

Aesthetic Teaching Pedagogies

Aesthetic Teaching Pedagogies:

A Voice of Experience

By

Reynaldo B. Inocian

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—The Author

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—The Author

PREFACE

This book entitled “Aesthetic Teaching Pedagogies: A Voice of Experience” is crafted for all students who wish to make a career in teaching; for the novice teachers who still need an enhancement training required for their career development as young teachers; for expert teachers who are still looking for valuable teaching resources for arts integration; and those who are passionate about the teaching profession.

The first four chapters of this book offer the rationale of the teacher’s experience, the competencies for an outcomes-based instruction, and the curriculum planning and implementation. The first chapter of this book narrates the author’s self-efficacy in teaching for the past 25 years. The second chapter gives enough examples of assessment tools: both conventional and authentic, and how these are derived from the learning competencies and learning standards. The third chapter orients the reader on the basics of curriculum development: the philosophical background, curriculum designs, the formulation of learning objectives, and culminates in the making of a syllabus for arts-based teaching and learning. The fourth introduces the learning resources and activities appropriate for each of the seven major arts included in the learning process.

The remaining four chapters provide the visual presentation and the actual exemplification of the required steps of teaching methods using the principle of an integrated arts teaching design. The fifth chapter highlights the teaching of critical thinking skills as the first quadrant model of teaching. The sixth chapter focuses on the teaching of communication and survival skills as the second quadrant. The seventh chapter concentrates on the teaching of understanding and reflections through collaboration skills and the different strategies for cooperative learning as the third quadrant. The eighth chapter explains the teaching of creative thinking as the fourth quadrant, where the principles of project-based learning, problem-based learning, inquiry-based teaching, and the different forms of synectics teaching are emphasized.

All the eight chapters within this manuscript, once used in classroom teaching in the School of Education or Humanities, are completed with two learning activities to be used as an evidence of learning, and as a teaching resource for the professors as well. For parents who read this book, they are made aware to understand the complexities of learning of

their kids under the tutelage of their teachers, so that they can be a counterpart of their children' learning success at home—a connection of life support.

—The Author

CHAPTER ONE

THE ART OF SELF-EFFICACY IN TEACHING: 25 YEARS OF A PAINSTAKING JOURNEY¹

This chapter introduces a daring confession of my self-efficacy within 25 years of a painstaking journey in the teaching profession. The primary research methods used to document my self-efficacy are grounded theory; auto-ethnography of my personal and professional life; narratives on self-regulation, self-mentoring, and valuing influences of significant others; and lived experiences. Recognizing one's self-efficacy in teaching creates the total life of the school, upon which is founded the functional curriculum which creates a desirable framework for existence.

Self-efficacy Framework

Renewing a curriculum for effective teaching and learning requires self-efficacy to obtain its expected outcomes. The realization of a school's functional Curriculum Development System (CDS) is based on the self-efficacy theory of Albert Bandura, which necessitates a propelled outcome-based portrait for instructional delivery. Bandura defines efficacy of the self as "beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments—" (quoted in Kendra, 2016).² One of these attainments is the faculty's contribution to enhancing, if not to improving, the existing school curriculum that incorporates best practices in quality teaching and learning. This attainment cuts across the four elements of a curriculum namely: (1) intent, (2) content, (3) learning experiences, and (4) evaluation (Pawilen,

¹ University Professor, Social Sciences Department, College of Arts and Sciences, Cebu Normal University, Cebu City, Philippines.

² Albert Bandura in his self-efficacy theory, quoted by Cherry Kendra, "Self-efficacy: Why Believing In Yourself Matters." *verywell*, June 22, 2016. www.verywell.com/what-is-self-efficacy-2795954.

2015, pp. 9-12).³ Dealing with these elements in a slightly different order here, evaluation is elaborated on in Chapter 2, curriculum intent in Chapter 3, learning experiences in Chapter 4, and content is embedded in Chapters 5 to 8.

Socrates, the “father of introspection,” emphasized the importance of “knowing thyself,” in order to determine whether life is worth living (Bauzon, 2002, p. 188).⁴ This is the essence of auto-ethnography, where scholars become more self-reflexive and position themselves so as to resist conventional practices and anticipate transformation (DeLeon, 2010, p. 8).⁵ Being granted a year of sabbatical leave, after 25 years of continuous teaching, both in the University of San Carlos (1991-1998, a private sectarian university) and in the Cebu Normal University (1998-2016, a state secular university), not only gave me sufficient time to engage in self-introspection, self-reflection, inner healing, emotional catharsis, and self-mentoring in the struggle to become a self-transformed, more empowered person, and to continue to live in this career of teaching for 21st-century education; it also allowed me to have adequate time to write this manuscript. The product of this scholarly undertaking is a barometer of effectiveness in and steadfast dedication to the teaching profession. For Deman-Burger (1986, as quoted by Segall & Wilson, 1998, p. 20), believing in one’s own effectiveness is one of the characteristics of effective teachers.⁶

McCallum and Price (2010, p. 31) argue that allowing enough time for relaxation and reflection promotes a strong and confident individuality, i.e. an individual’s connectedness to his or her feelings, self-esteem, and self-efficacy.⁷ Transcending the power to choose, can hopefully–, in time, change my life’s dream from being a classroom teacher to an international writer as well. This reflection is guided by one of the criteria for human

³ Greg T. Pawilen, *Curriculum Development: A Guide for Teachers and Students* (Manila: Rex Book Store, 2015), pp. 9-12.

⁴ Prisciliano T. Bauzon, *Handbook in Social Philosophy* (Mandaluyong City: Rex Book Store, 2002), p. 188.

⁵ Abraham P. DeLeon, “Anarchism, Sabotage, and a Spirit of Revolt,” *Critical Theories, Radical Pedagogies, and Social Education, New Perspectives of Social Studies Education* (Rotterdam: Sense Publishers, 2010), p. 8.

⁶ W. Deman-Burger, *Effective Teaching: Observation from Research* (1986), quoted by William E. Segall & Anna V. Wilson, *Introduction to Education Teaching in a Diverse Society* (New Jersey: Prentice-Hall, Inc. Simon & Schuster/A Viacom Company, 1998), p. 20.

