented, "Here am I and the children the Lord has given me" (Isaiah 8:18, NIV). Along this line, Marcia Bunge stated, "Whether biological or adopted, children are gifts not only to parents but also to the community."¹ Children are gifts; and along with these gifts came responsibility. One of the responsibilities of the parents is to make sure children received proper guidance and training. One way to achieve this is through Christian education.

Christian education is not something we may choose to give or not to give to children. Howard Hendricks emphasized, "Christian education is not an option, it is an order; it is not a luxury, it is a life. It is not something nice to have, it is something necessary to have. It is not extraneous, it is essential. It is our obligation, not merely an

¹ Marcia J. Bunge, "The Child, Religion, and the Academy: Developing Robust Theological and Religious Understandings of Children and Childhood," *The Journal of Religion* 86, no. 4 (October 2006): 563.

option.”² In other words, he suggested that Christian education was a necessity for all children.

Educating the next generation according to John Westerhoff is the responsibility of parents and the whole society. He emphasized, “Religious education needs to include the family, public schools, community ethos, religious literature, and church life.”³ For him, religious education included every aspect of our society. However, this was broken with the passing of years. The church school was left with the challenge of giving religious education to the children.

Christian education encompassed the total education plane and processes in the church. Carrie Lou Goddard in her book, *The Child and His Nurture*, on the importance of Christian education reflected, “One of the most important tasks of every culture is the nurture of its young into its own ways.”⁴ Indeed, it was one of the best ways to keep the faith handed down to children by their parents to the next generation. Robert Pazmiño agreed saying, “Christians are called to be faithful in the theory and practice of Christian education to assure the transmission of a living faith to the rising generation.”⁵ With churches and Christian schools working with children, the passing of Christian tradition was secured. Donald Joy wrote on the same line, “History stands witness to the fact that no tribe or nation survives for long when it neglects to pass along its values – that store of

² Robert E. Clark, Lim Johnson, and Allyn K. Sloat, ed., *Christian Education: Foundations for the Future*, with a foreword by Howard Hendricks (Chicago, IL: Moody Press, 1991), 11.

³ John H. Westerhoff III, *Will Our Children Have Faith?* (Philadelphia, PA: The Seabury Press, 1976), 17.

⁴ Carrie Lou Goddard, *The Child and His Nurture* (Nashville, TN: Abingdon, 1962), 36.

⁵ Robert W. Pazmiño, *Foundational Issues in Christian Education: An Introduction in Evangelical Perspective*, 3rd ed. (Grand Rapids, MI: Baker Publishing, 2008), 19.

treasured beliefs and practices which holds dearer than life.”⁶ He acknowledged that as long as churches keep working with children, Christianity was secure. This also implied the crucial role of children in the life of the church and passing of the Christian heritage. In accordance with this, Goddard wrote, “One of the most powerful influences a society has for assuring the continuance of its own sentiments is its own dedication to them.”⁷

Robert Havighurst, on ministry through Christian education, said, “One of the major objectives of Christian education is to foster growth in Christian personality.”⁸ Every ministry with children needs to begin with a purpose of helping the children become what God has designed them for. Along this line, Segal and Yahraes wrote, “It is in the school that children’s perceptions of their capacities and competence take hold; here they learn to recognize their self-image-and begin to behave accordingly.”⁹

The researcher believed that every child has potential, that innate ability God has gifted each one. The role of Christian education according to Signe Sandsmark was to “help each one to realize what their abilities and gifts are, and to develop them.”¹⁰ The role of the adults were to discover that potential in each child, train and guide them until they reached the maximum potential of being God has designed them to be.

⁶ Donald M. Joy, “Why Reach and Teach Children,” in *Childhood Education in the Church*, ed., Robert E. Clark, Joanne Brubaker, and Roy B. Zuck (Chicago, IL: Moody Press, 1986), 4.

⁷ Goddard, *The Child and His Nurture*, 37.

⁸ Robert J. Havighurst, *The Educational Mission of the Church* (Philadelphia, PA: Westminster Press, 1965), 38.

⁹ Julius Segal and Herbert Yahraes, *A Child’s Journey: Forces that Shapes the Lives of the Young* (New York: McGraw- Hill, 1979), 204.

¹⁰ Signe Sandsmark, “Is Faith the Purpose of Christian Education?,” *Journal of Education & Christian Belief* 1, no. 1 (Spring 1997): 29.

The researcher believed Christian education as one of the best way to reach children, lead them to Christ, and address their holistic needs. Donald Joy suggested that Christian schools should provide an environment for children in which the school can:

(a) Show respect for their value to God, accepting them at their various stages of development and ministering to them in appropriate ways, (b) Affirm their childlike faith, and (c) Develop a rich display of faithful adherence to the traditions, values, beliefs, and life-styles which are thoroughly and honestly Christian.¹¹

Visayan Nazarene Bible College (hereafter referred to as VNBC) “is an institution owned and operated by the Church of the Nazarene, Philippines, Incorporated, and by the Division of World Mission with international headquarters in Kansas City, Missouri.”¹²

VNBC envisioned being “a leading institution for excellent Christian leadership development and missions.”¹³ With this vision, the school’s mission statement reads, “Visayan Nazarene Bible College, an institution of the Church of the Nazarene, equips individuals through quality Christian Education to be Christlike, to recognize God's call and to serve the church and community with excellence in the fulfillment of the great commission and proclamation of Wesleyan Holiness.”¹⁴

VNBC was an accredited member school of Philippine Association of Bible and Theological Schools (PABATS) and was recognized by the Commission on Higher Education (CHED). The school was a member of Association of Christian Schools

¹¹ Joy, “Why Reach and Teach Children,” 13.

¹² “History of Visayan Nazarene Bible College,” Visayan Nazarene Bible College Catalogue (1991-1993), 2.

¹³ Visayan Nazarene Bible College Catalogue (2006-2011), Elementary Department.

¹⁴ Visayan Nazarene Bible College Catalogue (2006-2011), Elementary Department.

International (ACSI), Association of Christian Schools in Cebu (ACSC), Association of Private Colleges and Universities in Cebu City.¹⁵

VNBC has operated since 1964. The school was founded under the supervision of Rev. and Mrs. Stanley Wilson and was formerly located in Iloilo City until it was relocated in St. Mary's Drive, Apas, Cebu City on May 1986, expanding the facilities of the college.¹⁶ To better serve the community, VNBC decided to open an elementary school. VNBC was granted a permit to operate Grades 1 to Grade 4 by the Department of Education Culture and Sports (DECS) in school year 1998-1999 with 84 students and 5 teachers and were permitted to operate a complete elementary after that.¹⁷ God was gracious and enrollment continually increases year after year.¹⁸

The researcher chose VNBC as research locale for the study on the basis that the researcher was a graduate of the said institution.

Theoretical Framework

Christian education was one of the core ministries of the church and was ordained and instructed by God (Deuteronomy 11: 18-19). It served as the discipleship arm of the church and so was expected. Josephus, a well-known Jewish historian, in *Against Apion*

¹⁵ "President's Report," District Assembly Journal: 23rd Annual District Assembly, Central Visayas District (January 2006), 23.

¹⁶ "History of Visayan Nazarene Bible College," 2-3.

¹⁷ "Annual Report of the President of Visayan Nazarene Bible College," 26th Annual Assembly Journal, Church of the Nazarene, Western Visayas District (April 1999), 36.

¹⁸ "Annual Report of the President of Visayan Nazarene Bible College," 26th Annual Assembly Journal, Church of the Nazarene, Western Visayas District (March 2000), 26. See also President's report in 2002 (22-23), 2003 (page 24-27), and 2006 (page 21-24) Central Visayas District Journals.

(1:12) decided, "... our chief ambition is for the education of our children."¹⁹ He emphasized the importance of providing proper education to children.

This study anchored on the growth of Jesus Christ as model. Saint Luke described Jesus growing up in one verse, "Jesus grew in wisdom and in stature and in favor with God and all the people" (Luke 2: 52, New Living Translation). He recorded the only clear account as to what happened during Jesus' growing up years that filled the gap from His infancy to adulthood.

Jesus grew. The word "grew" was προκοπτω (prokoptō) in Greek. προκοπτω meant "to advance in amount, to grow."²⁰ It also meant "to grow steadily; to increase; to progress; to keep advancing."²¹ Growth does not happen in an instant, nor is there a specific or standard time for growth; rather it was an active happening in one's life.

Jesus grew in wisdom. The Greek word for "wisdom" was σοφια (sophia), meaning "insight in the true nature of things."²² It also meant "seeing and knowing the truth. It grasps the great truths of life."²³ Wisdom is not superficial. σοφια was also described as "a spiritual or intellectual capacity of human beings and at its highest

¹⁹ Flavius Josephus, *The Works of Flavius Josephus: The Learned and Authentic Jewish Historian and Celebrated Warrior*, translated by William Whiston (Philadelphia: The John C. Winston, n.d.), 863. see also Lawrence Richards, *A Theology of Children's Ministry* (Grand Rapids, MI: Zondervan Publishing House, 1983).

²⁰ James Strong, *Strong's Exhaustive Concordance of the Bible: With Brief Dictionaries of the Hebrew and Greek Words* (Nashville: Crusade Bible Publishers, 1979), 61.

²¹ *Practical Word Studies in the New Testament* (Chattanooga, TN: Leadership Ministries Worldwide, 1998), 958.

²² W. E. Vine, *Vine's Expository Dictionary of New Testament Words: With their Precise Meanings for English Readers* (Lynchburg, VA: The Old-Time Gospel Hour, n.d.), 1233.

²³ Strong, *Strong's Exhaustive Concordance of the Bible*, 66.

potential.”²⁴ σοφία was the capacity of a person to act properly at a given situation or the application of the knowledge learned.

Jesus grew in stature. The word “stature” was ἡλικία (hēlikia) in Greek, meaning, maturity (in years or in size).²⁵ Growth in stature included “height, quality, stature, life, or status joined by growth.”²⁶ Jesus grew physically as much as he grew in other areas.

Jesus grew in favor with God and all the people. The Greek word for “favor” was χάρις (charis). χάρις was a noun meaning “the divine influence upon the heart.”²⁷ χάρις was a “grace on the part of a giver, favor, kindness.”²⁸ Jesus grew was such that he found approval in the eyes of both God and people.

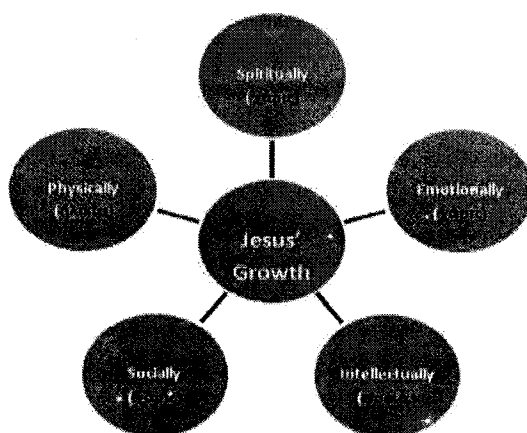


Figure 1. Jesus' growth as model

Jesus grew holistically. He grew in wisdom (intellectually and emotionally), in stature (physically), and in favor with God (spiritually) and people (socially). John

²⁴ Horst Balzard and Gerhard Schneider, eds., *Exegetical Dictionary of the New Testament*, vol. 1, (Grand Rapids: William B. Eerdmans Publishing Company, 1990), 258-259.

²⁵ Strong, *Strong's Exhaustive Concordance of the Bible*, 35.

²⁶ *Practical Word Studies in the New Testament*, 1986.

²⁷ Strong, *Strong's Exhaustive Concordance of the Bible*, 77.

²⁸ Vine, *Vine's Expository Dictionary of New Testament Words*, 414.

Nolland, on Luke's account on the growing years of Jesus commented, "Luke speaks out of the conviction that the human maturing process even in perfect form involves not only growth in size but also development in wisdom and in capacity to execute that which is pleasing both to God and to one's fellows."²⁹ The researcher completely agreed with Nolland in this view. Accordingly, Charles Childers called this as the "normal development of the whole man [sic] – intellectual, physical, spiritual, and social."³⁰ He implied that growth other than this was not normal. Child advocates hoped that all children grow in the same way.

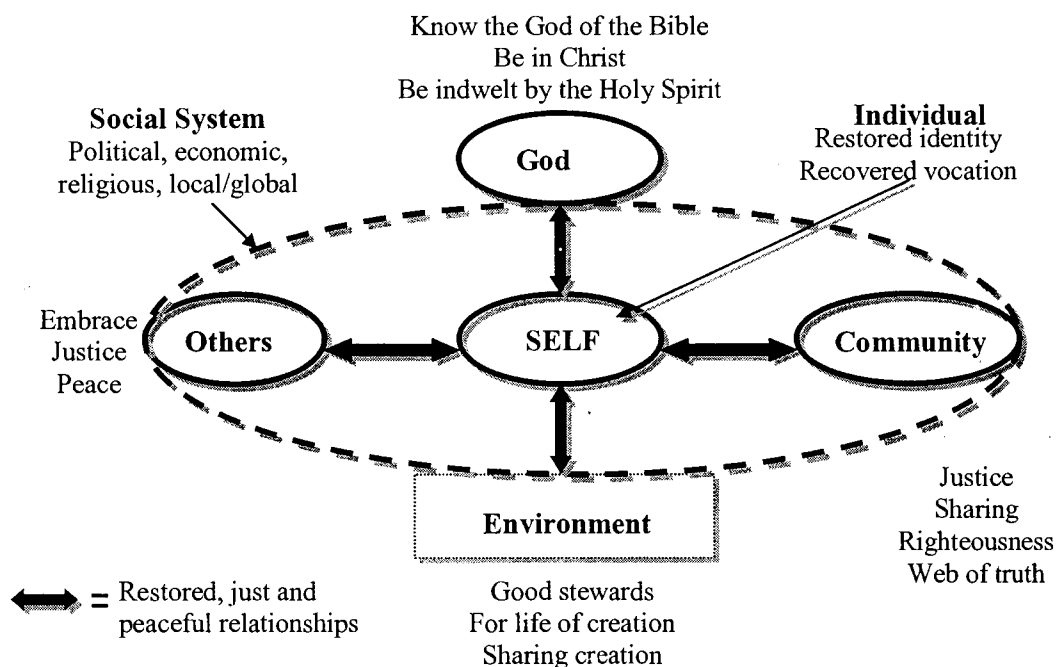


Figure 2. Myers' Model of Transformed Relationships³¹

²⁹ John Nolland, "Luke 1-9:20," in *Word Biblical Commentary*, vol. 35a (Dallas: Word Books Publishers, 1989), 118.

³⁰ Childers, "The Gospel According to Luke," 458.

³¹ Bryant L. Myers, "Transformed Relationships Model," in *Walking With the Poor: Principles and Practices of Transformational Development* (Metro Manila: OMF Literature, 2008), 118.

Bryant Myers in this model explained that the goals of transformation were, and must be, “the recovery of the true identity and discovering of true vocation of a person, and restored just and peaceful relationships with God, the self, other people, one’s community, and towards the environment.”³² In the same way, Jesus growth showed that the child was a whole being with different aspects interrelated with each other.

Conceptual Framework

This study was anchored primarily on Luke 2: 52. Portrayed in this verse was the knowledge that children develop holistically as spiritual, emotional, social, physical, and intellectual beings. Menchit Wong, Global Advocacy Director, Compassion International, advocated that children be ministered holistically. She stressed that one cannot take one part of a child (e.g., spiritual) and study it; to address the child was to address the child as a whole.³³ With this concept in mind, the study was conducted to analyze the effect of VNBC Elementary School upon the development of its selected students from a holistic developmental perspective.

³² Myers, *Walking With the Poor*, 115-120.

³³ Menchit Wong, Lecture given in class, Approaches to Holistic Ministry with Children, Summer 2009, Asia-Pacific Nazarene Theological Seminary.

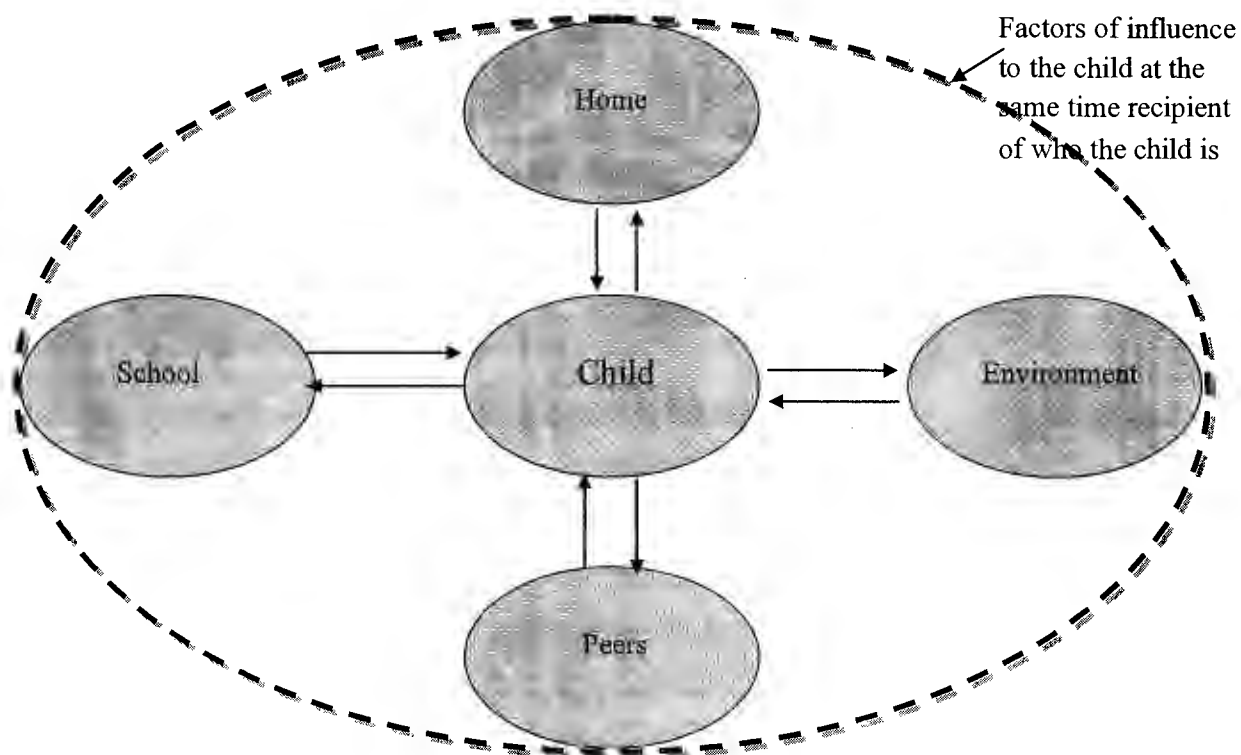


Figure 3. Conceptual Framework

As mentioned earlier, the child was a spiritual, emotional, social, physical, and intellectual being. The home, school, peers and the child's environment influenced the child, at the same time has to deal with the child for who he or she were. To find the impact of VNBC upon its students, the opinions of students, their parents, and teachers were obtained. Actual observation of inside and outside the classroom activities of the children were done. The data collected from the interviews and observations were analyzed to find the impact of VNBC upon the spiritual, intellectual, social, emotional, and physical development of students.

