



TRAVERSING THE PERCEIVED CHANGES IN STUDENTS' BEHAVIOR ALONG TRANSFORMATIVE EDUCATION

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Abstract

The purpose of this study is to investigate and gain an understanding of the changes that are considered to occur in the conduct of students as they go through transformational education. The purpose of this research is to address this deficiency by investigating the subtle changes that occur in the attitudes, values, and interpersonal abilities of students. A deeper communion with one another, with the entirety of creation, and with God is the goal of the CEAP JEEPGY pillar program, which requires schools to take on this task. The descriptive survey method was utilized in order to provide a description of the academic standing of the FAS-owned and -administered schools. . As a result of the findings, it may be inferred that changes in student behavior may be more favorable or desirable if the FAS schools had access to greater resources. Additionally, when there is a greater application of transformative education by the FAS schools, it is possible to get better results in terms of changing the behavior of students. The findings unequivocally indicate those FAS schools that possessed superior resources, including financial, material, and informational resources, as well as those that had more clearly defined goals and objectives, as well as superior organizational, curricular, and governance structures, were able to carry out the JEEPGY Pillar program with more effectiveness. As a consequence of this, the resources that are accessible to schools have a profound influence on the manner in which transformative education is implemented.

Keywords: students' behavior, perceived changes, FAS, JEEPGY pillar program

Introduction

An education is a dynamic process that involves a wider range of personal and societal development than simply the transmission of information. It goes beyond the simple act of passing on information. Over the past few years, there has been an increasing interest in transformative education, which is a type of teaching that seeks to go beyond traditional approaches by encouraging critical thinking, self-reflection, and personal development. The purpose of this study is to investigate and gain an understanding of the changes that are considered to occur in the



conduct of students as they go through transformational education. The concept of transformative education is founded on the notion that learning encompasses more than just the accumulation of information; rather, it entails a significant alteration in the manner in which individuals understand themselves, their environment, and their place in society. An increasing number of educators are becoming aware of the importance of holistic development, which has resulted in an increased demand for research on the ways in which transformative education affects the behavior of students.

The name of every single human being is the concept of transformative education is founded on the notion that learning encompasses more than just the accumulation of information; rather, it entails a significant alteration in the manner in which individuals understand themselves, their environment, and their place in society. An increasing number of educators are becoming aware of the importance of holistic development, which has resulted in an increased demand for research on the ways in which transformative education affects the behavior of students. Because of his nature, which is formed in the image and likeness of God (see Genesis 1:26-227), man is allowed to participate in communion. Therefore, according to the principles of biblical anthropology, man is not a solitary individual but rather a person, which is a being that is fundamentally predicated on relationships. The communion to which man is called always involves a double dimension, that is to say, a vertical dimension (communion with God) and a horizontal dimension (communion with people). It is essential that communion be acknowledged as a gift from God, as the fruit of the divine initiative that was fulfilled in the Easter mystery (Catholic Christian Education).

Despite the fact that there is a growing corpus of literature on transformative education, there is a conspicuous gap in research that focuses especially on the behavioral changes that students go through both during and after their exposure to educational practices that are considered to be



transformational. The purpose of this research is to address this deficiency by investigating the subtle changes that occur in the attitudes, values, and interpersonal abilities of students. A deeper communion with one another, with the entirety of creation, and with God is the goal of the CEAP JEEPGY pillar program, which requires schools to take on this task. In order to freely accept the demands of embracing the complete school approach of the JEEPGY pillar program, it is necessary to have a strong and devoted school leader (Fr. Moreno, SJ). A philosophy of leadership is proposed by Sergionanne (2005), according to which leaders enhance the heartbeat of their schools when they have faith in their purpose, when they transform hopelessness into reality, when they are trustworthy, and when they demonstrate love via servant leadership. Not only should the governance be geared toward giving attention to the various aspects of the school, including but not limited to the curriculum, instruction, practices, advocacy/outreach program, but it should also be geared toward the infusion of the desired values and goals that are consistent with those various aspects. This is especially important when adopting the JEEPGY pillar programs. A litmus test for responsive governance is the ability to learn how to value diverse points of view, to know how to respect diversity, and to know how to take risks and manage time effectively. It should come as no surprise that transformational leaders are those who are able to think creatively and who are willing to challenge the status quo and reorganize the rules in the event that the rules have become impediments. Fr. Joel E. Tabora, SJ, on the other hand, stated that "what must be transformed cannot simply be learned, but the discernment of it is required." It is not only the outcome of experience, collected knowledge, contemplation, and discussion on the same subject through speculative and practical reasoning and decision making. It is recognized as a result of the encounter with Jesus Christ, who personally calls men to love one another, to care for one another, and to connect their vocation to evangelize with those in society who are the most vulnerable and



the least fortunate. It is written in Matthew 25:25–40 that "whatever you have done for one of these least of my sisters and brothers, you have done it to me." As a result, it is founded on faith and strives, to the extent that faith acts as a mediator between you and the will of God.