⁷ Faye McCallum & Deborah Price, “Well Teachers, Well Students,” *Journal of Student Wellbeing*, vol. 4 (1) (2010), p. 31.

life, i.e., the ability to plan the future (Gluchman, 2014, p. 185).⁸ The art of writing is one of the greatest requirements of a scholar in a university. The Philippine Commission on Higher Education technical panel member on teacher education, Dr. Purita P. Bilbao, elaborates on this: “those teachers who have been teaching for at least ten years, obtained a doctor’s degree, fulfilled the last stage of their career path of being professional teachers [and] are considered an artist—” (Castro, 2012, pp. 54-56).⁹ As an artist, I allow my inner voice to be heard as an expression of my thoughts and feelings on what I have gone through in the 25 years of my career, through relevant instruction and active participation in research and publication. Eisner (1983, in Jagla 1994, p. 14), supports the idea that teachers who have been recognized for excellence are often termed “artistic” since they excel in the practice of their art.¹⁰

With ample time to transcend these things, I realized a compelling vision—a paradigm in which a teacher engages in lifelong leadership—a journey to mold learners’ dreams, to fulfill the belief of Dr. Jose P. Rizal, a Philippine national hero, that the “youth are the hope of the fatherland” (Pasigui & Cabalu, 2014, pp. 1-359;¹¹ Maranan, 2015, pp. 1-421¹²). Realizing this end is never easy, because a teacher has to fulfill a lot of leadership duties and functions in the school and in the community, becoming more vulnerable to pressures in the profession, physical exhaustion, emotional suffocation, and finally burn out. In order not to be totally drained, I engage in the writing of books; research and publications; consultancies and training courses; paper refereeing, editing, and revising;—to divert attention and to escape unpleasant realities in the workplace.

The scholarly activities I engage in can validate my efficacy before the age of retirement, subsequent to the erratic vision of my profession in my career’s “bumpy road.” This represents my work frustration regarding the “ups and downs” in my career—shattered dreams—by those people in power

⁸ Gluchman, p. 185.

⁹ Purita P. Bilbao, Professionalism and Personal Welfare, Module 4. Teacher Education Council, Department of Education, quoted by Flordeliza A. Castro, *Journeying the Teaching Myself and My Career*, in Special Topics in Education, vol. 1 (Quezon City: Lorimar Publishing, Inc., 2012), pp. 54-56.

¹⁰ Virginia M. Jagla, *Teachers’ Everyday Use of Imagination and Intuition in Pursuit of the Elusive Image* (New York: State University of New York Press, 1994), p. 14.

¹¹ Ronnie E. Pasigui and Danilo C. Hipolito, *Jose Rizal, the Man and the Hero, Chronicles, Legacies & Controversies*, 2nd Edition (Quezon City: C & E Publishing, Inc., 2014), pp. 1-359.

¹² Ruben D. Maranan, *Jose Rizal First Global Filipino Hero* (Quezon City: C & E Publishing, Inc., 2015), pp. 1-421.

whose risks are miscalculated,...indicative of an impersonal leadership... Johnson (2017, p. 4) calls this painful episode in our lives, enlightenment—a “moving on to a higher place,” one of the greatest lessons in life.¹³

With the end in mind of supporting that enlightened vision, *Aesthetic Teaching Pedagogies* is conceptualized to be written in full manuscript form as dictated by an inner voice, through which a legacy of support “gushes out” to improve the teaching profession. This decision is dictated by the greatest power to choose (Kohe, 2010, pp. 1-70)¹⁴ aesthetic teaching as a showcase for a humanistic mode of instructional delivery. *Aesthetics* refers to the love of beauty, to cultural criteria for judging beauty, and to individual taste (Feeney, Christensen & Moravcik, 2001, p. 309).¹⁵ This definition is suitable for a contextualized and learner-centered instruction, where learners are free to express themselves in their own voices, become sensitive to existing realities, and question the conventional status quo.

What constitutes aesthetic teaching? Aesthetic teaching refers to the integration of the visual, literary, theatrical, musical, performative, communicative, and naturalistic arts in the teaching and learning process (Inocian, 2015, pp. 131-143).¹⁶ Aesthetic teaching requires a wider focus on the self-expression of inner voices that allows the individual psyche to be free. It is anchored on the Renaissance approach of humanism, where the human person, not God, is the focal point of art, literature..., etc., and Erasmus (1466-1536) developed this idea into a humanistic theory of education (Segall & Wilson, 1998, p. 49).¹⁷ The seven arts of teaching,—as mentioned above; promote the holistic development of the students’ potential: to be more critical and creative, as discussed in Chapter 4.

As a scholar, I write professional education and humanities books for teacher education and social science students, as a personal redemption of my lost academic self-esteem, waning self-identity, downtrodden career opportunities, and work displacement; pulled in different directions by an irrational and cynical yet, transformative university management for more

¹³ Andrew P. Johnson, *Positive Disintegration: Creativity and Enlightenment*, Academia.edu., p. 4.

¹⁴ J. Martin Kohe, *Your Greatest Power* (New Delhi: The Napoleon Hill Foundation, 2010), pp. 1-70.

¹⁵ Stephanie Feeney, Doris Christensen & Eva Moravcik, *Who am I in the Lives of Children? 6th Edition* (New Jersey: Prentice-Hall, Inc., 2001), p. 309.

¹⁶ Reynaldo B. Inocian, “Integrated Arts-based Teaching (IAT) Model for Brain-based Learning,” *Journal of Curriculum and Teaching*, Vol. 4 (2), (2015), pp. 131-143, DOI: 10.5430/jct.v4n2p130.

¹⁷ Segall & Wilson, p. 49.

than a decade. Surviving this harsh reality keeps me “on track”—, to become flexible in moving on; and to consider the positive aspects of life. This is what Bandura (1994) calls enactive mastery experiences, which overcome obstacles through perseverance (in Shin & Nakagami, 2015, p. 64).¹⁸ Remembering that teachers have a crucial role in shaping the minds of the learners, Segall and Wilson (1998, pp. 19-21);¹⁹ Rennie, Hackling and Goodrum (2003, p. 32);²⁰ and DeLeon (2010, pp. 1-12)²¹ believe that “teachers are the key to change their approach to solving problems, manifest high expectations, use their lived experiences, and personal voices to construct knowledge, and recognize the importance of continuous improvement of the profession in improving learning.”