Statement of the Problem

This study was guided by this main question: How does VNBC impact the holistic development of its selected elementary school students?

The researcher found answers to this question using the following:

1. What were the demographic characteristics of the selected students?
 - a. Age
 - b. Socio-economic status in terms of income
 - c. Religious Background
2. In what ways does VNBC impacted the spiritual development of its selected grade six elementary school students?
 - a. How did the school activities help or not help the students in their spiritual development?
 - b. How did these activities lead or not lead the students to seek relationship with Christ?
3. In what ways does VNBC impact the intellectual development of its selected grade six elementary school students?
 - a. How does VNBC meet or not meet the intellectual needs of the students?
 - b. How does VNBC prepare or not prepare the students for further intellectual achievements?
4. In what ways does VNBC impact the social development of its selected grade six elementary school students?
 - a. How do the school activities help or not help the students develop their social relationships to their classmates, teachers, parents, and other people?
 - b. How does the school prepare or not prepare the students to be socially prepared for life?

5. In what ways does VNBC impact the emotional development of its selected grade six elementary school students?
 - a. How do the school activities help or not help the students in their emotional development?
 - b. How does the school meet or not meet the emotional needs of their students?

6. In what ways does VNBC impact the physical development of its selected two grade six elementary school students?
 - a. How do the school activities help or not help the students in their physical development?
 - b. How does the school meet or not meet the physical needs of their students?

Significance of the Study

This study was significant because it sought to analyze the effect of VNBC elementary school upon the development of its selected students from a holistic developmental perspective. This aimed to help VNBC analyze how effectively they have fulfilled their purpose and as to where they were in the fulfillment of their mission and vision.

This study hoped to inspire other local churches to start their own local school. The need of educating children and guiding them in the right path was so serious that the demand for Christian schools to provide Christian education was great. The study aspired to encourage other local churches to participate in empowering children with quality Christian education by offering it in their locality.

Assumptions of the Study

This study was formulated according to the following assumptions:

1. The participants involved in the study were honest and open in their responses;
2. VNBC cared deeply about the children and were doing their best to minister with the children and their families;
3. In one way or another, the school impacted the behavior and development of children through its various activities;
4. The Christian school were an adequate and appropriate method of Christian education and;
5. Holistic development was essential to proper Christian education and nurture of children.

° Definition of Terms

Church of the Nazarene was defined in the *Church of the Nazarene Manual* as:

Composed of those persons who have voluntarily associated themselves together according to the doctrines and polity of said church, and who seek holy Christian fellowship, the conversion of sinners, the entire sanctification of believers, their upbuilding in holiness, and the simplicity and spiritual power manifest in the primitive New Testament Church, together with the preaching of the gospel to every creature.³⁴

Holistic referred to the whole being of a person. It refers to a person's spiritual, emotional, social, physical, and intellectual or mental being.

Visayan Nazarene Bible College was an institution under the Church of the Nazarene International. It was one of the 13 Nazarene Institutions of Higher Education in the Asia-Pacific Region and one of the 56 Nazarene institutions of higher education

³⁴ *Manual: Church of the Nazarene 2005-2009* (Kansas City: Nazarene Publishing House, 2005), 39.

around the world.³⁵ VNBC operated with the commitment to provide Christian education to the young men and women in the Church of the Nazarene Philippines especially the Visayas-Mindanao area who were preparing for Christian Ministry.³⁶

Scope and Delimitations of the Study

Regarding the research environment, this study covered only VNBC; an institution of the Church of the Nazarene International located at St. Mary's Drive, Apas, Cebu City, Philippines and does not concern other institutions under the Church of the Nazarene.

Regarding the subjects, this study was limited only to selected two Grade Six elementary school students of VNBC selected by the school, their parents, and selected teachers. The researcher acknowledged that other students also have their own story to tell but decided to limit the study to only two students for a more in-depth study.

This study was specifically for selected two VNBC students only. The researcher understood that the result of this study may not be true to other students of the school or to other church schools of the Church of the Nazarene. The answers of the participants remained as their personal opinions and were not to be taken as the voice of the whole student body of VNBC, elementary department.

³⁵ *Manual: Church of the Nazarene 2005-2009*, 359.

³⁶ "Philosophy of Education," Visayan Nazarene Bible College Catalogue (1991-1993), 4.

CHAPTER II

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher acknowledged the opinions and ideas of the great minds in her field of study. Isaac Newton, one of the most influential people in the field of science, confessed that he saw further because he stood on the shoulders of the giants before him.³⁷ Accordingly, this study found meaning and credibility on the studies and writings of others. This chapter included the summary of studies and literature both conducted in the Philippines and abroad in relation to children's holistic development in relation to education and hereby presented thematically.

Biblical View of Children

Children were at the center of the ministry of Jesus. He loved, cared, and championed their cause. At the time when children were not given much value, Jesus valued them in His ministry. Marcia Bunge wrote:

At a time when children occupied a low position in society and abandonment was not a crime, the gospels portray Jesus as blessing children, welcoming them, embracing them, touching them, healing them, laying His hands on them, and praying for them. He also rebukes those who turn them away and even lifts up children as models of faith and paradigms of the reign of God.³⁸

³⁷ Isaac Newton, in a Letter to Robert Hooke (15 February 1676) [dated as 5 February 1675 using the Julian calendar with March 25th rather than January 1st as New Years Day, equivalent to 15 February 1676 by Gregorian reckonings], from http://en.wikiquote.org/wiki/Isaac_Newton, accessed 7 August 2010.

³⁸ Bunge, "The Child, Religion, and the Academy," 562.

Daniel Brewster, General Secretary of the Holistic Child Development (HCD) Global Alliance, director of HCD International for Compassion International, and professor of the course Child, Church and Mission at Asia-Pacific Nazarene Theological Seminary, talked about the role of children in Jesus' ministry. On this line, Brewster stated, "We cannot deny the prominent role of children in the life and ministry of Jesus."³⁹ It was evident in the way Jesus model the children in His teachings to the public and with His disciples. Brewster added, "Children are not absent from the Bible and are not insignificant."⁴⁰

On the importance of children, Bohdan Piasecki in his painting entitled *Last Supper*⁴¹ challenged the mindset of the people when he included children and women. This confronted the conventional view of the Lord's Supper as a private and exclusive occasion for Jesus and His disciples. Piasecki's painting implied that Jesus cared and has high regard for children which was shown not only in His words but in action.

Jerome Berryman was an educator who has special interest in the spirituality of children and proposed that "children are means of grace."⁴² He believed that Jesus has a high regard on children and was evident by the way He invited children to come to Him, laid His hands on them to bless them, and used them to teach spiritual truths to adults.

³⁹ Daniel Brewster, *Children & Childhood in the Bible: Course Workbook* (Penang, Malaysia: Compassion International, 2009), 23.

⁴⁰ Brewster, *Child, Church and Mission*, 33.

⁴¹ Bohdan Piasecki, *Last Supper*, 1998, Irish School of Ecumenics, Dublin, Ireland, as cited in Jerome W. Berryman, *Children and the Theologians: Clearing the Way for Grace* (New York: Morehouse Publishing, 2009), 2-3.

⁴² Berryman, *Children and the Theologians*, 33.

On the importance of children in the Church and in the Christian world, Berryman explained:

Children continued to carry the church from one generation to the next in an unexplained, unnoticed, and graceful way. There is something very objective and real about the biology of this, because the church, despite all its distortions of children, continues to live today because children have led the way, as Isaiah said they would (Isaiah 11:6), by being the bridge of possibility from one generation to the next. In the meantime, our task as adults is to help clear the way, as best we can, so this graceful movement across time and space can become enriched with and more evocative of grace.⁴³

Lawrence O. Richards acknowledged the centrality of the Bible in the education and nurture of children. In relation to this, he decided, "(1) The Bible is God's revelation of reality; (2) Children are persons; and (3) Therefore, we can teach the Bible to children."⁴⁴ Richards also emphasized the role family, church, and Christian schools in nurturing these children as equally important.

In the Philippines, most people considered children as an act of God's blessing. Anthropologist F. Landa Jocano commented that the majority of the Filipino people view children as "biyaya ng Diyos" (gifts from God).⁴⁵ This implied that regardless of the situation the child was born into, the child was considered as gift. For most parents, children gave hope and bring the message of God's favor. Tomas Andres, in relation to this view, added that children were signs of God's favor, the fulfillment of manhood and womanhood, and were gifts from above.⁴⁶

⁴³ Berryman, *Children and the Theologians*, 214.

⁴⁴ Lawrence O. Richards, *Children's Ministry: Nurturing Faith Within the Family of God* (Grand Rapids, MI: Zondervan Publishing House, 1983), 67.

⁴⁵ F. Landa Jocano, *Slum as a Way of Life: A Study of Coping Behavior in an Urban Environment* (Quezon City: University of the Philippines Press, 1975), 56.

⁴⁶ Tomas Andres, *Negotiating of Filipino Values* (Manila: Divine Word Publications, 1992), 46.

Ministry with Children

Ministry with children must exceed the ordinary in order to minister to their holistic needs. Ministry with children will be such to know and address their immediate needs, dreams, desires and happiness as well as their fears, discouragements, and pains. This kind of ministry required commitment and dedication.

On ministry with children, Daniel Brewster wrote, "In reality true holistic development can only be done by Christians or the Church. It is only Christians who have understanding of the nature of sin, of God's intention for his people and his creation and the power of the gospel to bring substantial holistic healing to the whole person."⁴⁷ He implied that only Christians can minister with children holistically.

Ministry with children was a calling, therefore needs equipping. Timothy Sisemore and Rita Moore in their journal article, "Embracing the Call to the Least of These: Welcoming Children in Jesus' Name,"⁴⁸ talked about how the Church answer the call to ministry with children, which included training. For institutions that trained people who answered the call to ministry with children, the authors suggested that these institutions need to assess their training to determine if it was consistent with the biblical mandate and principles.⁴⁹ Since ministry with children was ministry to the whole being of the child, people who ministered with children need to be trained accordingly.

⁴⁷ Daniel Brewster, *Child, Church and Mission: A Resource Book for Christian Child Development Workers* (Colorado Springs, Co: Compassion International, 2005), 74.

⁴⁸ Timothy A. Sisemore and Rita L. Moore, "Embracing the Call to the Least of These: Welcoming Children in Jesus' Name," *Journal Of Psychology & Christianity* 21, no. 4 (Winter2002 2002): 318-324, *Religion and Philosophy Collection*, EBSCOhost (accessed November 4, 2011).

⁴⁹ Sisemore and Moore, "Embracing the Call to the Least of These: Welcoming Children in Jesus' Name," 323.

Understanding God's Heart for Children brought readers to God's view of children. The authors do not idolize children but helped people understand God's design for them. God gave children to be cared for and to be brought up in godly ways so that they reach their greatest potential. In his foreword to this book, Patrick McDonald, Chief Executive of Viva Networks writes, "*Understanding God's Heart for Children* lays down the tenets of a revolutionary message. If we are to absorb what it states, our lives, our churches, our seminaries, and our communities would be different."⁵⁰ McDonald implied that if people, especially Christians, were serious in their responsibilities with children, then our world will be a better place to live in, a safe haven for our children.

Chris Wright acknowledged the important role teachers played in the education of children. For him, teachers were either an instrument to build students up or destroy them. To be an instrument of good, Wright suggested that "teachers must show humility by putting aside their own assumptions and be willing to listen to the pupils."⁵¹ Teachers and adults were to be humble enough to listen to children and learn from them. Wright stated that children learn both from inside and outside the classroom experiences.⁵² Wise teachers made sure that there was consistency in their classroom and outside the classroom behaviors because the children were looking up at their example.

In his book *Social Learning Theory*, Albert Bandura explained, "A comprehensive theory of behavior must explain how patterns of behavior are acquired

⁵⁰ Douglas McConnel, Jennifer Orona, Paul Stockley, ed., *Understanding God's Heart for Children: Toward a Biblical Framework*, with a foreword by Patrick McDonald (Federal Way, WA: World Vision Resources, 2007), x.

⁵¹ Chris Wright, review of *Education, Spirituality and the Whole Child*, by Ron Best, ed., *Journal of Education and Christian Belief*, 1:1 (Spring 1997): 79.

⁵² Wright, review of *Education, Spirituality and the Whole Child*, 80.

and how their expression is continuously regulated by the interplay of self-generated and external sources of influence.”⁵³ A person’s behavior was a product of the individual’s personal beliefs as well as the influence of other people. Bandura believed that “human nature was characterized as a vast potentiality that can be fashioned by direct and vicarious experience into a variety of forms within biological limits.”⁵⁴ Teachers can do well by helping fashion children’s behavior through proper guidance and supervision.

Marcia Bunge in her article “Perspectives on Children, Parents, and ‘Best Practices’ for Faith Formation,” talked about the importance of ministry with children, youth, and family. She commented that most of the time, the reason why ministry with children, youth and family were not successful was because it lacks funding, people, and strong curriculum.⁵⁵ With this situation, ministry with children sometimes discouraged people. Bunge suggested that help from the children’s family members, especially the parents, be engaged to make sure that there was reinforcement at home.⁵⁶ Ministry with children should be the responsibility of all people concerned with children.

John Westerhoff emphasized that we need to be determined and purposeful in our ministry with children saying:

To meet this challenge we need to take seriously the characteristics of community and we need to examine, evaluate, plan, and develop educational programs around three aspects of corporate life: the rituals of the people; the

⁵³ Albert Bandura, *Social Learning Theory* (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977), 13.

⁵⁴ Bandura, *Social Learning Theory*, 13.

⁵⁵ Marcia J. Bunge, "Biblical and Theological Perspectives on Children, Parents, and 'Best Practices' for Faith Formation: Resources for Child, Youth, and Family Ministry Today," *Dialog: A Journal Of Theology* 47, no. 4 (Winter2008 2008), 348, *Religion and Philosophy Collection*, EBSCOhost (accessed November 4, 2011).

⁵⁶ Bunge, "Biblical and Theological Perspectives on Children, Parents, and 'Best Practices' for Faith Formation," 358.

experiences persons have within the community; and the actions members of the community perform, individually and corporately, in the world.⁵⁷

Phyllis Kilbourn ministered with children in different ways especially children affected by war and other kind of abuses. Her book *Healing the Children of War*⁵⁸ talked about children who were victims of war, its effect on their lives, and ways to minister with them. Her book *Shaping the Future*⁵⁹ exposed the abuses the girl child experienced because of the gender biases our society has towards them and how to be an advocate for them. Kilbourn focused on restoring children to God's design for them. She encouraged people to stand up for children, fight for their rights, and empower them and their parents through education. For Kilbourn, education was "a right of all children, and a necessity for their families and communities."⁶⁰ She believed that children, no matter how deep their pain and trauma, have something within them that can be restored. She implored children workers to "discover those parts of children's lives that have remained intact during their time of brokenness – intact even if crushed or bent out of shape – and guide the children in learning how God can act redemptively in their individual situation."⁶¹

Bryant Myers in *Walking with the Poor* explained that lies can cause distorted view of self and of life. To address this problem, Myers said, "No transformation can be sustainable unless this distorted, disempowering sense of identity is replaced by the truth.

⁵⁷ John H. Westerhoff III, *Will Our Children Have Faith?* (Minneapolis: The Seabury Press, 1976), 54.

⁵⁸ Phyllis Kilbourn, *Healing the Children of War: A Handbook for Ministry to Children Who Have Suffered Deep Traumas* (Federal Way, WA: World Vision Resources, 1995).

⁵⁹ Kilbourn, *Shaping the Future: Girls and Our Destiny* (Pasadena, CA: Viva Equip Resources, 2008).

⁶⁰ Kilbourn, *Shaping the Future*, 222.

⁶¹ Kilbourn, *Healing the Children of War*, 315-316.

Healing this marred identity is the beginning of transformation.”⁶² The healing of the whole person was needed before transformation can take place. Relationships were considered fundamental in one’s life. Myers stated, “Our identity and vocation are expressed through our relationship. Thus, recovering and discovering vocation require that transformational development focus on restoring relationships.”⁶³ Relationships with God, with self, with the community where one belongs, with other people, and with our environment were needed to be restored, thus, our ministry with children were to focus on these.

Philippine Children’s Ministries Network (PCMN) served the Filipino children for a little more than a decade. PCMN envisioned “Christians working in unity for transformed children and communities.”⁶⁴ This called for the unification of all Christians to stand up and be an advocate for children. PCMN was in the business of advocating for children’s rights and their protection against any kind of abuses. Josefina Gutierrez, National Director of PCMN, likened the organization (PCMN) to a seed which when planted to a fertile and well prepared soil, germinates, grows strong and healthy, and becomes more fruitful and productive.⁶⁵ Ministry with children was a serious business which needed dedicated and God-filled individuals. On her experience as children advocate, Menchit Wong reflected, “I learned many profound lessons on being a voice, being a heart, and being hands and feet that the Lord can use to care for His little ones,

⁶² Myers, *Walking With the Poor*, 115.

⁶³ Myers, *Walking With the Poor*, 118.

⁶⁴ “Distinctives,” Philippines Children’s Ministries Network, available at <http://www.pcmn.org/about-us/distinctives>, accessed 28 October 2011.

⁶⁵ Josefina C. Gutierrez, “PCMN in Perspective: Celebrating Ten Years of Working Together to Protect Children,” in *Dekada*, 8.

especially for those children that battle day and night in difficult and perilous circumstances.”⁶⁶ Ministry with children involved loving, caring, and accepting children as Jesus do.

Education and Children’s Spiritual Development

Joshua, after crossing the Jordan River, called one man from each of the 12 tribes of Israel commanding them to tell their children and the future generations what the Lord has done (Joshua 3: 4-7). Recognizing the importance of training young children unto the Lord, King Solomon instructed, “Teach your children to choose the right path, and when they are older, they will remain upon it” (Proverbs 22:6, NLT).

Parents were mandated to instruct their children in the way of the Lord. Along this vein, William Barclay in *Educational Ideals in the Ancient World* recognized the role of parents in educating their children. He emphasized that the most important training comes from home and that parents were the best or worst teachers in the world.⁶⁷ This recognized the importance of Christian nurture at home. However, in cases where Christian education was not present at home, the church and the Christian school were to take the role in educating and upholding godly values. Abraham J. Heschel on this line wrote:

To educate means to cultivate the soul, not only the mind. You cultivate the soul by cultivating empathy and reverence for others, by calling attention to

⁶⁶ Menchit Wong, “PCMN in Perspective: Celebrating Ten Years of Working Together to Protect Children,” in *Dekada*, 24.

⁶⁷ William Barclay, *Educational Ideals in the Ancient World* (Grand Rapids, MI: Baker, 1974), 236.

the grandeur and mystery of all being, to the holy dimension of human existence, by teaching how to relate the common to the spiritual.⁶⁸

God wanted children to experience the fullness of His love. Westerhoff agreed on this saying, "Faith must become the concern of Christian education."⁶⁹ Godly values were to be integrated in Christian education. In Westerhoff's words, "Christian faith and education are inevitable companions."⁷⁰ Education without Christian faith was only education of the mind, not of the heart. Westerhoff further added that faith should be the only end of Christian education and commitment to Christ were its objective.⁷¹

Judy Solito conducted her master's thesis on the perceptions of intermediate children towards Sunday school in eleven churches of the Church of the Nazarene in Metro Manila District in 1992-1993. Solito's study was relevant because it concerned intermediate children (ages 10 to 12) who were the same age level as the student participants of this study. Furthermore, it also concerned with the holistic aspect of children. On the spiritual development of children Solito writes, "Intermediate children are at a stage of spiritual readiness. They are curious about spiritual things. They would like to experience the reality of spiritual life. They are prepared for salvation."⁷²

⁶⁸ Abraham J. Heschel, "The Values of Jewish Education," *Proceedings of the Rabbinical Assembly of America* 26:9, as cited in Shulamith Reich Elster, "Learning with 'the Other': New Perspectives on Distinctiveness," *Religious Education* 91/4 (Fall 1996): 571.

⁶⁹ John H. Westerhoff III, *Will Our Children Have Faith?* (Minneapolis: The Seabury Press, 1976), 22.

⁷⁰ John H. Westerhoff, *Will Our Children Have Faith?*, 1.

⁷¹ John H. Westerhoff, *Will Our Children Have Faith?*, 22.

⁷² Judy A. Solito, "Perceptions of Intermediate Children Toward Sunday School in Selected Church of the Nazarene in the Metro Manila District" (M.A.R.E. Thesis: Asia-Pacific Nazarene Theological Seminary, 1994), 14.

Children's interest towards God and spiritual things can be used to explain to them the truths of God and lead them to the Lord.

Catherine Stonehouse and Scottie May conducted a study on two groups of twenty children. One group was from a church which uses different worship experiences and follows no definite plan, and the other was from a church which experienced Reflective Engagement using the *Young Children and Worship* curriculum. The purpose of the study was to “asses the influence of worship experiences in the spiritual formation of children and to advance the understanding of spiritual formation during childhood.”⁷³ The main question of the research was “Does it makes a difference if the young child first hears that she or he is a beloved child of God or that the child is a sinner in need of salvation?” One of the findings was that adults, “even if they knew they have been loved as children by people who were intentionally representing the message of Christian faith to them, had vivid memories about the way that message was presented, both for the good and the not-so-good impact on their faith.”⁷⁴ The researchers agreed that the way the Word of God was presented to children mattered. Children workers would do well to be sensitive to what the children were telling, verbal or non-verbal.

Jerome Berryman used *Godly Play*⁷⁵ as an approach to present the Word of God and to encourage Christian growth to children. He has said, “When religious education is

⁷³ Catherine Stonehouse and Scottie May, *Listening to Children on the Spiritual Journey: Guidance for Those Who Teach and Nurture* (Grand Rapids, MI: Baker Academic, 2010), 139.

⁷⁴ Stonehouse and May, *Listening to Children on the Spiritual Journey*, 149-150.

⁷⁵ *Godly Play* “teaches children the art of using Christian language - parable, sacred story, silence and liturgical action – helping them become more fully aware of the mystery of God’s presence in their lives.” It involves the creative process in each lesson, connecting the story with the child’s own experience and relationship with God. “What is Godly Play?”, available at <http://www.godlyplayfoundation.org/newsite/WhatIsGodlyPlay.html>, accessed November 12, 2011.

conceived of as *Godly Play* and children are given appropriate means to make meaning and find direction in life and death, then religious education enhances worship and worship enhances religious education.”⁷⁶ Religious education needed not be boring that children losses interest; rather, it should be creative, alive and meaningful. Berryman was convinced that if the children were happy, then they have some needs that were being met. Using *Godly Play* prepared children to participate in the life of the church.

Education and Children’s Intellectual Development

One of the rights of children as mandated by the Convention on the Rights of the Child (CRC) was the right to education. **Article 28 of the CRC or better known as the Right to Education, stated,** “Governments should provide children with free, compulsory primary education and increase children’s ability to access secondary and higher education.”⁷⁷ This mandate was affirmed by all countries who signed the convention.

The Philippines as one of the signatories of the CRC, was doing its best to uphold children’s right to education. One of the accomplishments of the Macapagal-Arroyo administration concerned education. These accomplishments included: Safe 4 SR – Safe for Sure, National Pre-School Education and Supplemental Feeding Program, and Bright

⁷⁶ Jerome W. Berryman, *Godly Play: An Imaginative Approach to Religious Education* (Minneapolis: Augsburg Fortress, 1991), 18.

⁷⁷ Summary of the Convention on the Rights of the Child (CRC), available from http://childrightscampaign.org/crcindex.php?sNav=getinformed_snav.php&sDat=summary_dat.php, accessed 14 April 2010.

Minds Read⁷⁸ to name a few. These programs aimed to provide quality education to all Filipino children and to produce intellectually competent and competitive Filipinos.

Miriam Hall characterized 10-to 11-year olds as the stage where children were curious with almost everything and were very eager to learn. They were at the peak of their reading ability and were reasonable and wanted solid answers to their questions.⁷⁹ With this in mind, it was advisable to engage children in activities which enhanced their reading and reasoning abilities.

Evelyn Songco in her article “Creative Teaching Approaches, Methods, and Techniques”⁸⁰ explored creative and effective ways of teaching students. She believed that the approach, method, and techniques, added by teacher’s creativity, can guarantee a positive result. Songco stated that the Philippines needs creative thinking Filipinos. Students’ need the kind of teaching that enabled them to be creative thinkers. Teachers

⁷⁸ “Safe 4 SR – Safe for Sure.” This program sought to provide equal chance to all Filipinos to finish their higher education through study now, pay later plan. *A Compilation of Selected Presidential Speeches* 2004, 4-6. “Early Childhood Care Development” program “aimed to enhance the quality and coverage of essential health, nutrition, psychosocial development and the early educations services for children. This was first implemented to the incoming Grade 1 students of School Year 2005-06. *State-of-the-Nation-Address 2005: Technical Report*, 7-9. “Healthy Start Nutrition Program.” This program aimed to provide the educational and physical needs of the children by giving breakfast (milk and bread) to the children before classes started. *Policy Statements of President Gloria Macapagal-Arroyo*, vol.14 (June 2005): 3-5. “Bright Minds Read” was an educational program in cooperation with various charities and agencies which aimed to develop love for reading, comprehension and critical thinking, and correct grammar skills among children. This project was available to 37, 200 public schools nationwide as of the 2006 presidential report. President Gloria Macapagal-Arroyo, “Bright Minds Read,” *A Compilation of Selected Presidential Speeches* 2006, 39-41.

⁷⁹ Miriam J. Hall, *New Directions for Children’s Ministry* (Kansas City: Beacon Hill Press of Kansas City, 1980), 76.

⁸⁰ Evelyn A. Songco, “Creative Teaching Approaches, Methods, and Techniques”, *Unitas: A Quarterly for the Arts and Sciences*, 63, no. 2 (June 1990): 216-234.

have to make sure that each learning experience were fulfilling and can meet the intellectual needs of the children.

Eva Kalaw in her article, "Classroom Management and Strategies,"⁸¹ was convinced that classroom management was as important as instructional strategies. She talked about essential elements of effective classroom management which included: planning of activities, managing group interaction, monitoring student's progress, motivating students, and establishing an effective classroom climate. She concluded, "Appropriate classroom management seeks to create conducive conditions to enhance the teaching-learning process within the classroom. The set of rules and regulations for classroom set-up and activities must be clearly understood and well accepted by both the teacher and the students to ensure effective classroom management."⁸² Effective classroom management needed mutual agreement between the teacher and the students. A well managed classroom gave students the impression that teachers were serious in their teaching job and that learning was the top priority inside the classroom.

Education was one of the secondary human needs. Signe Sandsmark believed that education prepared children in their life on earth. She stated:

Education is something that is necessary for life in this world, not for eternity. The focus is on becoming good, active, responsible church members. These two are certainly not completely separate, for instance what we mean by 'good citizens' depends on our beliefs and perspectives. For Christians, the basis for what good education and good citizenship are is found in the Bible. Nevertheless, it is the society that is in focus when we ask what school and education are for, not the church.⁸³

⁸¹ Eva Kalaw, "Classroom Management and Strategies," *Unitas: A Quarterly for Arts and Sciences*, 63, no. 2 (June 1990): 235-246.

⁸² Kalaw, "Classroom Management and Strategies," 245.

⁸³ Signe Sandsmark, "A Lutheran Perspective on Education," *Journal of Education Journal & Christian Belief* 6 (Autumn 2002): 98.

Robert Havighurst believed that the goal of Christian education was to prepare a person for life on earth as well as for eternity. He said; “One of the major objectives of Christian education is to foster growth in Christian personality.”⁸⁴ Christian education was the education both of the mind and the heart and soul. In agreement, Charles Tidwell stated, “Education is the act or process of developing and cultivating mentally or morally.”⁸⁵ Christian education aimed to produce intelligent and morally responsible individuals.

In the Philippines, the need for Christian education was felt. Both Evangelical Christians and Roman Catholics addressed the need by establishing local church-based schools. Roderick Salazar on the direction the Catholic schools were leading questioned, “Are we still producing leaders? Are we still the best?”⁸⁶ Catholic schools feared they were not living to their mission and vision. With this dilemma, Eusebio Berdon when addressing educators challenged them to make Catholic schools as “venues for dialogue between faith and reason, between faith and new technology, between faith and the advances of natural and social sciences.”⁸⁷ He said that Christian education have to prepare children to be competent and competitive in this world at the same time to have a strong faith. Analyzing the situation, Manuel Vergara emphasized, “The quality of our

⁸⁴ Robert J. Havighurst, *The Educational Mission of the Church* (Philadelphia: Westminster Press, 1965), 38.

⁸⁵ Charles A. Tidwell, *Educational Ministry of a Church* (Nashville: Broadman Press, 1982), 13.

⁸⁶ Roderick Salazar, “Dynamite in a Container: The Catholic Education Situation in the Philippines,” *Augustinian Legacy* 6 (January 2004), 16.

⁸⁷ Eusebio B. Berdon, “Challenges to Augustinian Educators,” *Augustinian Legacy* 6 (January 2004), 9.

institutions depends on the quality of our formation and the values we imbibed and lived.”⁸⁸

Christian Schools were called to address the holistic needs of the students. The fulfillment of this was dependent in classrooms activities and all areas of the offered curriculum of the school and the values it upholds and practiced.

Education and Children’s Social Development

Dr. James Dobson, a Nazarene Christian counselor for both parents and children, suggested ideas how to deal with children’s behavior. He believed that the kind of children we have inside our homes were the same kind people see outside. Children’s ability to develop relationships and behavior first developed at home as they relate with their parents and siblings. Dobson advised parents to be firm with their children and yet discipline them in love. His advised, “When the child asks, ‘Who’s in charge?’ tell him. When he mutters, ‘Who loves me?’ take him in your arms and surround him with affection. Treat him with respect and dignity, and expect the same from him.”⁸⁹ He advocated balance between love and discipline. Along this line, Dr. Floyd Cunningham, President of APNTS, commented, “Though advocating discipline and structure, Dobson understood and warned against child abuse.”⁹⁰

Lev Semyonovich Vygotsky on his book *Mind in Society* addressed the general relations between learning and development, and the specific features of this relationship

⁸⁸ Manuel M. Vergara, “Challenges of Augustinian Educators in the Philippines,” *Augustinian Legacy* 6 (January 2004), 43.

⁸⁹ James Dobson, *Dare to Discipline* (Wheaton, IL: Tyndale, 1970), 36.

⁹⁰ Floyd T. Cunningham, et al., *Our Watchword and Song: The Centennial History of the Church of the Nazarene* (Kansas City, MO: Beacon Hill Press of Kansas City, 2009), 558.

when children reach school age.⁹¹ He proposed an approach of understanding children in what he called Zone of Proximal Development which “is the distance between the actual development 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.”⁹² According to him, “Learning and development are interrelated from the child’s very first day of life.”⁹³ For him, children learn from their experiences. This implied that what children learn presently has relationships with their previous learning and either disregarded or reinforced those past learning.

Albert Bandura believed that children’s intellectual and social developments were interrelated with each other.⁹⁴ He observed, “Children who have high sense of efficacy to regulate their own learning and to master academic skills behave more prosocially, are more popular, and experience less rejection by their peers than do children who believe they lack these forms of academic efficacy.”⁹⁵ Children’s social behavior was affected by their intellectual abilities.

⁹¹ Lev Semyonovich Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Cambridge: Harvard University Press, 1978), 84.

⁹² Vygotsky, *Mind in Society*, 86.

⁹³ Vygotsky, *Mind in Society*, 84.

⁹⁴ Albert Bandura, *Self-Efficacy in Changing Societies* (Cambridge: Cambridge University Press, 1995), 19.

⁹⁵ Bandura, *Self-Efficacy in Changing Societies*, 19.

Jovita Fernandez conducted her master's thesis on the volunteer teachers of elementary children in the 16 churches of the Nazarene in Metro Manila District in January and February of 1990 with the purpose of developing an improved in service training program for them. She conducted her study with the concept that "teachers are not born but made."⁹⁶ She concluded that teachers needed to know their learners to understand them individually and as group to be able to address their needs.⁹⁷

Children ages 10 to 11 began to think of other people. Summarizing Piaget's theory, John Phillips said that children at this age were capable of concrete thinking, began to see others as a person, and developed a sense of concern for them.⁹⁸ They began to transfer their focus from self to others. To reinforce this sense of concern, Judy Solito suggested developing and planning activities where children can practice and exercise their compassion for other people.⁹⁹

Cesar Villariba, Dean Emeritus of Manuel S. Enverga University Foundation, Lucena City, Quezon, Philippines, believed that knowledge and its application should go together. Knowledge without application was not useless because "knowledge without action is impotent."¹⁰⁰ With this, schools were suggested to intentionally provide for

⁹⁶ Jovita N. Fernandez, "Developing an Improved In-Service Training Program for Volunteer Christian Teachers of the Nazarene in the Metro Manila District" (M.A.R.E. Thesis: Asia-Pacific Nazarene Theological Seminary, 1999), 4.

⁹⁷ Fernandez, "Developing an Improved In-Service Training Program for Volunteer Christian Teachers of the Nazarene in the Metro Manila District", 124.

⁹⁸ John Phillips, *Piaget's Theory: A Primer* (San Francisco: W. H. Freeman and Co., 1981), 120.

⁹⁹ Solito, "Perceptions of Intermediate Children Toward Sunday School in Selected Church of the Nazarene in the Metro Manila District," 10.

¹⁰⁰ Cesar Villariba, "The Role of Educators in the Human Rights Movement," *The MSEUF Quarterly* 48 (March & June 2010: 1&2), 4.

ways and opportunities where their students can be involved as good citizens.¹⁰¹ One of the fundamental teachings of UNESCO was learning to live peacefully and in harmony with other people.¹⁰² In line with this thought, Villariba called for the “radical renewal of our sense of responsibility” and warned that “our conscience must catch up with our reason, otherwise we are lost.”¹⁰³ Children have to be taught their social responsibilities if they were to be socially responsible adults.

Milagros F. Hallig conducted a study on the moral values of the slum children of Barrio Socorro, Murphy, Cubao, Quezon City in 1993 using Piaget-Kohlberg’s model of moral development of children. She discovered that “though the children do have moral values shaped and developed with the influence of the family, Filipino values, institutions like the church, school and the community as well as the “*barkadas*” or peer group, there is a great need to help children properly develop their moral values.”¹⁰⁴ Moral values were important because it directed our actions and decisions in life. Hallig concluded her study with a warning, “Failure to develop moral values among children today will certainly lead to an immoral society tomorrow.”¹⁰⁵

¹⁰¹ Villariba, “The Role of Educators in the Human Rights Movement,” 4.

¹⁰² “Convention Against Discrimination in Education”, *United Nations Educational, Scientific and Cultural Organization*, available at <http://unesdoc.unesco.org/images/0013/001325/132598e.pdf>, accessed 4 April 2011.

¹⁰³ Villariba, “The Role of Educators in the Human Rights Movement,” 5.

¹⁰⁴ Milagros F. Hallig, “A Cognitive Study of Moral Values Among the Slum Children of Barrio Socorro, Murphy, Cubao, Quezon City” (M.A.R.E. Thesis: Asia-Pacific Nazarene Theological Seminary, 2005), 108.

¹⁰⁵ Hallig, “A Cognitive Study of Moral Values Among the Slum Children of Barrio Socorro, Murphy, Cubao, Quezon City,” 108.

Jean Piaget in his experiment on children's social behavior observed that children easily conformed to the expected behavior adults has for them. He found out that "the main factor in the obligatory conformity of very young children was nothing but respect for age – respect for older children, and above all, respect for adults."¹⁰⁶ As the children grew older and adult supervision became minimal, Piaget observed that cooperation took the place of the obligatory conformity evident during children's early years.¹⁰⁷ His experiment showed the importance of developing good values early in life.

Ponelyn Domingo conducted her thesis on the teachers and administrators of the 44 Pre-Schools of Northeast Philippines Annual Conference of the United Methodist Church in 2005-2006. She introduced her study by comparing a person to a plant that while still young should be guided to the direction the gardener wanted; because bending the plant at a later age may mean fracture or absolute destruction to the plant.¹⁰⁸ Guiding the children in the right way at an early age was crucial.

Education and Children's Emotional Development

Miriam Hall described children's emotional characteristics at this age as quietly stable and began to express acceptable display of emotions at home and in public; kept their feelings to themselves; were enthusiastic, enjoy humor, have a growing concern for

¹⁰⁶ Jean Piaget, *The Moral Judgment of the Child* (New York: The Free Press, 1966), 103.

¹⁰⁷ Piaget, *The Moral Judgment of the Child*, 104.

¹⁰⁸ Ponelyn Domingo, "Administration and Management of UMC Preschools: An Assessment" (M.A. in Education Thesis, Northeastern College, 2006), 1.

others, and were concerned about fairness; but sometimes can be cruel to other people.¹⁰⁹

Children needed proper guidance to be able to control their emotions.

A person's emotions greatly affect their view and behavior in life and towards life. One's emotion was very much affected by one's spiritual, intellectual, social, and physical aspect and vice-versa. Relating moral values to education, Hallig observed that some students who were not intellectually capable and competitive find school unattractive and their behavior towards school and everything attached to it is also negative.¹¹⁰ This showed how emotion was affected by the child's intellectual capacity.

Serafin Talisaynon in his book *Filipino Values*, listed "hiya" or shyness as one of the values that described the Filipinos.¹¹¹ "Hiya" was one of the great factors that affected the emotional development of Filipinos. He defined "hiya" as "uncomfortable feeling accompanying the awareness of being in a socially unacceptable position, or performing a socially unacceptable action; anticipation of rejection."¹¹² "Hiya" can have good and bad effects on people. It was good in a sense that people would not do bad things intentionally in fear of becoming socially unacceptable; it was bad in the sense that this emotional discomfort caused others not to be socially active for fear of doing something which was not acceptable.

¹⁰⁹ Hall, *New Directions for Children's Ministry*, 76. See also Marjorie E. Soderholm, "Understanding Fifth and Six Graders (Juniors)" in *Childhood Education in the Church*, ed., Robert E. Clark, Joanne Brubaker, and Roy B. Zuck (Chicago: Moody Press, 1986), 149-158.