This calls for teachers to use social reconstruction and critical pedagogies in teaching. Merryfield and Remy (1995, p. 45) believe that through the school climate of cynicism, teachers’ innovation and creativity are constrained.²² Friction between administration and the faculty ignites hostile relationships, which negatively affect the school’s quality (Glasser, 1998, pp. 1-119).²³ With so-called top-down management, the risk of which is uncalculated, the faculty has become “a wallowing victim at the mouth of an alligator”—, collateral damage—an indication of poor leadership organization. Gibson (2010, p. 49) calls such boss-managers “lambs among wolves;—”²⁴ yet, deep inside, what is worse is that they are genuine “wolves in sheep’s clothing.” they take advantage of the faculty to boost their interests such as, the achievement of a higher performance bonus; without giving due recognition to the laborious efforts, which outrageously receive much less reward. Is this justice in an organization’s command responsibility?

¹⁸ Kimie Shin & Masafami Nakagami, “An Analysis of the First-year Class on the Self-efficacy of University Students in Japan,” *Journal for Curriculum and Teaching*, Vol. 4 (2), (2015), p. 64, DOI: 10.5430/jct/v4n2p62.

¹⁹ Segall & Wilson, pp. 19-21.

²⁰ Léonie J. Rennie, Mark Hackling, and Denis Goodrum, “School Science and Technology Education in Australia and the Pacific,” *Innovations in Science and Technology Education*, Vol. VIII (Madrid: UNESCO Publishing, 2003), p. 32.

²¹ DeLeon, 2010, pp. 1-12.

²² Merry M. Merryfield and Richard C. Remy, eds., *Teaching About International Conflicts and Peace* (State University of New York Press, 1995), p. 45.

²³ William Glasser, *The Quality School Teacher*, Revised Ed. (New York: Harper Perennial, 1998), pp. 1-119.

²⁴ Rich Gibson, “Why Have Schools?” *Critical Theories, Radical Pedagogies, and Social Education, New Perspectives for Social Studies Education* (Rotterdam: Sense Publishers, 2010), p. 49.

In order to be more effective, leaders need to manifest creative leadership, i.e., people-centered, taking a gradual, yet calculated risk to allow change to try and develop and penetrate throughout the school system, allowing time to let go of old practices and grab hold of the new ones. However, constant change damages the culture of schools and the spirit of educators (Deal, 1990, in Greenman, 1994, p. 14).²⁵ Thus, this scenario needs effective leadership. Effective leadership and organization prompt a euphoric animation of feeling, a well-capacitated and more empowered workforce (Pineda, 2015, p. 4).²⁶ This requires that leadership is shifted from the skyline approach of top-down management to a grassroots approach, with more empowered people. For Johnson (2014, p. 2), “Teachers should be empowered to make the choices that are best for their students.”²⁷ Empowerment is a translation of teacher leadership, which exemplifies a paradigm shift to making the right decisions for students, rather than for those few administrators at the top of the pyramid (Ocbian & Dichoso, 2015, p. 19), acting like demi-gods.²⁸

Creative and empowered teachers are hindered in their performance of what is expected of them when they do not receive sufficient support, i.e. attributed to questionable policies and imbalance between the administration and the faculty. When teachers express creativity in their work, it increases their extrinsic rewards, and is bound to increase creative autonomy in the classroom (Segall & Wilson, 1998, p. 7).²⁹ While the greater part of school administration expects high performance, faculty members are getting depersonalized; instead of being productive—a sign of poor administrative leadership—the faculty members become less effective.

This indicates poor leadership; and where the varying needs of the faculty are not met, the widening scope of bureaucracy widens the gap

²⁵ T. E. Deal, “Reforming Reform,” *Educational Leadership* 48 (8), pp. 6-12, in Nancy P. Greenman, “Not All Caterpillars Become Butterflies: Reform and Restructuring as Educational Change,” *Changing American Education, Recapturing the Past or Inventing the Future?* (New York: 1994), p. 14.

²⁶ Hedeliza A. Pineda, “Work Values of General Chemistry Teachers in Selected Colleges in Relation to Student Achievement: a Proposed Teacher Paradigm Shift,” *Kini: An Interdisciplinary Research Journal of Cebu Technological University*, Vol. 8 (2015), p. 4.

²⁷ Andrew P. Johnson, “Defining Your Educational Philosophy,” an excerpt from *Education Psychology: Theories of Learning and Human Development* (National Science Press, 2014), p. 2.

²⁸ Magdalena M. Ocbian and Maricel Ayala-Dichoso, “Empowering Secondary School Teachers Through Administrative Tasks,” *Asia Pacific Journal of Multidisciplinary Research*, Vol. 3 (4) (2015), p. 19.

²⁹ Segall & Wilson, p. 7.

between them. Glasser points out that quality depends on people-centered and not performance-centered leadership (1998, p. 55).³⁰ This calls for a caring leadership in higher education (Uusiautti & Matta, 2013, p. 404),³¹ i.e., mature, pro-faculty, and pro-students. Achieving excellent performance in the organization is possible when the need for love, power, freedom, fun, and survival is respected by both the school administration and the faculty in order to make life worth living (Uusiautti & Matta, p. 399).³² The absence of any of these five makes the organization parasitic.

Building on Glasser's premise, Bennis and Goldsmith say that our quality of life depends on the quality of our leaders, and that cynicism poisons our work environment (1997, p. 42).³³ When the work environment in a school is poisoned, the faculty may experience depersonalization that leads to personal seclusion and disbelief in the inner self and the people around them, in the community and the rest of the world (McCallum & Price, p. 27).³⁴ The cynicism of the administration kindles the depersonalization of the faculty, which ignites anarchism, sabotage, and a spirit of revolt (DeLeon, 2010, pp. 1-12).³⁵ Cynicism or depersonalization is the ensuing development of emotional exhaustion, which results in disengagement from work (Mangi & Ali Jalbani, 2013, p. 475).³⁶ William Glasser in his choice theory emphasizes the need to stop the culture of boss-managing and to replace it with the culture of lead-managing in order to maintain the high quality school teacher and improve the standards of the school (p. 4).³⁷ For Glasser, choice theory is a new explanation of how we choose to live our lives more profitably (pp. 97-98).³⁸ The goal of this theory is to allow greater empowerment of the faculty to let them grow professionally and obtain greater fulfillment in their careers.

³⁰ Glasser, p. 55.

³¹ Satu Uusiautti & Kaarina Matta, "Enhancing University Students' Study Success Through Caring Leadership," *1st Annual International Interdisciplinary Conference AIIC 2013*, April 24-26, 2013 (Azores, Portugal: ESJ, 2013), p. 404.

³² Ibid. p. 399.

³³ Warren Bennis & Joan Goldsmith, *Learning to Lead a Workbook on Becoming a Leader, Updated Ed.* (Massachusetts: Perseus Publishing, 1997), p. 42.

³⁴ Faye McCallum & Deborah Price, p. 27.

³⁵ DeLeon, pp. 1-12.

³⁶ Riaz Ahmed Mangi & Amanat Ali Jalbani, "Occupational Psychology in Higher Education Institutions: A Study in Pakistan," *European Scientific Journal*, vol. 9, no. 32 (2013), p. 475.

³⁷ William Glasser, p. 4.

³⁸ Ibid. pp. 97-98.

Lao Tzu, (quoted in Bennis and Goldsmith, p. 155) says that “when leaders fail to honor people, then they fail to honor you...”³⁹ This creates a strong antagonism on the part of the faculty, who have a silent voice of resistance, the so-called unwritten code, seeking to undermine a poor administration, which affects the humanitarian principles of team management and collegial decision-making. This leads to a reduction of the well-being of the faculty and their ability to perform at their best. Pillay, et al. state that a reduction of individual achievement might result in declining self-confidence and self-effectiveness and unproductive thought processes (2005, in McCallum & Price, 2010, p. 27).⁴⁰ The administration and the faculty can hardly set off toward a common destination, because of a leadership-followership mismatch and a profound indecisiveness in times of organizational leadership crises. Some members of the faculty remain passive; the rest are inimical, indicative of a disturbing institutional management.

Merryfield and Remy characterize this as a form of cynicism (p. 45),⁴¹ while Bennis and Goldsmith dub it “glitch leadership” (pp. 1-10),⁴² a situation where the faculty is expected by the administration to engage in research and publication, without being given sufficient training or clear-cut policies on the technicalities of effective writing and other ethical considerations in preventing plagiarism, infringement, and other forms of research cannibalism. When these things occur, maligning the reputation of the faculty members, who are labelled as plagiarists or as “predators,” is the easiest way for the administration to condemn, to show its efficiency; yet with a punitive management system, the reputation and good name of the institution are tarnished by the label of “low quality,-” which is applied by other reputable educational institutions. Though, the aforesaid training courses may be provided late, when cases are filed, these only remain an attempt to find cover-up solutions to issues which have not been addressed, because of the administration’s ineptness and misguided arrogance. Are all of these contemptuous human acts forgivable? Seemingly not, because as Marc Bekoff argues, individuals are not essentially higher

³⁹ Warren Bennis & Joan Goldsmith, p. 155.

⁴⁰ H. Pillay, R. Goddard & L. Wilss, “Well-being, burnout and competence: implications for teachers,” *Australian Journal of Teacher Education*, vol. 30 (2) (2005), pp. 22-33, quoted in Faye McCallum & Deborah Price, “Well teachers, well students,” *Journal of Student Wellbeing*, vol. 4 (1) (2010), p. 27.

⁴¹ Merry M. Merryfield and Richard C. Remy, p. 45.

⁴² Warren Bennis & Joan Goldsmith, pp. 1-10.

in morality compared to the ordinary animals (Gluchman, 2014, p. 184),⁴³ which means that, no matter how we are educated, our instinct to fight and annihilate people who are lower in rank and status is a manifestation of the animal behavior within us. Others who are conditioned into this situation remain inimical and complacent because they fear the escalation of conflict to one of a wider magnitude; but a few remain steadfast, seeking to be radical, to stop the conflict and come up with a consensus or collaboration for better understanding—a proof of our level of education, which our counterparts in the animal kingdom do not have.

These brewing concerns call for a radical decision to redeem lost identity, which whispers with an inner voice to create changes in the professional landscape to some newly operating state universities in the Philippines, whose management is comparable to that of a parochial school in the countryside, urging such schools to behave truly like real universities. This calls for a certain degree of “conscientization” among the school institution’s stakeholders. Paulo Freire, an outstanding Brazilian educator who wrote *The Pedagogy of the Oppressed*, defined *conscientization* as the gradual introspective consciousness in recognizing personal and collective contradictions that can bring about changes in a person’s life and progress in society (Vega, Prieto & Carreon, 2006, p. 22).⁴⁴ In critical pedagogy, one way to achieve this is through writing and publication, where ...writing articles and books and reading a paper... are things undertaken not for self-development alone, but also for national development (Gripaldo, 2009, p. 19).⁴⁵ This necessitates radical changes in the academe through the use of direct social action, critical pedagogy, and sabotage (DeLeon, 2010, pp. 1-12).⁴⁶ Winston Churchill asserts that the “first duty of a university is to teach wisdom, not a trade; character, not technicalities” (Gangi & Patterson, 2001, p. 25).⁴⁷ In a university, the academics should be protected by executive and financial autonomy and

⁴³ M. Bekoff, “Wild Justice and Fair Play: Cooperation, Forgiveness, and Morality in Animals.” *Biology and Philosophy* 2004, 19 (4), 489-520, as quoted by Vasil Gluchman, “Humanity in the Context of Professional Life,” *European Scientific Journal*, Special Edition, vol. 2 (2014), p. 184.

⁴⁴ Violeta A. Vega, Nelia G. Prieto & Myrna L. Carreon, *Social Dimensions of Education*, (Quezon City: Lorimar Publishing Co., Inc., 2006), p. 12.

⁴⁵ Rolando M. Gripaldo, “Filipino Philosophy and Nation Building,” *The Making of a Filipino Philosopher and other Essays* (Mandaluyong City, Rex Book Store, 2009), p. 19.

⁴⁶ DeLeon, pp. 1-12.