¹¹⁰ Hallig, "A Cognitive Study of Moral Values Among the Slum Children of Barrio Socorro, Murphy, Cubao, Quezon City," 27.

¹¹¹ Serafin Talisaynon, *Filipino Values: Determinants of Philippine Future* (Quezon City: Economic Development Foundation, 1990), 22.

¹¹² Talisaynon, *Filipino Values*, 60.

Problems in the family also affect the child's emotional development and attitude. Maria Lourdes Carandang-Arellano observed, "Oftentimes, when there are stresses in the family, always the reaction is more evidently exhibited by the more vulnerable members in the family-the children."¹¹³ Problems at home affected children emotions. Emotional upheavals at home can cause children to be emotionally unstable and they may not be able to relate well with other people.

Maria von Salisch conducted a literature review on the challenges of relationships between parents, peers, and friends have to offer to children's emotional development. She discovered that parents, peers, and friends were important to children's emotional development. Parents were important because they served as the attachment figures to their children and because of their expertise in the use of their emotions; peers promoted dampening of many emotions especially those of vulnerability and anger; and friends provided avenue for the sharing of emotional experiences children cannot tell their parents which taught children how to be supportive and accepting of their friends.¹¹⁴

The children of today were the adults of tomorrow. To have emotionally healthy adults then children were to be raised emotionally healthy. Ma. Lourdes Arellano-Carandang in her book *Self-Worth and The Filipino Child*, helped readers recognize and appreciate children in their respective families. She admonished her readers to learn from children and be their champions. To affirm their self-worth, Carandang said, "We can start with the language we use when we talk to them. Language is a powerful esteem

¹¹³ Maria Lourdes Carandang-Arellano, *Filipino Under Stress: Family Dynamics and Therapy* (Quezon City: Ateneo De Manila Press, 1987), 15.

¹¹⁴ Maria von Salisch, "Children's Emotional Development: Challenges in Their Relationships to Parents, Peers, and Friends," available at <http://jbd.sagepub.com/content/25/4/310.short>, accessed 30 October 2011.

builder.”¹¹⁵ She suggested that adults should be careful in talking with children that their words were helpful in building the self-worth of children. Carandang firmly warned that if adults do not know how to build the self-worth of children, it may do well for these adults to stay away from children and let the children live their lives without them.¹¹⁶

In line with this, Eпитacio Palispis in his book *Introduction to Values Education* wrote on the importance of positive outlook to one’s self. He listed self-esteem as a basic need of every person. For him, self-esteem “entails a sense of personal efficacy and a sense of personal worth.”¹¹⁷ Self-esteem affected a person’s emotional development as well as the person’s attitude towards other people. People who have positive self-esteem was able to love, appreciate, praise, and get along well with other people.

Katherine Covell and R. Brian Howe conducted a study with the Grade 8 students (age 13-15) of 10 schools in the rural areas of Nova Scotia, Canada for the period of over 6 months. The study aimed to discover the impact of teaching children their rights, (The CRC), and promote respect and good attitude among them. The researchers learned that: exposing children to such increased their awareness, tolerance, and acceptance of other people and their differences; “Children who learn they are worthy of respect, that they have rights... are children who, in the words of one child, ‘feel respected and feel special’” and ; “adolescents who were taught about their rights described in the UN

¹¹⁵ Ma. Lourdes Arellano-Carandang, *Self-Worth and the Filipino Child* (Pasig City, Phil: Anvil Publishing, Inc., 2004), 23.

¹¹⁶ Carandang, *Self-Worth and the Filipino Child*, 37.

¹¹⁷ Eпитacio S. Palispis, *Introduction to Values Education* (Quezon City: Rex Book Store, 1995), 92.

Convention on the Rights of the Child showed higher self-esteem; higher levels of perceived peer and teacher support and indicated more support for the rights of others, and evidenced a more accurate understanding of the meaning of rights.”¹¹⁸ The study proved that when a person felt respected then that person was able to respect others.

Education and Children’s Physical Development

Children who were 10 to 11 year olds were normally energetic. At this stage, children longed for outdoor activities and found enjoyment in running after adventures that were related to nature.¹¹⁹ Children engaged in outdoor physical activities where they can spend their energy and explore and practice their skills and abilities. Aside from the physical benefits it gave, friendship and camaraderie were also formed through this.

Good health was a treasure. Ekvadee Sangrose conducted a study on Sunday school children ages 7-12 in Metro Manila District of the Church of the Nazarene in their health practices. She wrote, “Health is one of the children’s most precious resources.... Children with good health are happier, better adjusted socially, and able to do better in school than children whose health is poor.”¹²⁰ She believed that Christian education was to bring desirable behaviors and intellectual competency among children. She concluded her study with the concept that no one can separate the spiritual from the physical:

¹¹⁸ Katherine Covell and R. Brian Howe, “Moral Education through the 3 Rs: Rights, Respect and Responsibility,” *Journal of Moral Education* 30, no. 1 (March 2001): 30, *Teacher Reference Center*, EBSCOhost (accessed September 29, 2011), 36.

¹¹⁹ Soderholm, “Understanding Fifth and Six Graders (Juniors),” 150; Hall, *New Directions for Children’s Ministry*, 76.

¹²⁰ Ekvadee Sangrose, “Children’s Health Practices: A Biblical Health Educational Program for Nazarene Sunday Schools in the Metro Manila” (M.A.R.E. Thesis: Asia-Pacific Nazarene Theological Seminary, 1993), 1.

As the body, the mind, and the spirit are inseparable, an improvement in one leads to an improvement in the others. There is a relationship between Sunday school and health education. While Sunday school needs to incorporate health education to help the children develop their totality, health education needs to consider the spiritual dimensions in order to create strong beliefs which in turn bring about the desirable behaviors.¹²¹

Children's health caught the attention of the Philippine government. The Macapagal-Arroyo administration recognized that children learn more when they were healthy and have a full stomach. Former President Gloria Macapagal-Arroyo (GMA) on her speech to the launching of the National Pre-School Education and Supplemental Feeding program stated, "*Dapat nating busugin ang mga puso at isipan ng ating mga bata sa pamamagitan ng biyaya ng edukasyon. Subalit bago mangyari ito, kailangan muna nila ng tiyan na busog din.*" (We have to fill the hearts and minds of our children with the gift of education. However, we need to fill their stomach first.)¹²² The government understood that the physical well-being of the person affects its ability to learn. This implied that the mind can learn more if the body was ready for it.

Children symbolized the promise of the future. To ensure a healthy future, children's health needed to be a priority. President GMA acknowledged this saying, "*Ang mga bata ang ating kinabukasan. Kailangan nating gawin ang lahat at nasa ating kapangyarihan bilang isang lipunan, bilang pamahalaan, bilang indibidwal na mamayan upang alagaan ang ating kinabuksan. Nagtipun-tipon tayo ngayon upang protektahan at*

¹²¹ Sangrose, "Children's Health Practices," 76.

¹²² Former President Gloria Macapagal-Arroyo, "Malusog na Simula Para sa Ating mga Anak," *A Compilation of Selected Presidential Speeches 2005*, 62. Translation by the researcher.

alagaan ang ating pinakamahalagang yaman – ang ating mga bata.” (The children are our future. We have to do everything that is in our power as a society, as a government, and as individual citizens to secure our future. We are gathered today to protect and care for our most valuable resources – our children.)¹²³

Sandra Shapshay in her article *Children’s Rights and Children’s Health* talked about the rights of children as provided by the UN Convention, especially children’s rights to education and health care. She suggested that “the moral rationale for a legal entitlement to education can reasonably and should be extended to health care.”¹²⁴ For Shapshay, education and health care were to go together on the argument that children have better access to education when they were in good health. Shapshay stated, “If a society truly wills that children be educated, then it must also will what is a precondition for such—a decent access to health care, so that children can be healthy enough to take advantage of an education.”¹²⁵ She was convinced of the importance of healthy body in relation to education and governments were to see to it that both were delivered.

In this view, Callahan proposed that children be given more health priorities. He recommended this on the belief that children represented the future or the hope of the

¹²³ Macapagal-Arroyo, “Malusog na Simula Para sa Ating mga Anak,” 63. Translation by the researcher.

¹²⁴ Sandra Shapshay, “Children’s Rights and Children’s Health,” *Journal of Social Philosophy* 39, no. 4 (Winter 2008): 584, *Religion and Philosophy Collection*, EBSCOhost (accessed September 29, 2011).

¹²⁵ Shapshay, “Children’s Rights and Children’s Health,” 587.

country and by ensuring their health, one was also ensured of a healthy future.¹²⁶

Callahan explained:

The children of the country represent the principal social capital of the country. They are the future, and if they go into that future with less than the good health they need to function as its future citizens, then the country faces a weakened future. It will be weakened to the extent that it loses the contributions those children might otherwise make and because they will, in their poor health, have to be supported by those in good health.¹²⁷

Emma Rawlins, in 2009, conducted a qualitative study on eight families in England regarding their health practices at home and the students' health practices in school. Rawlins discovered that "while parents and children make decisions about their lives with reference to dominant discourses about ideal "healthy" family eating practices, their ability to realise these practices is limited in numerous ways."¹²⁸ This means that even though parents and children know that certain health practices were not good, they still continue doing it. Sometimes, prohibiting the consumption of certain food like junk foods, led to disobedience if not fully explained. Rawlins found out that "some children choose to go out of school purely to eat banned foods such as chips because they prefer them, or as an act of resistance."¹²⁹ On this light, she concluded that "removing certain "unhealthy" choices does not necessarily eliminate their consumption, but moves this

¹²⁶ Daniel Callahan, "Health Care for Children: A Community Perspective," *Journal of Medicine & Philosophy* 26, no. 2 (April 2001): 144, *Religion and Philosophy Collection*, EBSCOhost (accessed September 30, 2011).

¹²⁷ Callahan, "Health Care for Children: A Community Perspective," 144.

¹²⁸ Emma Rawlins, "Choosing Health? Exploring Children's Eating Practices at Home and at School," in *Antipode* 41, no. 5 (November 2009): 1084, *Religion and Philosophy Collection*, EBSCOhost (accessed September 29, 2011).

¹²⁹ Rawlins, "Choosing Health?," 1098.

consumption outside the school grounds.”¹³⁰ This helped the study because the researcher also looked at the health practices of the students in the school and how the school impacted the students in this area.

The physical health of children affected their whole being. The spiritual, intellectual, social, emotional, and physical were interrelated with each other. Children were a “whole being”, and should be treated as a “whole.” People who minister with children were to have this in mind as they planned their activities so that it addresses the holistic needs of the child.

Children were special because they were God’s gift. God loved children, has a high regard on them, and have them played an important role in His kingdom. He mandated that we train children the godly way, and help them become what He has made them for.

¹³⁰ Rawlins, "Choosing Health?," 1106.

CHAPTER III

METHODS AND PROCEDURE

This chapter discussed the ways which this study was executed. This included the method of the study, sources of data, research-gathering procedure, data-gathering instruments, and treatment of the data.

Method of the Study

This study used qualitative descriptive research method. Victorina de Ocampo-Acero and Florida Leuterio defined descriptive research method as “concerned with conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing.”¹³¹ The researcher used qualitative research method in order to study a phenomenon involving individual lives and their responses to certain things and to go deeper into the individual lives of each participant and present their individual opinions. Interviews and observations were used as specific methods to found answers to the question “how is VNBC impacting the holistic development of its two selected grade six elementary school students?” Qualitative

¹³¹ Victorina de Ocampo-Acero and Florida Leuterio, *Methods of Research* (Manila: Rex Book Store, 2006), 70.

research focused in “naturally occurring, ordinary events in natural settings to have a strong handle on what ‘real life’ is like.”¹³²

To find out how the school helped children in their holistic development, the researcher prepared semi-structured, open-ended interview questions.¹³³ The language used in the interview was a combination of Cebuano, and English. By using semi-structured, open-ended questions, the researcher invited the participants to give truthful answers and express themselves and their opinions during the interview to give light to the study. Catherine Marshall and Gretchen Rossman in their book *Designing Qualitative Research* warns, “The researcher explores a few general topics to help uncover the participant’s views but otherwise respects how the participant frames and structures responses.”¹³⁴ In the course of the interview, the researcher respected the participant’s opinions but probe for deeper answers and thoughts when necessary.

Observation was another means the researcher used in achieving the goal of the study. Marshall and Rossman described qualitative researchers in this way, “Qualitative researchers are intrigued with the complexities of social interactions as expressed in daily life and with meanings the participants themselves attribute to these actions.”¹³⁵ The researcher observed the participants in their classroom and outside the classroom

¹³² Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: an Expanded Sourcebook*, 2nd ed. (Thousand Oaks, CA: Sage Publications, 1994), 10.

¹³³ See Appendix A, B, and C for the interview questions.

¹³⁴ Catherine Marshall and Gretchen Rossman, *Designing Qualitative Research*, 3rd ed. (Thousand Oaks, CA: Sage Publications, 1999), 108.

¹³⁵ Marshall and Rossman, *Designing Qualitative Research*, 2.

activities for 2 weeks. Through observation, the researcher discovered among the participants and other students some “recurring patterns of behavior and relations.”¹³⁶

Sources of Data

The participants for this study were: (1) selected two grade six elementary students of VNBC for the school year 2010-2011. Both students belonged to families where both parents were working. The researcher at first wanted to interview students who belonged to families with low income yet were able to study in VNBC and excel in their studies, however, after making correspondence with the school, the teacher in-charge gave information that there were no indigent students in VNBC. The teacher-in-charge decided to recommend two graduating students of different gender and class ranking. One has been in VNBC since pre-school while the other has only been in VNBC since Grade Four. The researcher chose only two students with the aim to go deeper into their individual lives. Along this line, Elena Pernia in *Communication Research in the Philippines* commented, “qualitative research has no intention of going beyond – just deeper into – the individual”¹³⁷; (2) the parents (mother or father) of the selected students; and (3) selected teachers with at least 3 years of teaching experience in VNBC. From the researcher’s perspective, gave balance and enhanced the result to the study. With the new set of student participants, the researcher got perspective from students of different gender and class ranking, whose parents were both working and from students who

¹³⁶ Marshall and Rossman, *Designing Qualitative Research*, 107.

¹³⁷ Elena E. Pernia, *Communication Research in the Philippines: Issues and Methods* (Quezon City: The University of the Philippines Press, 2004), 17.

studied in VNBC for different length of time. Despite this change, the researcher believed to have gathered substantial information for the study.

Students and teachers were interviewed at their preferred times and places. One parent came to school for interview and the other was interviewed in their home. The student participants were interviewed individually for three times at an hour each session while the parent and teachers were interviewed once for an hour. Teachers were interviewed only once because the study was conducted during the final two weeks of the school year and they were busy with examinations and preparations for the closing of the school year. Parents were interviewed only once because of their working schedules. Students were observed in inside and outside the classroom activities for two weeks. School documents were reviewed for more information about the school.

Research-Gathering Procedure

The researcher-gathering procedure included: First; the researcher sent letters of permission to the president of VNBC, the student participants, and their parents.¹³⁸ Since the research involved minors, parental permission was necessary for the interviews and observations. The letters for students and parents were returned with their signature and were kept for confidentiality. The response of the president through the officer-in-charge was included in the appendix.¹³⁹

Second; the research involved three research-gathering procedures for the purpose of triangulation. The researcher conducted a one-on-one interview with each of the

¹³⁸ See Appendices D, E, and F for these letters.

¹³⁹ See Appendix G for the response of the officer-in-charge of VNBC.

participants, observation of the students in inside and outside the classroom activities, and the school documents were reviewed.

Third; with the permission of the participants, the researcher took note during interviews and observations. The interviews were audio-taped to ensure accurate documentation.

Data-Gathering Instruments

The data were gathered using the following instruments:

First; interview was used as the main instrument in gathering data for the research. Semi-structured, open-ended interview questions were used during interviews. This type of question was used so that participants were “encouraged to express their feelings and not pressured to give expectant answers.”¹⁴⁰ The interview focused on ways VNBC has made an impact on the holistic development of its selected two elementary school students. The researcher prepared a guide question for the interview but follow-up questions were given to probe deeper into the participant’s answers and opinions.

Second; the researcher observed the student participants in different settings, in classroom, chapel and other activities. The observations lasted for two weeks. The researcher took notes during these observations.

Third; the researcher reviewed the documents of the school for their mission, vision, goals, and policies.

¹⁴⁰ Julie Woolery, “Graduate Theological Students’ Educational Expectations and the Experienced Curriculum Foci: Knowledge-Centered, Learner-Centered, Society-Centered” (M.A.R.E. Thesis, Asia-Pacific Nazarene Theological Seminary, 2009), 37.

Treatment of Data

The researcher took notes and audio-taped all interviews. Taking notes was also done during observations. The audio-taped interviews, which were a combination of Cebuano and English, were transcribed and translated into English.

The researcher reviewed and analyzed the gathered information carefully consistent to the growth of Jesus as model. The information was reviewed and analyzed in view of the holistic development of children; intellectual, emotional, social, spiritual, and physical.

Each participant was given a pseudonym to ensure their privacy and protection. The recorded interviews and notes during interviews and observations, as well as its transcription and translation, were kept for confidentiality.

CHAPTER IV

PRESENTATION AND INTERPRETATION OF FINDINGS

This chapter focused on the presentation and interpretation of the data gathered. The researcher went to VNBC last March 2011 to interview and observes the participants of this study. The interviews were done using a combination of Cebuano and English.

Participants were given pseudonyms for their privacy. Student 1 was referred to as Anna, Student 2 as Philip, the mother of Anna as Mrs. Gonzales, the mother of Philip as Mrs. Rama; the teachers were Teacher Valdez, Teacher Aquino, and Teacher Ramos.

Demographic Characteristics of the Participants

The two students selected for this study were graduating elementary students of VNBC for the school year 2010-2011.

Anna was the eldest of two siblings. Her parents were both working. Her father worked abroad while her mother was involved in local business. The family went to a Roman Catholic Church. She studied in VNBC since kindergarten and planned to enroll to another school for her secondary education.

Philip was an only child in the family. His father served as a policeman in Cebu City. The family belonged to a Roman Catholic Church. Philip transferred to VNBC during his Grade Four and planned to continue his High School in VNBC.

Mrs. Gonzales was the mother of Anna. Her children were studying in VNBC. She was a career woman and raised her children alone because her husband worked abroad. Mrs. Rama was the mother Philip. She was a fulltime mother.

Three teachers were selected as participants based on the length of their service in VNBC and their direct work to the two selected students. Teacher Valdez was a married woman and has worked in VNBC for four years. Teacher Aquino was a single woman and has worked in VNBC for three years. She planned to go for further studies to understand children better. Teacher Ramos was a single man, a graduate of VNBC and has worked in VNBC since 2007. He was currently taking up his master's studies.

Ways VNBC Impacted the Spiritual Development of Its Two Selected Grade Six Elementary School Students

As a Christian institution, VNBC was expected to address the spiritual needs and nurture of the children. For the researcher, a Christian school should consider their classroom as their mission field, every teacher a missionary, and every child a mission.

VNBC led students to a relationship with God

When asked what the impact of VNBC to their spiritual development, both students said that VNBC led them to a relationship with God. During an individual interview, the students were asked: if you think of VNBC and you were going to describe VNBC through a drawing, what will you draw?

Anna sketched three fingers pointing towards a cross. She entitled her drawing, "The Way to God."

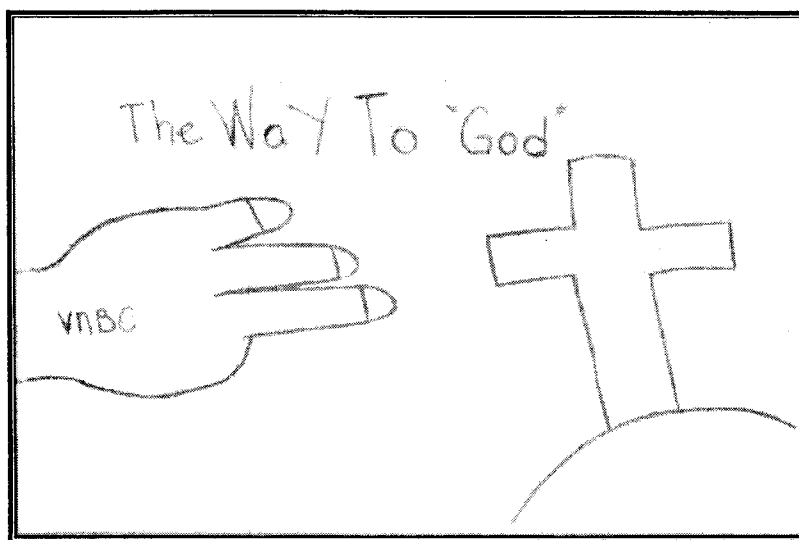


Figure 4. Drawing of Anna

Anna explained that the hand represented VNBC and the cross represented God. She concluded, “VNBC leads me towards God.”¹⁴¹ She clarified her statement saying, “God used ‘Teacher Santos’ to lead me towards Him. If I have not come to VNBC, I would not have known Teacher Santos; without her, I would not know about God.”¹⁴² She explained her drawing, “I used three fingers pointing to God because leading children to God is the school’s priority as a Christian school.”¹⁴³ The drawing and explanation implied that the use of three fingers pointing to God showed the seriousness of the task.

Philip drew a picture of a man with what looked like rays of light flowing out of him. He identified this person as God. There was hand at the side with the forefinger pointing towards God. When asked about his drawing, Philip explained, “VNBC is the

¹⁴¹ Anna, 2nd Interview by the Author, 8 March 2011, VNBC Cebu City, Interview Transcript, 1.

¹⁴² Anna, 2nd Interview by the Author, 1. Teacher Santos is not the real name of the teacher.

¹⁴³ Anna, 2nd Interview by the Author, 1.

one who leads me towards God. The finger is VNBC leading us towards God.”¹⁴⁴ He shared that he received the Lord during a retreat participated only by the Grade six pupils of the school. Philip looked back to that event and said, “During the retreat, Teacher dela Cruz told us who Jesus is, and then he prayed for us, that we will be changed.”¹⁴⁵

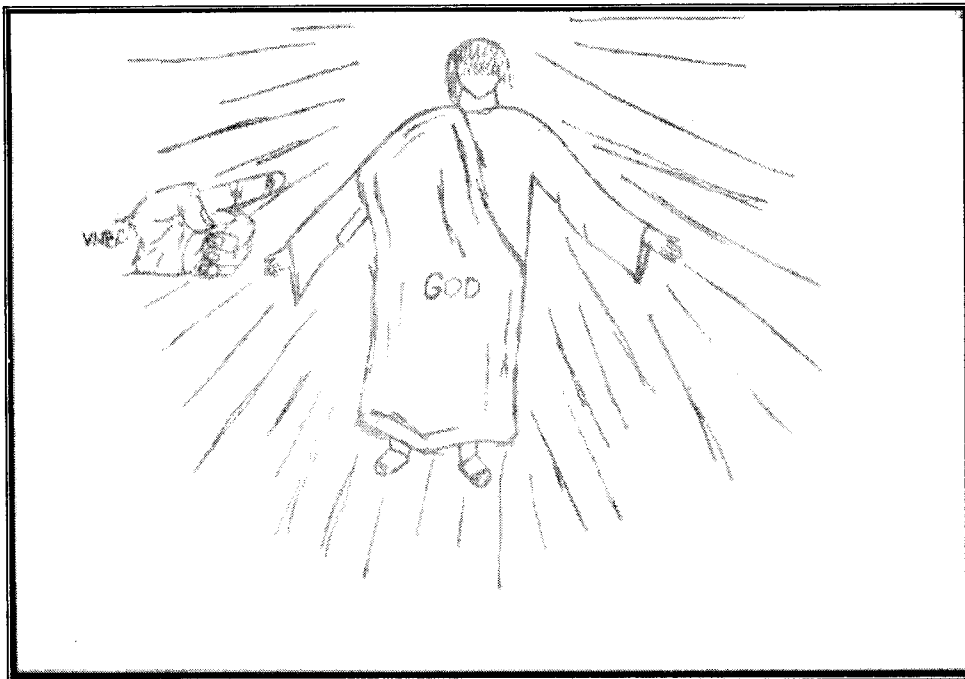


Figure 5. Drawing of Philip

For both students, teachers were instrumental in leading to accept Jesus Christ and have personal relationship with Him. One was through a more personal or relational way and the other through a school activity. Their story showed that one cannot underestimate the importance of any activities in school or the relationship teachers have with students. On reflection, John Westerhoff was right when he suggested planning

¹⁴⁴ Philip, 2nd Interview by the Author, 10 March 2011, VNBC Cebu City, Interview Transcript, 1.

¹⁴⁵ Philip, 1st Interview by the Author, 9 March 2011, VNBC Cebu City, Interview Transcript, 10. Teacher dela Cruz is not the real name of the teacher.

activities that meet the spiritual needs of children.¹⁴⁶ No activity can be considered less important when God used it to lead His children to himself.

Christian Living (CL) was part of the curriculum of instruction offered in VNBC. CL was designed to teach children spiritual truths and good manners and right conduct. Teacher Aquino stated, “Our mission and vision is to go deeper into the hearts of the students, to bring the Word of God to them. That’s why we have CL, which hopefully, can help them grow spiritually.”¹⁴⁷ Teacher Valdez agreed saying, “One way to make sure that there is a real impact to is through CL. Considering that not all students came from a Christian family background, CL is tool we can use to open their minds and usher them into righteousness.”¹⁴⁸ Mrs. Gonzales shared, “When we go to church they [her children] know what the priest’s sermon is all about because they learned it in school. It is a Bible College so they teach about God. It is really the school’s strength.”¹⁴⁹

Both students have their own view of God. According to Anna, “God created everything and everything that He created is good. God created you and me and we have to take care of God’s creation.”¹⁵⁰ In Philip’s view, God was “Savior because every time you are in need and you pray, He will help you as long as you will take some action.”¹⁵¹

¹⁴⁶ John H. Westerhoff III, *Will Our Children Have Faith?* (Minneapolis: The Seabury Press, 1976), 54.

¹⁴⁷ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC, Cebu City, Interview Transcript, 1.

¹⁴⁸ Teacher Valdez, Interview by the Author, 14 March 2011, VNBC, Cebu City, Interview Transcript, 1.

¹⁴⁹ Mrs. Gonzales, Interview by the Author, 4 March 2011, VNBC, Cebu City, Interview Transcript, 1.

¹⁵⁰ Anna, 1st Interview by the Author, 4 March 2011, VNBC Cebu City, Interview Transcript, 1.

¹⁵¹ Philip, 1st Interview by the Author, 8.

He believed that God worked for us but we have to do something. He added, "He is God. He is the one who makes. He gives. And then, He changes people." The researcher also observed that he has longer concentration than some boys his age during a church service.¹⁵²

Spiritual matters were new to some students. The school can have the opportunity to lead children to the knowledge of the Lord Jesus Christ. Westerhoff had seen this. He said that when the family, public schools, community ethos, religious literature, and church life, failed in their responsibility to pass on the faith to the younger generation, the church-school was left to do the job.¹⁵³ Leading children to the Lord at an early age may promise positive result in this earth and through eternity.

VNBC served as place where children can grow spiritually

People grow spiritually in different ways and pace. In VNBC, children study the Word of God and learned spiritual truths. Teacher Ramos said, "We have regular chapel service every Friday, Christian Living class, and Boys and Girls brigade in which they are taught self-discipline in biblical perspective."¹⁵⁴ She believed these activities helped students grow spiritually. Teacher Aquino added, "VNBC is very particular with the topics in CL that it can penetrate hearts. Not just talking about people in the Bible; but topics that have lessons and values in the children's level. We also inserted values in other subjects."¹⁵⁵ Along this line, Charles Tidwell commented that Christian education

¹⁵² Church observation, March 6 2011.

¹⁵³ Westerhoff III, *Will Our Children Have Faith?*, 16.

¹⁵⁴ Teacher Ramos, Interview by the Author, 20 June 2011, Interview Transcript, 1.

¹⁵⁵ Teacher Aquino, Interview by the Author, 2.

was about educating children both mentally and morally.¹⁵⁶ Teaching the Bible to children helped them grow spiritually. In one observation, the researcher observed children memorizing Bible verses.¹⁵⁷

School activities were opportunities for children to apply what they have learned.

Teacher Valdez shared of an activity which impacted the students and teachers. She said:

On one Foundation Day, we did something to see if we had an impact on the children. Ma'am Julie¹⁵⁸ does not like ground demonstrations. So we contacted some ministers whose ministry is on street children. We gathered fifty children from street ministry and thirty children from the squatter's area. Our students brought used clothing and food and they feed, bathe and give clothing to the invited children. We want them to experience how to share what they have.¹⁵⁹

School retreat was one of the school activities which impacted students. On the school retreat, Teacher Ramos reminisced, "During the retreat, Anna and Philip were one of the students I prayed with at the altar. It was memorable because they both allowed Jesus to take control of their lives."¹⁶⁰ Of the same event Teacher Aquino said, "My memorable experience with Philip was during the retreat when he cried out to me, called my name, and hugged me."¹⁶¹ That said retreat was the turning point in Philip's life.

¹⁵⁶ Tidwell, *Educational Ministry of a Church*, 13.

¹⁵⁷ Ground Observation, Observation by the Author, 11 March 2011, Observation Transcript.

¹⁵⁸ Dr. Julie Macainan-Detalo, known by VNBC family and friends simply as "Ma'am Julie," has served VNBC as President since 1987 until March 2011. She was a graduate of La Salle College, with the degree, Bachelor of Commerce; Nazarene Theological Seminary, with the degree, Master of Religious Education; and West Visayas State University, with the degree, Doctor of Education. She has worked in the Church of the Nazarene in various capacities locally and internationally. She was active in the work of God outside the Church of the Nazarene in various positions and capacities. She has served as Adjunct Professor of Christian Education at APNTS and served in the School Board of Trustees. Dr. Julie Macainan-Detalo joined her Creator last March 2011.

¹⁵⁹ Teacher Valdez, Interview by the Author, 2-3.

¹⁶⁰ Teacher Ramos, Interview by the Author, 2.

¹⁶¹ Teacher Aquino, Interview by the Author, 8.

The spiritual learning and discipline students received from VNBC impacted their lives in one way or another. Teacher Valdez said, “Only God can work in their lives because there are also changes.”¹⁶² These changes were also observed by other people as well. Teacher Aquino confirmed, “There are a lot of changes with Philip. Although it is not 180 degrees change but surely there are changes; I have seen that happening.”¹⁶³ Philip testified on himself, “I do not do bad things anymore because God has already changed me. ‘Teacher dela Cruz’ have taught us during the retreat to stop doing bad things.”¹⁶⁴ That retreat somehow had a lasting effect on his life.

Every person was a work in progress. Teacher Valdez mentioned earlier that only God can make changes in the lives of students so people should be patient if they do not see abrupt changes in one’s life. In reflection, Goddard was right in recognizing the importance of nurturing children the right way.¹⁶⁵ Along this line, Lawrence said that if the Christian school wanted fulfillment for its stated mission for the development of the whole child, then the whole curriculum the school offered were to work toward the fulfillment of that stated mission.¹⁶⁶

VNBC taught students to pray

During the duration of the study, the researcher observed that VNBC has a time of prayer every 9:00 in the morning and 3:00 in the afternoon. At these times, the song

¹⁶² Teacher Valdez, Interview by the Author, 9.

¹⁶³ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC Cebu City, Interview Transcript, 7.

¹⁶⁴ Philip, 3rd Interview by the Author, 10 March 2011, VNBC Cebu City, Interview Transcript, 1.

¹⁶⁵ Goddard, *The Child and His Nurture*, 36.

¹⁶⁶ Richards, *Children’s Ministry*, 363.

“The Prayer”¹⁶⁷ was played in the school’s sound system and was heard all over the campus. The researcher observed that everybody stop from what they were doing and kept still for the duration of the song.¹⁶⁸

During an interview with Philip, the song “The Prayer” was played. Philip sat still and bowed his head. When asked what the rationale behind the prayer, he shook his head and said he does not know but was doing it because they were asked to.¹⁶⁹ Both students not only bowed their heads in prayer at VNBC where some of their teachers can see them but also during their church services where no one from the school observed.¹⁷⁰ VNBC as a Christian institution was one of the places where children learn spiritual truths. The researcher agreed with Westerhoff that Christian education should lead children to faith.¹⁷¹ However, the children should understand the rationale behind each activity so that they can relate, appreciate, and find meaning in what they were doing.

¹⁶⁷ “The Prayer” was a duet between Celine Dion and Andrea Bocelli. It was the second single from Dion's Christmas album *These Are Special Times* and first from Bocelli's album *Sogno*. It was released as a promotional single on March 1, 1999. “The Prayer” won the Golden Globe Award for Best Original Song in 1999 and was also nominated for an Academy Award for Best Original Song in the same year and a Grammy Award for Best Pop Collaboration with Vocals in 2000. First, “The Prayer” was recorded as two separate solo versions, Dion's in English and Bocelli's in Italian. Celine Dion performed “The Prayer” live with Josh Groban, during her CBS TV special *That's Just the Woman in Me*, aired on February 15, 2008. Groban also sang “The Prayer” live with Celine Dion 6 years earlier, at the Concert for World Children's Day in 2002. The two first sang the song together in 1999, when Groban filled in for Andrea Bocelli at rehearsal for the 1999 Grammy Awards. Nearly 10 years later, Groban and Bocelli performed the song together for the first time during the 50th Annual Grammy Awards, available at http://en.wikipedia.org/wiki/The_Prayer_%28Celine_Dion_and_Andrea_Bocelli_song%29, accessed 29 June 2011.

¹⁶⁸ Observed during 3rd Interview with Student 2, 9; Ground and Chapel Observation, 5 March 2011; Library Observation, 8 March 2011.

¹⁶⁹ Philip, 3rd Interview by the Author, 11.

¹⁷⁰ Church observation, March 6 and 13, 2011.

¹⁷¹ Westerhoff III, *Will Our Children Have Faith?*, 22.

A female visitor in VNBC commented that the prayer activity in VNBC every 9:00 and 3:00 was a stroke of a genius and that she was always looking forward to it. She said that it was a good way of teaching children about prayer in a creative way which was not threatening to the children and their parents, especially if they do not share the same faith with the school.

Teacher Ramos explained that the prayer practice started when Ma'am Julie was first confined in the hospital.¹⁷² It was planned long before the President got sick only was not implemented right away. VNBC planned to practice the prayer time for the coming years. Teacher Valdez acknowledged the importance of prayer and said that in dealing and counseling with students, prayer was an integral part.¹⁷³

Other factors where VNBC helped students spiritually

A person's spirituality was influenced by various factors. The family, environment, church, and the school played important roles in the spiritual life of children. The Holy Bible recognized the role of parents in the lives of their children (Joshua 3: 4-7; Proverbs 22:6). William Barclay wrote of the importance of home in the education and spirituality of children.¹⁷⁴ Parents were children's first teachers and primary caregiver and were the first to be given the opportunity of guiding and leading their children in the right way. Mrs. Gonzales said that her children knew God at an early age because she and her husband told them about God and that God alone was what they

¹⁷² Teacher Ramos, Interview by the Author, 1.

¹⁷³ Teacher Valdez, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 9.

¹⁷⁴ Barclay, *Educational Ideals in the Ancient World*, 236.

needed.¹⁷⁵ She not only taught her children about God through words but through action by bringing them to church.¹⁷⁶ Teacher Aquino affirmed this saying, “With Anna, her mom is always particular with good, godly, and righteous manners.”¹⁷⁷

Teacher Aquino pointed to environment as the first factor affecting children’s spirituality.¹⁷⁸ In the interviews with Philip, he did not mention his family playing a role in his spiritual development. Interviews with him showed that it was only in school that he got a clear view and understanding of God and spiritual things. For children who do not have the privilege of spiritual upbringing at home, the school was the most likely place where they can get one. For children who have, the school was the place where their knowledge was strengthened. The school has both the opportunity and responsibility to usher and nurture children into spiritual truths.

Table 1: Ways VNBC Impacted the Spiritual Development of Its Two Selected Grade Six Elementary School Students.

Participants	By leading students to a relationship with God	By helping children in their spiritual growth	By teaching students to pray	Other factors where VNBC help students spiritually
Student 1	√	√	√	√
Student 2	√	√	√	√

¹⁷⁵ Mrs. Gonzales, Interview by the Author, 1.

¹⁷⁶ Church observation, March 25, 2012.

¹⁷⁷ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 1.

¹⁷⁸ Teacher Aquino, Interview by the Author, 1.

Ways VNBC Impact the Intellectual Development of Its Two Selected Grade Six Elementary School Students

A person's intellectual was affected by different factors. The home and the school do well to work together in addressing the intellectual needs of the children.

Through teacher's teaching style

Children learned in different ways. The teachers' teaching style affected the learning process. Philip preferred activities that involved movement. He said, "I will get excited when we have projects or activities."¹⁷⁹ When classroom activity did not meet his learning style, he confessed losing his excitement. He confided, "Sometimes, I feel tired because we only have class discussion and I get bored." Evelyn Songco suggested creative teaching strategies to effectively teach children like discovery approach, conceptual approach, and inquiry approach which were expected to render great result.¹⁸⁰

Of Philip's learning style, Teacher Aquino shared, "Philip cannot sit longer just listening. He should be doing something."¹⁸¹ She added that children get bored during chapel hour for sitting so long. The researcher observed Grade Six students remained after the chapel service as a punishment for misbehavior.¹⁸² Teacher Aquino acknowledged the need of self-improvement seminars for teachers especially in their teaching styles to be able to address the needs of the students better.¹⁸³

¹⁷⁹ Philip, 1st Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 10.

¹⁸⁰ Songco, "Creative Teaching Approaches, Methods, and Techniques," 225-228.

¹⁸¹ Teacher Aquino, Interview by the Author, 2.

¹⁸² Chapel Observation, Observation by the Author, 2.

¹⁸³ Teacher Aquino, Interview by the Author, 10.