⁴⁷ Caro Kelly-Gangi & Jude Patterson (editors), *Celebrating Teachers, a Book of Appreciation* (New York: MetroBooks, 2001), p. 25.

academic freedom (Akyol & Arslan, 2014, p. 76)⁴⁸ to maintain a sustainable higher education institution (Cortese, 2003, in Raus, 2013, p. 452).⁴⁹ This country needs and deserves more critical thinkers in rebuilding the educational system...–for us to become a better Philippines, enjoying the correct practices of the true essence of democracy (Gonzales, 2016, pp. 2-3),⁵⁰ and replicating a progressive university leadership, where professors are in a good position to be seen as models in research and dissertation supervision (Biggs & Tang, 2009, p. 35).⁵¹ To achieve this, William James (in Bennis & Goldsmith, 1997, p. 69) says; we need an approach:

–In which we become aware of our inner voice, learn how we learn, and shift our paradigm of leadership to include viewing failure as an opportunity for growth.–⁵²

One of the ways to change the existing practices of a cynical school management is to ensure quality instruction and research-based pedagogies, i.e. progressive and transcendent pro-human leadership among school stakeholders. This is one of the ultimate goals of this book, whereby creative teachers mold future leaders. Authentic leaders develop a positive climate in their organization, generating self-confidence in leading and focusing essentially on transparency, self-conscience, and cooperation with ethical standards and moral integrity (Bento & Ribeiro, 2013, p. 124).⁵³ As the Greek philosopher Heraclitus wrote, “If we do not expect the unexpected it will never happen–” (quoted in Bennis & Goldsmith, 1997, p. 124).⁵⁴

⁴⁸ Bertan Akyol & Hasan Arslan, “The Evaluation of Higher Education Problems in Turkey,” *European Scientific Journal*, Vol. 10 (7), p. 76.

⁴⁹ Rea Raus, “Teacher Education for Sustainability–Insights into Evolving Student Teachers’ Identities,” *1st Annual International Disciplinary Conference AIIC 2013*, (Azores, Portugal: ESJ, 2013), p. 452.

⁵⁰ Sellena Gonzales, “Philosophy in Basic Education as a Step to Genuine Philippine Democracy,” *University of the Philippines–Diliman, College of Education* (2016), pp. 1-10.

⁵¹ John Biggs & Catherine Tang, *Teaching for Quality Learning at University, 3rd Edition* (New York: McGraw Hill, 2009), p. 35.

⁵² Warren Bennis & Joan Goldsmith, p. 69.

⁵³ Antonio Veloso Bento & Maria Isabel Ribeiro, “Authentic Leadership in School Organizations,” *European Scientific Journal*, vol. 9 (31) (2013), p. 124.

⁵⁴ Warren Bennis & Joan Goldsmith, p. 124.

We do not know how—, years from now, readers of this book may have changed their lives and maintained optimism about their ability to enhance their self-efficacies and become altruistic in relation to the larger needs of society. Setting expectations is a guide to setting our goals, which become the basis of our actions. Glasser’s choice theory explains the axiom of a lead-management to maintain the so-called *quality school* i.e. working hard for those people who: (1) we care for (love); (2) we honor and respect and who also honor and respect us in return (power); (3) provide us with laughter (fun); (4) emancipate our thoughts and defend us (freedom); and (5) extend succor for the security of our lives (survival) (p. 24).⁵⁵ These five basic needs are a requirement to obtain quality relationships between the school administration and the faculty to promote individual self-efficacies. Fadeyi, Sofoluwe, and Gbadeyan (2015, p. 89) recognize the role of an educational institution in transforming the society by empowering teachers to enhance a humanistic school climate, i.e. one that is more engaging and more productive.⁵⁶ This contextualizes a reciprocal relationship that needs to be harnessed in the national Philippine education landscape. Fadeyi et al. (2015, p. 93) conclude that if the necessary attention is given to teachers’ welfare, this will bring about a positive development in the educational system.⁵⁷

For Bandura, this belief in self-efficacy can change the life of an individual: giving leverage to self-efficacy guides the decisions we make; quality effort makes our task more efficient; tenacity in overcoming obstacles in life prevents failures; and grace under pressure in responding to demanding situations may relieve stress and feelings of depression (Bandura, in Kendra, 2016).⁵⁸ Hitherto, I have made sound decisions from among the varied options in my career. With grit, I engage in self-mentoring and devote more time to writing three editions of a book on the principles and methods of teaching, which has undergone milestones of development since its maiden manuscript in 2000. This decision is imperative, i.e. responding to the questioning mind of a scholar to teach in higher education.

⁵⁵ Glasser, p. 24.

⁵⁶ Victoria Toyin Fadeyi, Abayomi Olumade Sofoluwe & Rotimi Ayodle Gbadeyan, “Influence of Teachers’ Welfare Scheme on Job Performance in Selected Kwara State Secondary Schools,” *Asia Pacific Journal of Education Arts and Sciences*, vol. 2, no. 4 (2015), p. 89.

⁵⁷ *Ibid.* p. 93.

⁵⁸ Cherry Kendra, “Albert Bandura’s Quotes,” paragraph 2, Albert Bandura’s Quotes on Self-efficacy, June 6, 2016. <https://www.verywell.com/what-is-self-efficacy-2795954>.

Carr (2014, p. 215) defines “self-mentoring” as a gesture of self-leadership in a strange or an intimidating environment.⁵⁹ Relying on this definition in my context,—surviving in a rotten management system, after getting squished in a public humiliation, viciousness to left and right,—sharpen my will, enhances my skills, and adapts some sort of coping mechanisms through the use of passive resistance, in order to help me to make peace with myself and harmonize with others in the university community, by being lackadaisical—taking a wait-and-see attitude, keeping a low profile. But, on the other side of life when I reach home, I engage in a self-inventory of the good things in my life against the bad things, as the beginning of inner self-repackaging. Getting rid of problems in our personal and social life necessitates the process of self-transformation, in order to approach the process of inner change (Chin, 2003, pp. 8-17).⁶⁰ Trying to compensate the process of transformation, I spend much time writing, after gardening for a couple of hours and playing with the kids. Writing opens up many opportunities for personal development, and has potential consequences for changing the human sphere to make it a better place for humanity (Şahin, 2010, p. 777).⁶¹

However, this writing endeavor has received much criticism among my colleagues and superiors, because of jealousy and insecurity, which in some ways derails my efficacy in terms of my teaching performance, in a classic display of crab mentality—typical in a Filipino work environment. But, with strong determination, I manage to surpass these negative criticisms, which belittle my expertise, credibility, and passion for excellence. I do believe that it takes a prophet to be known away from his homeland. Jesus’ teachings become popular away from Nazareth, His own town, where He was despised and rejected by His countrymen.⁶² He gained respect from His followers through the miracles of healing that catalyzed the conversion of the majority, in the building of Christianity, as one of the greatest religions in the world.

As laymen, we can hardly perform miracles like Jesus. The most that we can do is to keep on striving and become passionate about quality

⁵⁹ Marsha L. Carr, “Developing Leaders in Higher Education: University Faculty Explore Self-mentoring,” *European Scientific Journal, Special Ed., vol. 1* (2014), p. 215.

⁶⁰ Vicente Hao Chin, Jr., *The Process of Self-transformation*, (Quezon City: Theosophical Publishing House, 2003), pp. 8-17.