Philip shared that he improved due to teachers' way of teaching. He explained, "I improve because of their [teachers'] teaching. They would explain lessons correctly and carefully."¹⁸⁴ Both students said they like VNBC teachers and their teaching.¹⁸⁵

VNBC helped students in their school work

The researcher has the privileged to observe VNBC library. Children went to the library for research and sometimes they were with their teacher. The researcher observed the teacher assisting the students. On a particular scenario, a boy came to the teacher and asked for help.¹⁸⁶ In another instance, it was the teacher who asked the students if they needed assistance in their work. The researcher also observed that the library staff assisted the students to find the books they need.¹⁸⁷ The research gathered that helping students in their studies was one of the school's priorities.

Parents helped in the school work of their children. Philip said that his mother helped him in doing his homework.¹⁸⁸ Mrs. Rama confirmed this saying that they were also doing their best to assist their son with his homework.¹⁸⁹

Students also helped each other with school work. Philip said that he asked his classmates' help if he cannot understand their lessons.¹⁹⁰ In a classroom observation,

¹⁸⁴ Philip, 3rd Interview by the Author, 15.

¹⁸⁵ Anna, 1st and 4th Interview, 1; Philip, 3rd Interview, 14.

¹⁸⁶ Library Observation, Observation by the Author, 8 March 2011, Observation Transcript, 1.

¹⁸⁷ Library Observation, Observation by the Author, 2.

¹⁸⁸ Philip, 1st Interview by the Author, VNBC, 6.

¹⁸⁹ Mrs. Rama, interview by the author, March 30, 2012.

¹⁹⁰ Philip, 1st Interview by the Author, VNBC, 7.

students coach their classmates with right answers.¹⁹¹ On another observation, the children were memorizing verses as groups and they all helped each other in the process.¹⁹²

Helping other children with their school work was good but there were some who misused this practice. Philip confided that he and his friends copied answers from each other or from their classmates before. When asked what the teacher does if they were caught, he said, “We were sent out of the classroom.”¹⁹³ He said they were not doing it anymore since they were already changed individuals.

VNBC impacted students regardless of parental expectations

Parent’s expectations to their children played a major role in students’ performance in school and in their view towards education. Parents’ expectations can make children become achievers. However, unrealistic expectations can make children resentful, achieve less and settle for mediocrity.

Anna spoke of her family’s unspoken expectation that she received high academic honor. However, she admitted failure and shared, “I feel shy to my family. Graduation day is coming and they will attend. I told myself that I am in a bad situation.”¹⁹⁴ Her mother comforted her saying there was always next year to do better.¹⁹⁵ Her mother’s

¹⁹¹ Classroom Observation, Observation Transcript, 2.

¹⁹² Ground Observation, Observation Transcript, 4.

¹⁹³ Philip, 3rd Interview by the Author, 4.

¹⁹⁴ Anna, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 7-8.

¹⁹⁵ Anna, 3rd Interview by the Author, 1.

statement however did not console her. She laughed and said her parents cannot really accept that somebody was better in class than her.¹⁹⁶

Lack of parental expectations however was not helpful to some students. No set expectations can make children to believe their parents do not really care about their studies. Children in this category sometimes felt no reason to do extra mile in their studies. Piaget observed that children conform to the behavior adults have set for them.¹⁹⁷ They have the ability to perform whatever was expected of them. In other words, parent got what they expected from their children.

Philip confessed that before, he do not like doing homework.¹⁹⁸ He explained that one of the reasons he do not want to be suspended was because one has to do homework at home until suspension was served. For him, doing assignments means no play time, a thing which was more than punishment itself.¹⁹⁹ Based on this, one can presume that studying was a challenged for those who do not have enough reason.

Unrealistic expectations of parents caused hurt feelings to children. Teacher Valdez shared of student she has counseled who bore hurt feelings towards his father. The student struggled on his studies because of the pressure from his father who expected

¹⁹⁶ Anna, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 1.

¹⁹⁷ Piaget, *The Moral Judgment of the Child*, 103.

¹⁹⁸ Philip, 3rd Interview by the Author, VNBC, 4.

¹⁹⁹ Philip, 2nd Interview by the Author, 8. VNBC Catalog listed three levels of violations. The consequences range from short-term suspension, long-term suspension, expulsion, and permanent expulsion from the school. Detailed discussion on School Policy and terms of suspension was discussed in the section about Social Impact of VNBC to its students under "opportunities for social responsibilities."

him to excel and the child was afraid he cannot live up to the expectation.²⁰⁰ Unrealistic expectations may make children afraid to try for fear of failure.

Children's response to their parents' expectations differed. Anna confided that her father will only attend her college graduation which made her decide to finish her studies at all cost.²⁰¹ She decided, "I will not let anything defeat me in my studies."²⁰²

Other areas where VNBC impacted students intellectually

Parents and peers affected the studies of children in one way or another. Along this vein, Vygotsky in his zone of proximal development emphasized the influence of parental or adult guidance and peers in children's lives.²⁰³ These influences can either have positive or negative effect on the students.

Some parents were active motivators of their children. Regarding Anna, Teacher Aquino said that she "is always encouraged by her mom to study."²⁰⁴ Mrs. Gonzales said she instructed her children to study even if they have no homework.²⁰⁵ She acknowledged the importance of disciplined study habits and the role of parents in the education process. She emphasized the need for parents and the school to partner with each other.

²⁰⁰ Teacher Valdez, Interview by the Author, 9.

²⁰¹ Anna, 2nd Interview by the Author, 2.

²⁰² Anna, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 13.

²⁰³ Vygotsky, *Mind in Society*, 84.

²⁰⁴ Teacher Aquino, Interview by the Author, 4.

²⁰⁵ Mrs. Gonzales, Interview by the Author, 2.

Regarding Philip, Teacher Aquino said that in a conversation with his parents, his father said that they also tried their best to help with their son's homework. Mrs. Rama however shared, "he is already old enough to study on his own."²⁰⁶ She acknowledged that their involvement to his education was limited. Teacher Aquino shared that at times when his parents were able to help him; he was usually able to have his way with them.²⁰⁷

On the question on how peers affected the student's studies, Teacher Aquino had diverse answer. Regarding Philip, she said not to expect good influence from his peers because they also do not have good study habits. Philip admitted of doing copying, teasing and other sort of bad activities together with friends. To show how peers can be a bad influence, Teacher Valdez shared of an experience they once had when one student brought a pack of cigarette in school and together with friends they smoke in campus; an act which led to suspension of students.²⁰⁸

Regarding Anna, her peers were honor students so she was challenged to study.²⁰⁹ She was decided not to allow her peers affect her studies. Anna declared, "I will never allow anything to affect my studies. Not even my friends can."²¹⁰ She learned to put boundary on how much of her life can be affected by friends. Nobody can be forced into friendship and one has a choice on how much their friends can affect them.

The two children gave the idea of having an established study habits. Philip proudly announced that he studied every night. He chatted, "I study, like half an hour

²⁰⁶ Mrs. Rama, Interview by the Author.

²⁰⁷ Teacher Aquino, Interview by the Author, I4 March 2011, VNBC, Interview Transcript, 4.

²⁰⁸ Teacher Valdez, Interview by the Author, 11.

²⁰⁹ Teacher Aquino, Interview by the Author, 4.

²¹⁰ Anna, 3rd Interview by the Author, 5.

during night time, every night.”²¹¹ Even his mother said that his study habits improved. However, this did not convince Teacher Ramos who commented, “Philip still needs to develop good study habits because most of the time he cannot pass the quiz or his assignment.”²¹² Teacher Aquino observed that Philip was not really dull if whatever he learned in class was reviewed to him. His problem according to Teacher Aquino was, “he is not well-disciplined in terms of his study habits.”²¹³ To help students, she related of a time when they scheduled students for tutorial after class which rendered positive result. Teachers observed that with proper follow-up, Philip can understand and retain his lessons. Teacher Aquino referred to tutorial as one of the ways they can help assist the students in their studies.

Anna has a healthy attitude towards her studies. Teacher Ramos pronounced, “Anna has good study habits.”²¹⁴ Accordingly, Teacher Aquino commented that Anna’s study habit was “already well-developed.”²¹⁵ Aside from having good study habits, Anna also possessed strong determination. She confided that there were times when she became the object of teasing in school, which made her want to skip class. She shared:

I feel good about coming to school, but there are also times when I feel bad. But then maybe how I feel is not really the school’s fault. Going to school is up to you, what others will do is up to them. If you really want to learn and achieve your dreams, then go to school.²¹⁶

²¹¹ Philip, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 6.

²¹² Teacher Ramos, Interview by the Author, 20 June 2011, Interview Transcript, 1.

²¹³ Teacher Aquino, Interview by the Author, 4.

²¹⁴ Teacher Ramos, Interview by the Author, 1.

²¹⁵ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 4.

²¹⁶ Anna, 3rd Interview by the Author, 7.

Classroom climate affected student's attitude towards school. Philip expressed dislike towards teachers who got angry in class. He commented, "They will really get angry, and then they will nag."²¹⁷ Teacher Aquino admitted that students' behaviors in class affected her, "It makes me very irritable. It can really annoy the whole class."²¹⁸ Philip confessed of being naughty. He conceded, "But they can also control their temper and afterwards, they are not angry any longer."²¹⁹

Table 2: Ways VNBC Impacted the Intellectual Development of Its Two Selected Grade Six Elementary School Students.

Participants	Through the teacher's teaching style	By helping students in their school work	Through parental expectations	Other factors where VNBC help students intellectually
Anna	√	×	√	√
Philip	√	√	√	√

Ways VNBC Impact the Social Development of Its Two Selected Grade Six Elementary School Students

Children as social beings needed time and opportunity to grow. Children spent at least eight hours a day in school which served as one of the places where they can develop friendships, learned their social responsibilities, and grow in their social lives.

VNBC provided a place where children can grow socially

Children spent most of their waking moments in school. The amount of time they spent in school gave them opportunity to meet different kinds of people of different social

²¹⁷ Philip, 1st Interview by the Author, 3.

²¹⁸ Teacher Aquino, Interview by the Author, 8.

²¹⁹ Philip, 3rd Interview by the Author, 13.

status. Villariba was right in suggesting that social participation should be one of the priorities of the school so that children can have avenues to practice what they learned in class and know how to be involved members of society.²²⁰ Interactions with other people gave students a chance to be social.

The researcher observed children expressed themselves through arts. In one class, students were assigned to do a drama presentation as their final exam. The students were grouped in three and were given the same piece to dramatize. Each group showed their own interpretation of the story, provided their own props, and prepared everything for their presentation. This was good practice to learn their responsibilities.

Singing was another art of expression children engaged into. The children sang during the chapel service.²²¹ When asked to memorize verses from the Bible, the researcher observed some children creatively made a tune for the verses.²²²

VNBC provided avenue for students to have social interactions with other people. Teacher Valdez mentioned an event when underprivileged children came to VNBC and were ministered in various ways. Phillips rightly characterized the juniors as capable of concrete thinking which enabled them to think and be concerned with other people.²²³ Solito was likewise right in her suggestion to create activities that foster concern for others.²²⁴ Students had opportunities to socialize with students from other schools

²²⁰ Villariba, "The Role of Educators in the Human Rights Movement," 4.

²²¹ Chapel Observation, Observation by the Author, 2.

²²² Ground Observation, Observation by the Author, Observation Transcript, 5.

²²³ Phillips, *Piaget's Theory: A Primer*, 120.

²²⁴ Solito, "Perceptions of Intermediate Children Toward Sunday School in Selected Church of the Nazarene in the Metro Manila District," 10.

through activities like camping, Boys and Girls Brigade, Foundation Day, and Sports Fest.²²⁵ Through activities, guided and unguided, children developed their social skills.

VNBC served as place where relationships were developed

VNBC provided a good venue for relationship building. Philip recalled the first time he came to VNBC as a transferee and remembered feeling alone. He told that one student befriended him and that became his first friend in VNBC; and later he was introduced to others.²²⁶ He had lots of friends in school which he appreciated more than his friends at their neighborhood because of their character.²²⁷ Mrs. Rama affirmed this saying that, “my son has many friends in VNBC.”²²⁸ Philip shared of having so much fun with his friends and that happened because one student cared to care.

Friends for Anna were like extended families. They were people she can be true and honest with. She told them her secrets, concerns, and problems, and they listened, accepted and cheered her up.²²⁹ Regarding her friends, Anna shared:

They helped me achieve life even in their own small ways, especially in terms of family. The time when I don't really know my father, when he is away, I have friends. I give them the love I cannot give my father. When I show love to my parents and they do not react, it makes me sad, then I will go to my friends. I really felt satisfied when my friends hug me. Looks and character are not my criteria for friendship; what matters is that they love and accept me.²³⁰

²²⁵ Anna, 1st Interview by the Author, 4; 2nd Interview by the Author, 8 March 2011, VNBC, Interview Transcript, 3; Philip, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 13.

²²⁶ Philip, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 2.

²²⁷ Philip, 1st Interview by the Author, 1.

²²⁸ Mrs. Rama, Interview by the Author.

²²⁹ Anna, 1st Interview by the Author, 4 March 2011, VNBC Cebu City, Interview Transcript, 4.

²³⁰ Anna, 3rd Interview by the Author, 5.

Student-teacher relationships were developed. Teacher Valdez acknowledged the need of getting into the lives of the students to understand them better.²³¹ Teacher Aquino looked back with fondness to the time when Anna became confident enough to trust her with her life's story. She recalled, "My moment with Anna was, when she trusts me enough to tell me her story."²³² This was reflected on Fernandez's study when she wrote that teachers should intentionally get to know their students to understand them.²³³

Anna spoke of having a wonderful student-teacher relationship with one teacher. She went to the teacher when she had problems and concerns and the teacher advised her, explained things to her, including the spiritual things.²³⁴ She considered this teacher as advisor and counselor because of her motherly qualities. She stated, "I like Teacher Santos because she is a mother. Her motherly behavior and approach puts me at peace and helps me to trust her."²³⁵

At VNBC, friends helped fill the emotional and social needs of children. On one occasion the researcher observed children helping each other solve a group problem:

A group of children were playing volleyball. However, as they played, the ball got caught in a palm tree nearby. The children tried to shake the tree, threw stones at the ball to dislodge it but failed. Then the children started looking behind the bushes and found a long stick. They held it together and started reaching for the ball and succeed. The children shouted, laughed and gave high fives to each other.²³⁶

²³¹ Teacher Valdez, Interview by the Author, 8.

²³² Teacher Aquino, Interview by the Author, 8.

²³³ Fernandez, "Developing an Improved In-Service Training Program for Volunteer Christian Teachers of the Nazarene in the Metro Manila District," 124.

²³⁴ Anna, 1st Interview by the Author, 1; 2nd Interview by the Author, 2.

²³⁵ Anna, 2nd Interview by the Author, 2. "Teacher Santos" was not the real name of the teacher.

²³⁶ Ground Observation, Observation by the Author, 2.

This event showed children helping each other; appreciate each other, and celebrate with each simple victory. This was a good indication of emotionally healthy children. Palispis said that people with positive self-esteem can boost other people's self-esteem as well.

The researcher believed that this was what the group of children showed by their action.

VNBC invited children to socialize and develop relationships with other people. The researcher saw benches around the campus where children sat together and visit.²³⁷ Philip claimed that when he and his friends were not playing, they were on one of the benches, talking and enjoying each other's company.²³⁸ VNBC impacted the lives of its students by giving them opportunity to socialize with each other through their spacious campus and facilities.

VNBC provided opportunity for children to develop social responsibilities

VNBC served as place where children learned, developed, and practiced their social responsibilities. Here, children were taught to think and consider not only their own personal welfare and advantages but of other people as well. They were taught that everything they do have corresponding consequences: positive consequences for good behaviors, and negative consequence for bad behaviors.

As part of the school policy and warning, the school catalog for the Elementary Department listed the rules and regulations and possible violations with their corresponding action for discipline. VNBC listed three levels violation in their "Student Discipline Code":

²³⁷ Ground Observation, Observation by the Author.

²³⁸ Philip, 3rd Interview by the Author, 2.

Level I is punishable by short term suspension-a whole day suspension from subject/s and may do some productive work under supervision of a teacher-when violation is repeated after two warnings. Level II requires no warning. The violator may receive short to long term suspension-where a student may not be allowed to enter the school premises for three but not more than five days and may not be allowed to take special exams or quizzes missed. Level III requires no warning to the violator. The punishment may range from long-term suspension, expulsion-a student may be expelled from the school for the whole year, to permanent expulsion from VNBC-a student may not be allowed to enroll in VNBC again.²³⁹

Responsible individuals do not impose their rights on others. The researcher believed that VNBC imposed the “Student Discipline Code” for students to know their rights and limitations. This idea also reflected from Covell and Howe’s study where they found out those children who know their rights were able to respect the rights of others.²⁴⁰

Sometimes, children have to learn this truth the hard way. Teacher Valdez shared that students were suspended because of cigarettes smoking on campus. Philip shared of former students who were suspended because of fighting. He also said that the campus maintenance-in-charge will not sign their clearance if the window jalousie that was broken by one of their classmates was not replaced.²⁴¹ Children learned that their freedom has limitations and corresponding responsibilities attached.

Children were trained to dress accordingly at VNBC. The Other Policies and Guidelines of the school catalog read,

Clean and complete prescribed school uniform with black shoes and white socks must be worn from Monday through Thursday. P.E. uniform must be worn

²³⁹ For discussion of the violations and its corresponding action of discipline please refer to School Catalog, VNBC, Elementary Department, 2006-2011, 7-12.

²⁴⁰ Covell and Howe, “Moral Education through the 3 Rs: Rights, Respect and Responsibility,” 36.

²⁴¹ Philip, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 8.

during P.E. class only. BGB uniform on Friday. No slippers allowed except for some valid reasons. School I.D. must be worn on campus all the time.²⁴²

The researcher observed that children followed the dress code listed in the school catalog.²⁴³ The dress code taught appropriate clothes to wear for different occasions.

VNBC children also took responsibility for the signing of their clearance which was a requirement for their final examination. The researcher observed children bringing folders with their clearance attached inside.²⁴⁴ In another instance, the researcher observed children gathering around a school staff for his signature.

Children learned their social responsibilities in many ways. Others learned it through sports. Philip learned that basketball was not a one-man-play. On one specific basketball game, he recalled, “in our team, if you will not pass the ball to others, you will not be allowed to play. When we played with other schools before, I did not pass the ball to others; as a consequence, I was not allowed to join the second half of the game.”²⁴⁵ He learned that playing basketball was a team effort.

VNBC wanted students to learn good manners and right conduct. Teacher Aquino noted that Philip improved in his manners, “He now knows the difference between good and bad. He is learning how to act and carry himself in a given situation.”²⁴⁶ Philip claimed that to be forgiving and to ask for forgiveness was one of the things VNBC has taught him. He observed VNBC students asking forgiveness when

²⁴² Other Policies and Guidelines number 4 and 5, Elementary Department Catalog, 13.

²⁴³ Classroom Observation; Ground Observation; Chapel Observation; and Library Observation.

²⁴⁴ Ground Observation, Observation by the Author.

²⁴⁵ Philip, 3rd Interview by the Author, 13.