⁶¹ Abdullah Şahin, “Effects of the Jigsaw II Technique on Academic Achievement and Attitudes to the Written Expression Course,” *Educational Research and Reviews*, Vol. 5 (12) (2010), p. 777.

⁶² Mark, 6:1.

education through self-mentoring. It is a nice feeling to check the number of visits, reads and citations of my research published in refereed journals through the websites Academia.edu, Google Scholar and ResearchGate. This is where I find solace in the fact that there are people outside who value my work and my self-efficacy. When no one else recognizes these works within the university community, that people outside do recognize them has become very cathartic for me. I have expanded my horizons to relate with other researchers abroad. Research findings show that self-mentors have increased their self-confidence to enhance their respective self-efficacies (Bond & Hargreaves, 2014 in Carr, 2014, p. 215).⁶³ On widening our horizons in most recent times, Beckford (2013)⁶⁴ and Bond and Hargreaves (2014) in Carr (2014, p. 215) expound the view that:

–In self-mentoring, responsibility for self-development is accepted and initiated for self-development by devoting time to navigate within the culture of the environment in order to make the most of the opportunity to strengthen competencies needed to enhance job performance and career progression.–

Through my initiated self-mentoring, I earn a sense of urgency that makes me empowered. Trying to discern the “twists and turns” of my career, I realize the need to become optimistic about life and treat these experiences as one of life’s greatest turning points. After all, the “storms” that hit, I reckon, mend the broken pieces, and restore my self-efficacy. Witnessing my enemies’ current tribulations as the prize of their evil acts, and how they lose face because of legal suits filed against them in courts, how they struggle fighting a dreaded disease and die without sufficient medical treatment; I realize that there really is karma—a lesson I learned in my Hinduism philosophy, which provides me with a breather. I realize that I am lucky and already have been vindicated and started to move on.

This obviously shows feelings of hatred, prejudice, and bias; but Haberman (1995, as quoted by Segall & Wilson, 1998, p. 23) specifies that

⁶³ Nathan Bond and Andy Hargreaves, *The Power of the Teacher Leaders: Their Roles, Influences and Impact* (New York: Routledge, Taylor & Francis Group, 2014), quoted in Marsha L. Carr, “Developing Leaders in Higher Education: University Faculty Explore Self-mentoring,” *European Scientific Journal, Special Ed., vol. 1* (2014), p. 215.

⁶⁴ Avil Beckford, “Self-mentoring: An Idea for the Twenty-first Century,” <http://theinvisiblementor.com/2012/03/26/self-mentoring-an-idea-for-the-twenty-first-century/>, 2012, April, quoted in Marsha L. Carr, “Developing Leaders in Higher Education: University Faculty Explore Self-mentoring,” *European Scientific Journal, Special Ed., vol. 1* (2014), p. 215.

one of the attributes of masterful teachers is the recognition of how to overcome and strive to eliminate these feelings,⁶⁵ and eventually become mature. That realization helps me recover eventually, rebuild my teaching efficacy, and become more merciful and forgiving, even if, for some time, it is harder to forget. In an effort to further define self-efficacy in teaching experience, research advocates target teachers' voices in how they regulate their teaching efficacies in the context of their position and length of service as licensed teachers. Woolfolk defines the self-efficacy of a teacher as "a teacher's belief that he or she can reach even difficult students to help them learn" (Hartfield, 2011, p. 13).⁶⁶ With self-mentoring as a means, I learn to make decisions and take a calculated risk in reshaping my self-efficacy, and to encourage my students also to engage in self-mentoring and self-transformation to build their own self-efficacy too.

Glimpses of My Self-efficacy

Huberman (in Youngusband, 2005, p. 18) reports that "the voices of teachers about themselves and their own interpretations of their profession have been largely ignored."⁶⁷ This happens in a top-down management system where the voice of the administration matters more than the voices of their teachers and students. In a context of grassroots management, the voices of the faculty and the students matter to the administration in providing 21st-century education. This prompts me to transcend, as a teacher and a curriculum developer, my own self-efficacy over the past 25 years of teaching and make my inner voice heard, reflecting my auto-ethnography in most provocative narratives, throughout this chapter.

To Ralph Waldo Emerson (in Bennis & Goldsmith, 1997, p. 25), "when I listen to my inner voice, there is something divine that makes me more effective."⁶⁸ Listening to one's voice is one of the essential elements

⁶⁵ M. Haberman, *Star Teachers of Children of Poverty* (1995) as quoted by William E. Segall & Anna V. Wilson, *Introduction to Education Teaching in a Diverse Society* (New Jersey: Prentice-Hall, Inc. Simon & Schuster/A Viacom Company, 1998), p. 23.

⁶⁶ Kevin Neal Hartfield, "Perceive Levels of Teacher Self-efficacy among Secondary Arizona Agricultural Teachers" (Master's Thesis, The University of Arizona, 2011), p. 13, http://cals.arizona.edu/aed/Hartfield_Thesis.pdf.

⁶⁷ Linda J. Youngusband, "High School Teachers' Perceptions on their working Environment: A grounded Theory Study" (Doctoral Dissertation, Memorial University of Newfoundland), p. 18, http://files.nlta.nl.ca/wpcontent/uploads/public/documents/tchrstudy_lyngbnd/ly_thesis.pdf.

⁶⁸ Bennis & Goldsmith, p. 25.

of self-mentoring and effective leadership. Through years of practice, some teachers modify the way they plan; they learn, experiment, and incorporate ideas from colleagues, in-service education, professional journals or meetings (Merryfield & Remy, 1995, p. 11).⁶⁹ This happens when they listen to their inner voices, learn from their mentors, and give themselves over to a guiding vision for change.⁷⁰ In the teaching profession, Dayagbil (2013, p. 159) concludes that in the workplace, teachers' stories and narratives are the embodiment of the accounts of their lives as educators.⁷¹ Hence, daily reflection and the use of local knowledge are required in order to achieve meaningful self-assessment that will steer teachers toward greatness and improve the quality of instruction.