²⁴⁶ Teacher Aquino, Interview by the Author, 8.

they committed something bad, an act which affected him a lot. He said, "It makes my anger disappear. Then when you are the one who commits something, you would also ask forgiveness right away because you do not want to irritate other people further."²⁴⁷ He learned these things from his experience.

VNBC impacted students by empowering teachers and parents

People can only give to others what they possess. In terms of providing for the holistic needs of the children, parents and teachers holistic needs were to be met first.

Reaching out to parents was one powerful way of reaching out to the children. VNBC has an activity intended for reaching parents called Parents Enhancement Program (PEP). Mrs. Gonzales talked about PEP, "In PEP we discussed how parents can work well with their children, understand them better, and how the school and the home can partner with each other."²⁴⁸ Reaching out to parents was one ministry the school can have to reach children when they were at home.

In PEP parents were fed, enriched, and their parental needs were met. Teacher Valdez said, "It's also a way to address parents' spiritually needs. If the spiritual foundation of the parents is strong, then it will also affect the children."²⁴⁹ She shared that there was Bible study for parents and guardians. Also, Teacher Aquino emphasized the importance of parent-teacher conference for the benefit of the children.²⁵⁰ Along this

²⁴⁷ Philip, 1st Interview by the Author, 6-7.

²⁴⁸ Mrs. Gonzales, Interview by the Author, 4 March 2011, VNBC, Interview Transcript, 4.

²⁴⁹ Teacher Valdez, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 5.

²⁵⁰ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 9.

thought, Eva Kalaw listed monitoring student's progress as one classroom management strategy. Monitoring student's progress helped during the parents-teachers conference.

Empowerment of teachers through seminars was equally important. Teacher Valdez admitted she got the idea of an activity through a seminar. She recalled:

We have a seminar for private schools one time. The seminar is about 'Children at Risk' and Ate Natz is one of the speakers. That seminar is the inspiration why the invitation of the street kids and children from the squatter's area happened. The seminar convicted Ma'am Julie's heart and also mine.²⁵¹

She also talked about teachers' fellowships where they fellowship with each other through food, Bible study, sharing, and prayer. She confided that it helped teachers grow spiritually.

Teachers needed to refresh their minds and update their knowledge on the current trends and researches on education. Empowering the care-giver was needed so that proper care was delivered.

Table 3: Ways VNBC Impact the Social Development of Its Two Selected Grade Six Elementary School Students.

Participants	By providing a place where children can grow socially	By serving as a place where relationships are developed	By providing opportunities for children to develop their social responsibilities	By empowering teachers and parents
Student 1	√	√	√	√
Student 2	√	√	√	×

²⁵¹ Teacher Valdez, Interview by the Author, 5-6.

Ways VNBC Impact the Emotional Development of Its Two Selected Grade Six Elementary School Students

The family, school, and environment played intersecting roles in the emotional development of students. Children were still in the process of being, and needed proper guidance. Ponelyn Domingo was right when she compared children to plants that while still young were still tender and can be shaped according to the desire of the gardener.²⁵²

VNBC served as place where children grow emotionally

VNBC served as place where children developed emotionally. Children needed to learn how to behave and act accordingly. Children can be emotionally unstable. Philip shared of crying when scolded or spanked.²⁵³ Anna viewed happiness and sadness on the same plane. She said, "For me happiness is sadness because without sadness you won't know what happiness is and without happiness you won't know how to be lonely."²⁵⁴ Her mother said she avoided being angry or scolding Anna she was emotionally sensitive and will cry if scolded.²⁵⁵ With Anna, Teacher Ramos commented, "Anna is emotionally sensitive and family is a factor."²⁵⁶

In VNBC children were taught to accept themselves. Before, Anna has insecurities because of her color which caused teasing.²⁵⁷ This made her insecure especially when she compared herself with others. Teacher Aquino talked to her

²⁵² Domingo, "Administration and Management of UMC Preschools," 1.

²⁵³ Philip, 3rd Interview by the Author, 10.

²⁵⁴ Anna, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 5-6.

²⁵⁵ Mrs. Gonzales, Interview by the Author, 3.

²⁵⁶ Teacher Ramos, Interview by the Author, 3.

²⁵⁷ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 6.

confronted her fears and insecurities, encouraged her to make her weakness as strength, and learn to handle things maturely. She observed that since then the Anna “has matured.”²⁵⁸ Along this line, Mrs. Gonzales admonished her children to accept and be contented with whatever they have. She stated, “We are just simple people, I don’t want them to pretend to be something when in truth we were not. I told them that if whatever was, then that’s what we have.”²⁵⁹ Contentment started at home.

Children were observed to mature emotionally at VNBC. Mrs. Gonzales said that before, Anna resented their always being away from home for work but now she understood.²⁶⁰ On Anna, Teacher Aquino commented, “Anna can understand why other people act differently. She can accept things and become mature in dealing with problems.”²⁶¹ Anna testified, “VNBC has changed me. Before, I am kind of materialistic. My parents are so thankful to VNBC because of the change they see in me since coming to here.”²⁶² VNBC was not only concerned with preparing intellectually competent and competitive students but emotionally healthy individuals as well.

Philip also displayed emotional maturity. Teacher Aquino talked of having problems with Philip before because he was fond of teasing which was his way of socializing.²⁶³ Of this former behavior Philip admitted, “Before, I would get involve in

²⁵⁸ Teacher Aquino, Interview by the Author, 7.

²⁵⁹ Mrs. Gonzales, Interview by the Author, 3.

²⁶⁰ Mrs. Gonzales, Interview by the Author, 4 March 2011, VNBC, Interview Transcript, 5.

²⁶¹ Teacher Aquino, Interview by the Author, 5.

²⁶² Anna, 3rd Interview by the Author, 10.

²⁶³ Teacher Valdez, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 5.

fighting and teasing.”²⁶⁴ But since coming to VNBC a change has come to him. Teacher Aquino acknowledged this change saying, “Before, he always teases his classmates, right now he still teases but not too much.”²⁶⁵ The teacher observed Philip’s present behavior was a lot better than it was before. Of children teasing, Miriam Hall was correct when she maintained that children could be cruel to other people especially those they do not like.²⁶⁶ With this, adults may guide the children to show kindness instead of cruelty.

Emotionally healthy children were able to give praise and appreciate other people. The researcher observed children playing volleyball at VNBC. Each time a team member passed the ball successfully, the team shouted happily and with every team score, the team either gave a high-five to each other or jumped for joy.²⁶⁷ Children recognized the importance of appreciation and what it can do to the emotion. The researcher observed one group of students who memorized verses. Every time the group got it correctly, their leader shouted, “Good Job!”²⁶⁸ VNBC impacted the emotional development of their students in many ways; some through the faculty and staff working with children and some through the students themselves.

VNBC working through parental factor

Parents were great factor in the emotional development of their children. Philip and Anna spoke of their parents as provider of emotional security. Philip felt secure

²⁶⁴ Philip, 1st Interview by the Author, 9 March 2011, VNBC, Interview Transcript, 10.

²⁶⁵ Teacher Aquino, Interview by the Author, 5.

²⁶⁶ Hall, *New Directions for Children's Ministry*, 76.

²⁶⁷ Ground Observation, Observation by the Author, 1-2.

²⁶⁸ Ground Observation, Observation by the Author, 5.

because his parents provide for his needs. He explained that God provided for his needs through his parents.²⁶⁹ He understood that it was God who provided all things. He maintained, "They [his parents] love me and provide for my needs. They care for me."²⁷⁰

Parent's involvement in the life of their children affected their emotions and studies. Both students have busy parents. Philip shared of attending school activities alone because his parents have work.²⁷¹ Teacher Valdez said that parents were busy and were not closely involved in the studies of their children.²⁷² Mrs. Gonzales admitted of being busy with work and not able to attend school activities recently.²⁷³

Parents' work which took them away from home affected children's emotions. Its effect according to Arellano documented was manifested in children's behaviors.²⁷⁴ Children were affected by whatever was happening in their homes. Mrs. Gonzales honestly said that Anna resented when work and its responsibilities took her away from home. Anna also revealed that she was not able to recognize her father after long years of working overseas.²⁷⁵ The long years of separation from his family made him a stranger to his daughter who was still small when he left which caused their relationship to start from zero; a fact that the wise father recognized and endeavored to re-build.

²⁶⁹ Philip, 1st Interview by the Author, 10.

²⁷⁰ Philip, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 10.

²⁷¹ Philip, 3rd Interview by the Author, 12.

²⁷² Teacher Valdez, Interview by the Author, 10.

²⁷³ Mrs. Gonzales, Interview by the Author, 4-5.

²⁷⁴ Carandang-Arellano, *Filipino Under Stress: Family Dynamics and Therapy*, 15.

²⁷⁵ Anna, 1st Interview by the Author, 3.

Creative parents try to make most of the little time they spent with their children. Anna has happy moments with her mother amidst her mother's busy schedule like those times when they just laughed together and even teased each other. She maintained, "It is really nice that until now Mama and I have that kind of bonding."²⁷⁶ She learned to appreciate and treasure each moment spent with her mother.

The attitude of parents toward their children mattered a lot. Anna was hurt when her parents did not reciprocate the love she displayed. She wondered if it was wrong to show and express her love to them.²⁷⁷ She was concerned about not pleasing her parents with her school performances which made her apprehensive for her coming graduation. Because of this, Anna was having nightmares lately. She confided, "You know sometimes I am having nightmares about my graduation day, that on that day, I am really crying hard."²⁷⁸ She was shy that she failed her parent's expectations for her. On reflection, Talisaynon was right when he wrote that "*hiya*" greatly affects peoples (Filipino's) emotions.²⁷⁹ Parents contributed to the emotional sensitivity of their children and may help develop their emotions and self-esteem through their words and actions.

Other factors where VNBC help students emotionally

Both students were afraid of something. Anna was afraid of dying and death of loved ones. She confessed of not knowing what to do in case her parents died.²⁸⁰ This

²⁷⁶ Anna, 3rd Interview by the Author, 10-11.

²⁷⁷ Anna, 3rd Interview by the Author, 10 March 2011, VNBC, Interview Transcript, 5.

²⁷⁸ Anna, 3rd Interview by the Author, 5.

²⁷⁹ Talisaynon, *Filipino Values*, 60.

²⁸⁰ Anna, 2nd Interview by the Author, 8 March 2011, VNBC, Interview Transcript, 2.

somehow affected her but she just told herself to be strong and that it will not happen in the near future. On other hand, Philip was afraid of ghosts. He explained, “I am afraid of ghosts because I have seen it in movies, then I pictured it in my mind. When I go home and our house is dark, I feel afraid. I keep in mind that God is there, and ghosts are not real.”²⁸¹ Knowing God helped him fought and overcame his fears of ghosts.

Attitude of other people affected student’s emotions. Anna stated that attitude of her friends affected her saying, “If we have a quarrel, it affects me.”²⁸² She said that at times when disagreements led to throwing of bad words, she has the urged to fight back. She confided that “war-peace” relationship with friends affected her personally.

Philip differentiated his friends in school from his friends in their place. He narrated:

I only have few friends in our home place because of the bad influence they bring. They tease and start a fight; and always go to internet shops. Here [in school] they help. There [in their place], they also help but they always get involved in a fight. Here, we tease each other but after we talk it is finished. There they run away after starting a fight without even saying sorry.²⁸³

On talking about his friends in school, he said, “Sometimes when we play basketball, we quarrel because some are ‘*buaya kaayo*,’ and others would purposely fall just to get a foul. But we still end up as friends.”²⁸⁴ One’s attitude can influence others

²⁸¹ Philip, 3rd Interview by the Author, 11.

²⁸² Philip, 3rd Interview by the Author, 4.

²⁸³ Philip, 1st Interview by the Author, 5.

²⁸⁴ Philip, 1st Interview by the Author, 9 March 2011, VNBC, Interview Transcript, 6. “*Buaya*” was a term used by basketball players in the Philippines. According Mark Javier, Information Technology personnel in APNTS and an avid player of basketball, “*buaya*” was a term coined for basketball players who likes to play “one-man team” in basketball. These persons would play like they were the team and would not pass the ball to others in their team as long as they can help it. “*Buaya*” was a negative term used in basketball and can be discriminating to a person referred to. Interview, May 2011.

to show the same. Philip stated that when other people do good things to him, he also wanted to do the same to them and to others as well.

Friends were important to both students. Philip appreciated his friends because they gave help. He said, “When I need help from them, they give help to me.”²⁸⁵ Friends also gave joy. Philip stated, “Friends provide enjoyment. We have so much fun when we talk. That’s what I really like about them.”²⁸⁶ He added that when he was lonely or tired, or when he was crying, he went out and played with his friends and he will be okay. For him, friends were people he can be with, happy or sad, and they accepted him as he was.

Parents, friends, and peers were important in the emotional development of children. Maria von Salisch’s study discovered that parents, friends, and peers were important factors affecting the emotional development of children.²⁸⁷ Knowing this, they were to intentionally help build the emotion of the child.

Table 4: Ways VNBC Impact the Emotional Development of Its Two Selected Grade Six Elementary School Students.

Participants	By providing space where children can grow emotionally	Through parental factor	Other factors where VNBC help students emotionally
Student 1	√	√	√
Student 2	√	√	√

²⁸⁵ Philip, 1st Interview by the Author, 9.

²⁸⁶ Philip, 3rd Interview by the Author, 2.

²⁸⁷ Von Salisch, “Children’s Emotional Development.”

Ways VNBC Impact the Physical Development of Its Two Selected Grade Six Elementary School Students

VNBC served as a place where children improved physically through play and other physical as well as through the curriculum the school offered.

Through healthy habits students learn in school

At VNBC, health and good hygiene practices were taught in class. When asked how VNBC helped in the physical development of children, Mrs. Gonzales replied, “they have class in health and they are being taught about good foods.”²⁸⁸ She believed that lessons on health provided children what they need to learn about their health.

Foods in the canteen were prepared as to meet the health needs of children. Teacher Ramos emphasized, “Foods in the canteen are being considered for the good of the students.”²⁸⁹ Emma Rawlins in her study warned that even though parents and children know that some foods were not good for their health, they may still continue to practice it.²⁹⁰ The school canteen may do well to reinforce what children learned in their classrooms about good health practices and good food habits by the food they sold.

Junk foods were not sold to pre-school and elementary students in the school canteen. Nevertheless, Teacher Aquino observed that some students were still able to have soft drinks (they let someone buy soft drink in the canteen for them). She said that it

²⁸⁸ Mrs. Gonzales, Interview by the Author, 3.

²⁸⁹ Teacher Ramos, Interview by the Author, 20 June 2011, Interview Transcript, 3.

²⁹⁰ Rawlins, “Choosing Health?,” 1084.

happened because the rules were not clearly explained to them.²⁹¹ Rules were to be fair all. Sometimes, unexplained rules led to question of authority and dissatisfaction from people concerned and may lead to disobedience. Not understanding why they were prohibited to buy soft drink, Philip had a secret longing, “I am excited to be in High School so that I can buy soft drink.”²⁹² Students have to understand the rationale behind each rule the school implemented so that they can follow heartily.

VNBC provided space for children to improve physically

VNBC sported a wide ground, clean surroundings, and fresh air. The researcher observed wide ground with green grass in which children can play, run, or sit after class. Anna claimed that the clean surroundings attract her the first time.²⁹³ Clean surroundings contributed to the health of children and served as a “come on” to new students.

VNBC invited children to get involved in physical activities. The researcher observed children playing basketball, volleyball, and other games. Other children played in the swing and see saw and other less physical games. VNBC has basketball and volleyball court and a wide ground to accommodate children’s need for play.

Both participants of this study loved to play and maintained liking basketball. Philip shared that he and his classmates took any chance they have to play, like when there was no class or if the teacher left the room. When asked what game they play inside the classroom, he said, “sometimes we would play ‘*dakpanay*’ (chasing) and then

²⁹¹ Teacher Aquino, Interview by the Author, 10.

²⁹² Philip, 1st Interview by the Author, 12.

²⁹³ Anna, 3rd Interview by the Author, 10.

'*patay-patay*' (playing dead)."²⁹⁴ Teachers were not in the dark for the extra activities of their students. Teacher Aquino acknowledged, "Children play as time allows."²⁹⁵ Play served many purposes in the lives of children. It served as a way they can spent their energies with, gave them time to be social with other children, gave them chance to practice their social responsibilities as they were expected to behave properly during the game, and as an outlet for their emotions. It was good that students were given chance to play but VNBC had to make sure that they play at the right time in the right place.

At VNBC, Physical Education classes gave students chance to improve their body and health. Teacher Aquino stated, "P.E meets the physical needs of students. Children are allowed to play for their physical purposes at the same time they will be able to socialize with other students."²⁹⁶ In line with this, Sangrose was right when she wrote that good health was very important to children and that children in good health perform well than those who do not have.²⁹⁷ VNBC intentionally offered time where children can get involved in activities that developed their physical health.

In VNBC, a medical certificate was part of the admission requirements.²⁹⁸

Teacher Ramos said, "We have regular check up, and we require them doctor's certificate

²⁹⁴ Philip, 3rd Interview by the Author, 10 March 2011, VNBC Cebu City, Interview Transcript, 2. "*Dakpanay*" was a game played with many participants. One participant served as the "it". The "it" chased the others until he or she caught one. The one caught were the next "it". "*Patay-patay*" was a game played with two groups, mostly boys. Each group would try to wipe the other group by shooting at them using their hands and making some noise as if of the gun-shot. The group with the last person standing won.

²⁹⁵ Teacher Aquino, Interview by the Author, I0.

²⁹⁶ Teacher Aquino, Interview by the Author, 14 March 2011, VNBC, Interview Transcript, 10.

²⁹⁷ Sangrose, "Children's Health Practices," 1.

²⁹⁸ General Policies and Procedures, VNBC School Catalog, Elementary Department, 1.

so that we would know how to help the child.”²⁹⁹ As duly-enrolled students of VNBC, the school catalog provided, “All pupils are given the right to avail privileges the school offers such as medical/dental check-up and clinic services.”³⁰⁰ Knowing the physical needs of children was important to be able to address physical it accordingly.

Table 5: Ways VNBC Impacted the Physical Development of Its Two Selected Grade Six Elementary School Students.

Participants	Through healthy habits students learn in school	By providing a space for children to improve physically
Student 1	√	√
Student 2	√	√

The researcher found out that VNBC has, in one way or another helped students in their holistic development. Through various activities of the school, intentional and unintentional; guided and unguided, the children were impacted to some extent. Children were given opportunities to practice what they have learned in class.

The researcher believed that all participants were honest in their answers during interviews. Teacher Valdez has the tendency to tell good things about the school and gave stories and examples to prove her point. Teacher Aquino was very open and vocal in giving answers. Teacher Ramos answered questions direct to the point. Mrs. Gonzales was honest with her feelings and answered directly. Mrs. Rama answered directly but slowly as she complained of some health problems.

²⁹⁹ Teacher Ramos, Interview by the Author, 3.

³⁰⁰ Other Policies and Guidelines, VNBC School Catalog, Elementary Department, 2006-2011, 14.

Anna answered questions smartly and mostly in English. She has the ability to answer questions immediately but she has the tendency to wander away from the topic as she told her story. Philip answered questions slowly and carefully in a combination of Cebuano and English. He pondered upon the question first and sometimes asked for clarifications or a repeat of the question before giving answers.