It has been said that the normal individual brain thinks 5,000 thoughts per day, of which 60% are negative (Laboria, 2013, p. 58).⁷² If this fact is true, it implies that humans are likely to think 3,000 evil thoughts that would harm others, create nonchalance, and cause disorder in society. On a daily basis, the remaining 40% or 2,000 positive thoughts still leave us vulnerable to doing bad things in light of the Hobbesian view of evil; or struggling to be more rational, in view of Rousseau's naturalistic belief that we are essentially good. The goodness of nature, once abused, corrupts us and makes society pathological, as Habermas strongly asserts, because of the suffocation of our life worlds. To maintain the balance of our thinking, in an effort to achieve a better life, a self-assessment of our thoughts is constantly needed in order to achieve our individual yin-yang, life's moderation, by undertaking constant reflection on our own thoughts and actions.

By undertaking this reflection, we can see our high and low moments and chart how to do our best another day. My life's high and low moments are scribbled and clustered through the use of SWOT (strengths, weaknesses, opportunities, and threats) analysis in my journal. This includes thoughts, actions and feelings relating to past and present experiences. The strengths and opportunities are marked with a "happy face-", while weaknesses and threats are marked with a "sad face." Those marked with a "sad face" are considered valuable indicators of my life's turning points, enabling me to do better and grapple for greatness in my teaching career.

⁶⁹ Merryfield & Remy, p. 11.

⁷⁰ Bennis & Goldsmith, p. 25.

⁷¹ Filomena T. Dayagbil, "Learning in the Workplace of Teacher Educators in the Philippines", *European Scientific Journal*, vol. 9 (31) (2013), p. 159.

⁷² Geraldine Laboria, "Brain-based Learning-Revisited," *Paper Presented at the APAC Conference, February, 2013* (Cambridge University Press, 2013), pp. 54-58, retrieved from <http://www.apac.es/publications/documents/magazine77.pdf>.

Those marked with “happy faces” are used as guideposts to regulate self-expression and professional guidance.

My efficacy in teaching is measured by these indicators: performance accomplishments, strengths, personal and profession qualities, weaknesses, negative comments, a work experience profile, and suggestions for improvement. Of the eleven mastery experiences of Bandura, seven are taken from my academic profiles and four are derived from my non-academic experiences. The academic profile includes my experiences relating to academic or university life, which warrant very significant motivation in terms of my professional success; while, the non-academic profiles comprise my experiences outside of my academic life.

According to Hines (2012, pp. 1-21), there is a feasible plan for measuring success in the professional development of the faculty, by emphasizing the best practices that can help in planning for the needed improvement of one’s career.⁷³ She elaborates nine possible strategies namely: (1) customizing a framework for program evaluation; (2) measuring the impact of faculty development; (3) implementing effective evaluation practices; (4) examining expected outcomes; (5) designing useful evaluation measures based on best practices; (6) dealing with the challenges of measuring program effectiveness; (7) determining the application of program evaluation, assessment and review; (8) identifying situational factors impacting one’s evaluation plans; and (9) developing a plan to assess satisfaction and goal-achievement.⁷⁴

Of Hines’ nine strategies, I am engaged most between strategies 4 and 5 in my teaching, where I make use of outcomes-based instruction, as mandated by the Republic of the Philippines’ higher education system. With regard to strategy number 5, I reflect on the textual written evaluations of my students at the end of the semester, noting desirable practices as perceived by them, which are an essential basis in the revision of my monographs. Students’ comments on my actual periodic teaching performance (1st Semester 2011-2012), from 75 students randomly selected by the Dean’s Office of the College of Teacher Education, are noted. Of the 75 respondents, 73 constituting 97% express positive comments about my teaching efficacy, which exhibits an outstanding teaching performance during the period covered by the evaluation.

⁷³ M. T. Hines, “Preservice Middle School Teachers’ Concerns about Differentiated Instruction with African-American Students: The Interaction of Race and Teacher Self-efficacy in Review,” *National Forum of Multicultural Issues*, Journal 9 (2012), pp. 1-21.

⁷⁴ Ibid. pp. 1-21.

The written comments of the respondents are categorized with ranked indicators for teaching self-efficacy using the set of personal and professional qualities of an effective teacher (Segall & Wilson, 1998, pp. 19-21);⁷⁵ Inocian, 2010, pp. 25-27;⁷⁶ Aquino, 1999, pp. 515-527;⁷⁷ Maronilla & Jamora, 2000, pp. 147-171;⁷⁸ Garcia, 1989, pp. 1-20;⁷⁹ Salandanan, 2001, pp. 7-12,⁸⁰ and Calderon, 1998, pp. 14-20⁸¹). These personal and professional qualities set the framework for my self-efficacy in the workplace which stakeholders of the school may use as lenses in determining the teacher's key performance indicators (KPI) for professional growth and development. The personal qualities of the teacher are the source of intrinsic motivation that can be extrapolated for the improvement of one's personal life and professional development. Professional development has remained a key strategy in the educational reform movement (Loucks-Horsely, Love, Stiles, Mundry, & Hewson, 2003, p. 44).⁸²

Meanwhile, professional qualities are the sources of my extrinsic motivation that can be interpolated into my system to improve my career expectations. Loucks-Horsely, et al. (2003, p. 44) further outline seven principles for effective professional development: (1) effectiveness in the instructional process; (2) building opportunities to examine best practices in the knowledge of content and pedagogical content knowledge; (3) productive blending of research-based approaches by teachers who act as adult learners; (4) stakeholders' collaboration to improve existing practice with the help of colleagues or other experts; (5) teacher support in learning engagement and a degree of empowerment; (6) coherence in linking the

⁷⁵ Segall & Wilson, pp. 19-21.

⁷⁶ Reynaldo B. Inocian, *Fundamentals of Teaching, 1st ed.* (Cebu City: Optima Typographics, 2010), pp. 25-27.

⁷⁷ Gaudencio V. Aquino, *Principles and Methods of Effective Teaching* (Manila: National Bookstore, 1999), 515-527.

⁷⁸ Manuel N. Maronilla & Leonarda G. Jamora, "Module on the Effective Teacher," in Diosdada Castillon-Boiser, *Strategies for Teaching A Modular Approach* (Manila: Rex Bookstore, Inc., 2000), pp. 147-171.

⁷⁹ Manuel Buenconsejo Garcia, *Focus on Teaching Approaches, Methods, Techniques* (Quezon City: Rex Bookstore, 1989), pp. 1-20.

⁸⁰ Gloria G. Salandanan, *Teacher Education Journal* (Quezon City: Katha Publishing Co., Inc., 2001), pp. 7-12.

⁸¹ Jose F. Calderon, *Principles and Practices of Teaching* (Quezon City: Great Books Trading, 1998), pp.14-20.