Children were products of various factors affecting their growth. The school, family, church, peers, and environment have their own impact in the lives of the children. VNBC endeavored to impact children with good things that will make them better individuals, responsible citizens and godly future leaders as they struggle to become what they were created to be.

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This chapter focused on the summary, the conclusion and the recommendations the researcher derived from the data gathered.

Summary

The research was conducted with the purpose to answer the question: what is the impact of VNBC to the holistic development of its two selected grade six students for the school year 2010-2011?

The participants of the study were selected two Grade Six students of VNBC for the school year 2010-2011; their parents, and selected teachers. The two student participants were Philip and Anna. Both students were grade six, have working parents, went to a Roman Catholic Church and had studied in VNBC for at least 3 years. The mother Philip was referred to as Mrs. Rama and the mother of Anna as Mrs. Gonzales. The three teachers were Teacher Valdez, Aquino, and Ramos. They have worked in VNBC for at least three years.

The participants were interviewed using semi-structured, open-ended interview questions and the student participants were also observed in their classroom and outside the classroom activities. The school catalog for the elementary department was studied. The interviews and observations were transcribed, translated into English, and coded to

found the impact of VNBC to the holistic development of its selected two grade six students.

In what ways VNBC impact the spiritual development of its selected students from a holistic developmental perspective? VNBC impacted the students spiritually by leading them to a relationship with God. The participants considered leading children to God as the main objective of the school since it was a Bible College. VNBC helped children in their spiritual growth through various ways. To this aim, part of the school curriculum was chapel services, Boys and Girls Brigade, camps, retreats, and Christian Living classes. VNBC taught children to pray by playing the song "The Prayer" every 9:00 in the morning and 3:00 in the afternoon to pause and observed a moment of silence. Changes were seen in the lives of the students as observed by teachers and declared by students themselves. From the interviews, the study found out those children's spirituality was affected by many factors. The family, environment, and the school played intersecting roles in children's spirituality.

In what ways VNBC impact the intellectual development of its selected students from a holistic developmental perspective? VNBC impacted its students intellectually through the teacher's teaching style. People learned differently from each other and the teaching style of teachers affected the learning process. VNBC helped students in their school work. Children were helped in the classrooms by their teachers and classmates, at home by their parents, and in the library by the school staff and teachers.

Parents were part in the education of their children. Parents' expectations may made students an achiever or achieve less in their studies. VNBC helped in the academic

lives of the students as was their duty; however, the follow-up belonged to their parents. VNBC and the home have to work hand-in-hand for the good of the students.

In what ways VNBC impact the social development of its selected students from a holistic developmental perspective? VNBC provided a place where they can grow socially. The place, the ambiance, and the people invited children to involve in social activities. In VNBC, children engaged in social activities with their fellow students, with the teachers, with the parents and guardians of other children, and with school visitors. Children were also given chances to express themselves in various ways.

In VNBC, children were trained to practice their social responsibilities. They took responsibility in their studies even in simple things like having their school clearance signed. VNBC children also learned that their actions and behaviors have corresponding responsibilities. They learned that people cannot survive alone in life; that even sports, such as basketball, required a team to play.

VNBC impacted students through empowering teachers and parents. VNBC has Parents Enhancements Program where parents have the chance to listen to the Word of God, socialized with teachers and other parents, and listened to lectures on parenting. VNBC believed that to address the needs of children, parents and teachers needed to be empowered.

In what ways VNBC impacted the emotional development of its selected students from a holistic developmental perspective? VNBC served as a place where children grew and mature emotionally. Children's fears and their relationship with other people affected their emotions. Knowing God and learning that He cared and watched over them helped the children fought their fears. Teachers in VNBC observed emotional

changes in both students and both testify about it. For children in this study, the acceptance of other people mattered.

Parents' involvement in the lives of their children has great impact on the emotions of children. Children in this study saw their parents as provider of emotional and financial security. They appreciated their parents work and sacrifices but may resented their parent's absence from home because of work. The home was where children's emotional needs were met first, however, for children whose emotional needs were not met at home; they might look for emotional satisfaction from their peers and other people. VNBC helped these students by creating a healthy environment where their emotional needs were met.

In what ways VNBC impacted the physical development of its selected students from a holistic developmental perspective? One way VNBC impacted its students physical health was by teaching Science and Health which taught good health habits and good personal hygiene. VNBC prohibited the selling of junk foods to elementary and pre-school students as reinforcement of what was taught in class. There were times, however, that this was not properly observed as some elementary children were able to buy soft drink, which, one teacher observed, was due to miscommunication. VNBC have to explain this rule properly so that children will be aware why they have to observe such rules. VNBC helped by educating students the good food habits and also the parents through their Parents Enhancement Program.

VNBC gave opportunities for children to improve physically through play and other activities. VNBC has physical education classes and wide playground that can accommodate the needs of the children to involved sports and in any physical activities.

Conclusion

Based on the result of the study, the researcher concluded that VNBC has impacted the holistic development of its selected two grade six elementary students in one way or another. Activities in VNBC, whether intentional or unintentional, helped in the development of students. Spiritually; VNBC led children to a relationship with God and helped and guided them in their spiritual growth through various activities such as chapel services, Boys and Girls Brigade, camps, retreats, Christian Living classes, and observance of prayer lifestyle. Intellectually; VNBC impacted children through the teaching style of the teachers and by helping and assisting students in their school work. VNBC also encouraged the students regardless of the expectations of parents to their children. Socially; VNBC provided a place where children grew through social encounters with other people and relationships with students and teachers. VNBC provided opportunities for children to develop and practice their social responsibilities. VNBC also impacted students by empowering teachers and parents. Emotionally; VNBC provided space where children can grow emotionally, encouraged them regardless of parental influence on their emotions, and helped them to know that God cared, loved and accepted them whoever they were. Physically; VNBC impacted students by teaching them healthy habits in class and in practice. VNBC helped children improve physically through their Physical Education classed and by providing space where they involved healthy physical activities.

As the children grew mature, one was to recognize that not all people matured all at once. Each person was a work in progress so each one has to be tolerant of each other.

Children were in the process of being and VNBC was in a strategic place to lead, guide, and impact children's lives for life and even for eternity.

Recommendations

Based on the findings of the study, the researcher recommended the following to students, teachers, parents, VNBC, and for further study.

Recommendations to the Students

Students have to be serious in their studies and avail all the knowledge and information offered to them by developing and maintaining a good study habits in school and at home. Children have to be open to their parents with what they were thinking and feeling. Students have to intentionally develop friendships with other students, teachers, and other people; however, it was recommended that they chose their friends carefully and that their parents knew who their friends were.

Recommendations to the Teachers

VNBC teachers have to avail themselves of seminars and workshops that helped them stay updated in the new trends in education and to gain insights on how to minister with children better. Teachers have to make building relationship with their students intentional. VNBC teachers were to keep communications with parents and the school administration open at all times. A healthy dialogue between teachers and parents were to be encouraged.

Recommendations to the Parents

VNBC parents were recommended to spend quality and quantity time with their children. Parents may make use of seminars on parenting or literatures on that topic to understand their children better. Parents have to show their concern to their children's studies by attending school activities together with their children and to faithfully attend all duly called meetings and activities of VNBC. Parents have to work closely with the school for the education and well-being of their children.

Recommendations to VNBC

VNBC have to make its ministry with children intentional. To this aim, VNBC have to: conduct in-service seminars for their teachers as often as possible or send their teachers to seminars that will help enhance their teachings; hire a full-time counselor, as their budget allowed, so that children can have someone to listen and advice them when they needed one; mentor their students even when they already have graduated; strengthen their relations with parents and keep all communications open to them; and brainstorm for more creative ideas to be able to meet the needs of the children.

Recommendations for Further Study

The researcher recommended that a similar study be conducted to other Nazarene schools. Also, using the same method and questionnaire used in this study, the researcher recommended that the same be conducted to the same participants after 10 years to see if the students' view towards VNBC remained the same or if VNBC has lasting impact in their lives. However, future studies which may use this model in VNBC or other schools

may or may not arrive to the same result as presented in this study as each person has their own story.

APPENDIX A

OPEN-ENDED QUESTIONNAIRE FOR STUDENTS

1. In what ways VNBC impact the spiritual development of its students?
 - a. Tell me about God. How have you come to think that way? Who is Jesus?
 - b. Are you a Christian? If you are, when? What brought you to that decision? What does it mean to be a Christian?
 - c. What does it mean to be in a Christian school? How does it affect or not affect your spirituality?
2. In what ways VNBC impact the intellectual development of its students?
 - a. What has been the greatest thing about studying in VNBC? What is the worst?
 - d. How are you doing in your studies?
 - e. What do you like to be when you grow up? Why? Can you tell me about it? What will you do to achieve your dreams?
3. In what ways VNBC impact the social development it students?
 - a. How many friends do you have? Where did you meet your friends?
 - b. What do you like to do in school most? Why? Whom are you having these fun times with? Where?
4. In what ways VNBC impact the emotional development of its students?
 - a. How do you feel about coming to school? Why? Can you tell me about it?
 - b. What makes you happy? What makes you sad? Why?
 - c. Who helped you when you are sad?
 - d. What is/are you fears? How did you overcome or not overcome your fear/s?
5. In what ways VNBC impact the physical development of its students?
 - a. What kind of foods do you like to eat?
 - b. What foods are allowed at school? What foods are not allowed? Why?
 - c. What games do you like to play?

APPENDIX B

OPEN-ENDED QUESTIONNAIRE FOR PARENTS

1. In what ways VNBC impact the spiritual development of its students?
 - a. How do you see your child spiritually before studying at VNBC? How do you see your child now?
 - b. Does your child believe in God? How long? How did your child come-up to that decision?
 - c. How does your child's belief or not belief in God affect his or her life?
2. In what ways VNBC impact the intellectual development of its students?
 - a. How is your child intellectually before studying at VNBC? How do you see your child now? Is there or is there not a difference?
 - b. Describe your child's study habit? What do you think is the factor behind that study habit?
 - c. What is/are your child's dreams? What did he or she do to achieve that dream?
3. In what ways VNBC impact the social development of its students?
 - a. How is your child socially before studying at VNBC? How do you see your child now? Is there or is there not a difference?
 - b. Who are your child's friends? What do you know about them? Where did they get to know each other? How long have they been friends?
4. In what ways VNBC impact the emotional development of its students?
 - a. How is your child emotionally before studying at VNBC? How do you see your child now? Is there or is there not a difference?
 - b. What make your child happy? What make your child sad?
 - c. What is/are your child's fears? How is your child coping with that fear/s?
5. In what ways VNBC impact the physical development of its students?
 - a. How is your child physically before studying at VNBC? How do you see your child now? Is there or is there not a difference?
 - b. How do you think the school is helping or not helping your child in his or her physical development?
 - c. What foods are allowed or not allowed at school? How do you think will this help your child physically?

APPENDIX C

OPEN-ENDED QUESTIONNAIRE FOR TEACHERS

1. In what ways VNBC strive to impact the spiritual development of its students?
 - a. How do you see the child spiritually? What do you think influence that behavior?
 - b. What spiritual activities are you doing at school? How did these activities lead or not lead the students to seek relationship with Christ?
2. In what ways VNBC strive to impact the intellectual development of its students?
 - a. How do you see the child intellectually? How is he or she is doing in school?
 - b. How is the child coping with his or her schoolwork?
 - c. What do you think is the child's study style? How is this evident?
 - d. Do you think he or she is prepared for further intellectual achievements?
3. In what ways VNBC strive to impact the social development of its students?
 - a. How long have you known the child? How do you see the child socially when you first meet him or her? How do you see the child socially now?
 - b. What memorable memories have you had with this child? What makes it memorable?
 - c. How does the child behave in the classroom, in chapel, at play, and other activities?
 - d. Is the child participating in school activities? How?
4. In what ways VNBC strive to impact the emotional development of its students?
 - a. How do you see the child emotionally? Is he or she friendly? Loner? What do you think causes this behavior?
 - b. How is the school addressing or not addressing the emotional needs of its students?
5. In what ways VNBC strive to impact the physical development of its students?
 - a. How do you see the child physically? Is the child healthy or sickly? Why do you think so?
 - b. How do you think the school meet or not meet the physical needs of their students? Can you tell me about it?

APPENDIX D

LETTER TO THE PRESIDENT OF VNBC

Dr. Julie M. Detalo
President
Visayan Nazarene Bible College

Dear Madam:

Greetings in the name of our Lord and Savior Jesus Christ!

I am Morita Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I am requesting for permission from your good office to allow me to conduct a research in your school. The title of my thesis is: "An Analysis of the Effect of Visayan Nazarene Bible College (VNBC) Elementary School Upon the Development of its Selected Students from a Holistic Developmental Perspective." This study is in pursuit of the degree Master of Arts in Religious Education – Holistic Child Development at Asia-Pacific Nazarene Theological Seminary.

My research will involve interviewing two selected students of your school especially those who came from less privileged family, their parents, and the teachers who are directly involved in the education of these students, and you as the school administrator. I will also do some observation of the students' behavior in classroom and outside classroom activities at school. I am interested to know how the school is impacting the students in their spiritual, intellectual, social, emotional, and physical development. I also need to obtain information from your good office as to who can be these students. All information obtained in this study will be treated with proper respect.

This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable reply. Thank you so much for your kind consideration and support.

God bless you.

Respectfully yours,

(signed) MORITA ONOFRE DIALING

APPENDIX E

LETTER TO THE PARENTS OF STUDENTS

Dear Mr. & Mrs. _____:

Greetings in the name of our Lord and Savior Jesus Christ!

I am Morita Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite your son/daughter to participate in a research project which will benefit the school Visayan Nazarene Bible College and its students. I am interested to know how the school is impacting the students in their spiritual, intellectual, social, emotional, and physical development. The title of my thesis is: "An Analysis of the Effect of Visayan Nazarene Bible College (VNBC) Elementary School Upon the Development of its Selected Students from a Holistic Developmental Perspective." This study is in pursuit of the degree Master of Arts in Religious Education – Holistic Child Development at Asia-Pacific Nazarene Theological Seminary.

My research will involve interviewing you and your son/daughter on a one-on-one basis for 1 hour for three times. A group interview which will involve your son/daughter and another student for about the same length of time will also be done. A follow-up interview will be added for a shorter period if necessary. It will be done on the first to third week of March 2011 at VNBC. I will also be observing your son/daughter and his/her classmates in their classroom and outside the classroom activities.

I am aware that your son/daughter may be vulnerable to someone determining what he/she has said during the interview. Because of this, I will protect your son/daughter as much as possible by giving him/her pseudonym so that he/she will not be identified. I will give your son/daughter a copy of the transcription of the interview for him/her to make changes if he/she wants. Your son/daughter also has the right to withdraw his/her participation from the study.

This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable reply. Thank you so much for your kind consideration and support.

God bless you.

Respectfully yours,

(signed) MORITA ONOFRE DIALING

Please sign below if you are willing to allow your son/daughter to participate in this study.

Signature _____

Printed Name _____

Date _____

APPENDIX F

LETTER TO THE STUDENTS

Dear Mr. /Miss _____ :

Greetings in the name of our Lord and Savior Jesus Christ!

I am Morita Onofre Dialing, a student of Asia-Pacific Nazarene Theological Seminary. I would like to invite you to participate in a research project which will benefit you, your school Visayan Nazarene Bible College, and the students enrolled in your school. I am interested to know how the school is impacting the students in your school in their spiritual, intellectual, social, emotional, and physical development. The title of my thesis is: "An Analysis of the Effect of Visayan Nazarene Bible College (VNBC) Elementary School Upon the Development of its Selected Students from a Holistic Developmental Perspective." This study is in pursuit of the degree Master of Arts in Religious Education – Holistic Child Development at Asia-Pacific Nazarene Theological Seminary.

My research will involve interviewing you on a one-on-one basis for 1 hour and a group interview which will involve you and another student for about the same length of time. It will be done on the first to third week of March at VNBC. A follow-up interview will be added for a shorter period if necessary. I will also be observing you and your classmates in your classroom and outside the classroom activities.

I am aware that you may be vulnerable to someone determining what you have said during the interview. Because of this, I will protect you as much as possible by giving you pseudonym so that you will not be identified. I will give you a copy of the transcription of the interview for you to make changes if you want. You also have the right to withdraw your participation from the study.

This study will be shared with my thesis committee. The result of the study will be published at Asia-Pacific Nazarene Theological Seminary. Commission on Higher Education and your school will be given a copy of the thesis.

I humbly request for your support and I am looking forward to your favorable reply. Thank you so much for your kind consideration and support.

God bless you.

Respectfully yours,
(signed) MORITA ONOFRE DIALING

Please sign below if you are willing to participate in this study.

Signature _____

Printed Name _____

Date _____

APPENDIX G

RESPONSE LETTER FROM THE PRESIDENT OF VNBC



Re: Letter to the President of VNBC

Tuesday, March 1, 2011 12:36 AM

From: "annie montecastro" <ajmontecastro@yahoo.com>

To: "Rhitz Dialing" <rhitzdial06@yahoo.com>

Dear Morita,

You are very much welcome to do your case study here. I will have to discuss with the department coordinator about this. When are you coming? This week is the final exam for our grade six pupils.

The next two weeks will be the best time to conduct your study. Yes, VNBC is committed to assist our graduates in any way we can.

Looking forward to your coming.

Maam Jean

From: Rhitz Dialing <rhitzdial06@yahoo.com>

To: Julie Detalo <jmdetalo5@yahoo.com.ph>; ajmontecastro@yahoo.com

Cc: Nativity Petallar <npetallar@apnts.edu.ph>; morita dialing <morita.dialing@apnts.edu.ph>

Sent: Mon, February 21, 2011 4:58:16 PM

Subject: Letter to the President of VNBC

Dear Ma'am:

Good Day! I pray all is going well with the school.

I am now on my thesis writing stage and I chose to conduct my study in VNBC which my thesis panel also approved. I am therefore asking your permission to conduct my study in VNBC. Attached is my letter for you.

Thank you very much for considering my request. God bless you.

Respectfully yours,
Morita Onofre Dialing

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CURRICULUM VITA

Name : Morita Onofre Dialing

Date of Birth : January 23, 1982

Place of Birth : Gabuc, Pontevedra, Capiz

Permanent Address : Culasi, Ajuy, Iloilo 5012

Civil Status : Single

Educational Attainment

Elementary : Culasi Elementary School, 1995.

High School : Culasi National High School, 1999.

College : University of San Agustin, Iloilo City, 2000
-units earned

: Visayan Nazarene Bible College, 2007
- Bachelor of Arts in Religious Education

Work Experience

- Christian Living Teacher Visayan Nazarene Bible College
High School Department, First Year Class
(Academic Year 2006-2007)
- Teacher Clarita Damires Carnate Nazarene Christian School
(Academic Year 2007-2008)
- Teacher Famous Christian Academy
(Academic Year 2008-2009)
- Student Assistant Asia-Pacific Nazarene Theological Seminary
Office of the Registrar
2009 – 2011
- Kids Klub Teacher Asia-Pacific Nazarene Theological Seminary
2009-present
- Sunday School Teacher 1996-present