⁸² Susan Loucks-Horsely, et al., *Designing Professional Development for Teachers of Science and Mathematics, 2nd Edition* (California: Corwin Press, Inc., 2003), p. 44.

essential parts of the educative process for holistic learning; and (7) constant utilization of learners' assessment data to facilitate better learning.⁸³

On Personal Qualities

Teaching styles vary with teachers' personalities (Jagla, 1994, p. 156).⁸⁴ The teacher's personal qualities stem from their personality, interests, attitudes, and beliefs (Inocian, p. 25),⁸⁵ encompassing the first four qualities outlined below, perceived by the respondents to be the teacher's greatest strengths (given in descending order of importance):

1. Intelligence, emotional stability, and self-control

Being a model of excellence, these qualities include my endowed gift of intelligence in content development, my emotional stability in times of irritating situations in the classroom, and self-regulation to obtain self-control. To be an educator is never easy; he or she exhibits intelligence in order to be skillful in teaching and vows not to commit mistakes because these will be perpetuated by the students (Tsabar, 2016, p. 6).⁸⁶ Intelligence, emotional stability, and self-control are all needed in order to control the students under prevailing circumstances in the classroom. This validates my intrapersonal and existential nature of being independent and self-regulated. To Al-Adwan and Al-Khayat, being aware of who we are emotionally, like recognizing our feelings and motivations in life, is the cornerstone of our emotional intelligence (2016, p. 173).⁸⁷ My intelligence relies on self-isolation, as I become more productive when I work alone without any interference from other people. Students' evaluation confirms this baffling personality. Maronilla and Jamora (2000, p. 158) enumerate what constitutes intelligence and emotional stability, which "include foresight, intellectual activity, understanding mental ability, intellectual capacity, and common sense; while emotional stability includes poise, steadfastness, sobriety, dignity, non-neuroticism, emotional maturity,

⁸³ Ibid. p. 44.

⁸⁴ Jagla, p. 156.

⁸⁵ Inocian, p. 25.

⁸⁶ Boaz Tsabar, "Educational Work as a 'Labor of Love,'" *Policy Futures in Education* (SAGE, 2015), p. 6, DOI: 10.1177/1478210316667833.

⁸⁷ Fatima Eid Zaid Al-Adwan & Majed Mohammad Al-Khayat, "Emotional Intelligence Skills and Self-efficacy Levels: Physical Education Teachers' Perspective," *European Scientific Journal*, Vol. 12, No. 10 (2015), p. 158.

adjustment, constancy, loyalty, easy-going realism in facing life, not being excitable, and having an integrated character.”⁸⁸

2. Sense of humor, cheerfulness, and enthusiasm

Learning inside the classroom can be boring if it is too rigid. To avoid this situation, there is the need to crack wholesome jokes and for a healthy sense of humor to break its monotony. When students feel weary, the teacher can inspire them and realize the value of striving to achieve their goals. The teacher should be energetic all the time, in order to animate the students. The teacher’s enthusiasm raises the students’ interest (Pineda, 2015, p. 2).⁸⁹ The engagement of the learning process is ensured to be more productive. My energy to animate the class exhibits my learner-centered advocacy for learning. Maronilla and Jamora (2000, p. 158) dub this set of personal qualities as buoyancy, which includes optimism, fluency, talkativeness, pleasantness, carefreeness, patience, politeness, thoughtfulness, and tolerance.⁹⁰

3. Integrity, trustworthiness, honesty, and loyalty

Replete with a storehouse of virtues, the teacher possesses a remarkable dedication to the teaching profession. I exhibit authenticity and sincerity at all times so that I can be afforded the students’ trust. When I can be trusted, then I manifest the integrity I observe in my teaching career. To Bennis and Goldsmith, people of integrity lend hope to our innate conviction that as a people, we can rise above the current moral cynicism and squalor (1997, p. 136).⁹¹ But this integrity necessitates proper knowledge. To Samuel Johnson, “integrity without knowledge is weak and useless, and knowledge without integrity is dangerous and dreadful” (Gangi & Patterson, 2001, p. 23).⁹² With integrity, it has taken a lifetime to build my own reputation from the drudgery of my rural family life in a lowly mountain village, moving on to a chic urbanite life in the city where I work. This set of personal traits has gained me the reputation based on the various awards I have received from other sectors in the Cebuano community, who trusted my academic competence, honesty, sincerity and humility. Maronilla and Jamora (2000, p. 159), call this reliability, which

⁸⁸ Maronilla & Jamora, in Boiser (2000), p. 158.

⁸⁹ Pineda, p. 2.

⁹⁰ Ibid. p. 158.

⁹¹ Bennis & Goldsmith (1997), p. 136.

⁹² Gangi & Patterson (2001), p. 23.

includes exactitude, fidelity, promptness, accountability, thoroughness, meticulousness, reliability, and genuineness.⁹³

4. Sympathy, kindness, helpfulness, and patience

Teaching is nurturing knowledge, skills, attitudes, and character. This requires me to be sympathetic—to be more understanding, kind—to be more generous, helpful—to be more supportive and patient—to be more enduring of students' behavior and disposition, which sometimes are unpleasant and more challenging. The respondents see my golden heart in helping them understand the lesson by answering their questions without delay and by citing contextual and realistic examples that facilitate easy understanding of the concepts and principles discussed. I also set special examinations and other activities that can provide a greater advantage in the students' learning. Maronilla and Jamora (p. 158) call this considerateness, which includes appreciativeness, friendliness, courteousness, sympathy, tact, being cultured, politeness, thoughtfulness, and tolerance.⁹⁴

5. Flexibility, creativeness, and resourcefulness

Understanding the students in the process of learning requires the teacher to be flexible, because aside from what they learn in various ways, they also have different levels of understanding. Responding to this, I need to be resourceful and innovative in order to establish a difference in learning. This is my paramount concern that prioritizes students to learn with their optimum potential. Though it is very lofty; this contradicts my didactic and structural notions to alter conventional knowledge to suit practical expectations because I strongly believe that this set of personalities can also be developed among the students in their quest for independent learning in an andragogic fashion, as they are no longer treated as children; but adult learners. Maronilla and Jamora (2000, p. 158) identify this as resourcefulness, which includes originality, initiative, imagination, adventurousness, and progressiveness.⁹⁵

⁹³ Maronilla & Jamora, in Boiser (2000), p. 159.

⁹⁴ Ibid. p. 158.

⁹⁵ Ibid.