It might be difficult to find time and place for isolation. To disengage from distractions is not as highly valued in today's culture as it is to engage in productive activities and to prioritize productivity. Human beings are unable to concentrate on God and other people in a meaningful way if they do not practice the discipline of silent time. In the moment that a person has acknowledged the triumphant power of God, he is liberated from the entangled attitudes of sin and is able to exhibit attitudes that lead to transformation. Ingram, 2005, the 46th In order to bring about a change in one's life, it is necessary to adjust one's attitude. The initial adjustment in mindset is from a level of self-centeredness to one of humility. Authentic humility is not preoccupied with the feelings of the individual, but rather it is centered on the requirements of other people. As a believer makes an effort to prioritize the needs of others over their own, the power of God is able to freely flow into the life of the selfless person. When one lives a life that is characterized by humility, gentleness will also be exhibited. The second adjustment in attitude is coming up now. "The cultivation of gentleness will lead you back to your identity in Christ," "You will find peace in the knowledge that you are safe, loved, valued, and already significant" (Ingram 2005, 42). The result of a third change in attitude is the development of patience that is long-suffering. There are many instances in which a lack of patience is the result of a need for acceptance or the need to feel superior to another individual. The third shift in attitude is one that swings away from isolating oneself and toward cultivating ties with other people and actually caring about the requirements of others around them. In order to become the hands and feet of Jesus, it is a decision to move away from a place of relationship comfort with the intention of becoming him.



Statement of the Problem

1. What are the perceived changes in student's behaviors along Transformative Education as assessed by teachers, administrators and students themselves?
2. Is there a significant difference in the assessment of the extent of implementation of Transformative Education when respondents are grouped according to type of governance?
3. Is there a significant difference in the perceived changes in student's behaviors along the aspects of transformation as assessed as assessed by teachers, administrators, and students themselves?
4. Is there a significant relationship between resource capability of FAS schools and the extent of implementation of TE activities?
5. Is there a significant relationship between the changes of student behavior and the resource capability and extent of implementation of Transformative Education activities?

Methods

For the purpose of this study, a descriptive correlational research approach was utilized. The descriptive survey method was utilized in order to provide a description of the academic standing of the FAS-owned and -administered schools. The Franciscan Apostolic Sisters (F.A.S.), a Roman Catholic religious order, were created in the Philippines in 1953 by Father Gerardo Z. Filippeto, O.F.M., who was a missionary in the far Northeastern part of the country. The formation of this order of Franciscan tertiary Sisters was an effort on his part to lend support to the missionary endeavors and to facilitate the dissemination of the Gospel throughout the region. A method known



as deliberate sampling was performed for the Administrators, while a method known as random sampling was utilized for the student and teacher respondents. The establishment of a structured questionnaire was the primary strategy that was utilized for the purpose of data collection. The items for the questionnaire were derived from the JEEPGY framework, which is the structural basis for transformative education. In this section, we looked at the outcomes of implementing transformational education as well as the challenges that the schools that responded to the FAS survey faced. A number of statistical methods, including frequency counts, percentage ranks, and weighted averages, were utilized in the examination of the descriptive data. Analysis of variance was also employed in the study.

Discussion of Results and Findings

Perceptions of Respondents on Changes in Students' Behavior As a Result of Transformative Education

According to the depiction of the three types of respondents' perceptions of how transformative education has influenced the actions of students in Table 1, the majority of the student respondents, which accounted for 88.9% of the total, stated that there had been changes in the behaviors of students. Similar to the previous statement, the majority of administrators (77.8%) and faculty members (89.6%) responded that there had been improvements in the behavior of students.

Overall, the findings indicate that students, instructors, and administrators are in agreement that the JEEPGY Program's implementation into the curriculum has resulted in observable behavioral improvements in students. This is the conclusion that can be drawn from the findings.

Table 1. Perceptions of the students, faculty, and administrators on the changes in the Behavior of Students.

	No Changes	With Changes
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Group	Frequency	Percent	Frequency	Percent
Students	111	11.1	888	88.9
Faculty	15	10.4	129	89.6
Administrators	8	22.2	28	77.8

The results shown in Table 2 demonstrate that there is a significant disparity between the opinions expressed by the respondents regarding the three groups in terms of the behavioral changes that they believe were brought about by the activities of Transformative Education. At the threshold of significance of 0.01, a F value of 31.437 indicates that this difference exists. Based on the findings, it appears that instructors and school officials are better able to recognize behavioral shifts in their students than the children themselves are.

Table 2 . Analysis of variance on the assessment of the students, faculty and administrators on the perceived changes in student’s behavior along the aspect of transformation

Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	16763.246	2	8381.623	31.437**	.000
Within Groups	313538.418	1176	266.614		
Total	330301.664	1178			

** = significant at 0.01 level

The results of the analysis of variance for the evaluation of the administrators, instructors, and students at FAS schools are presented in Table 3. The evaluation focuses on the degree to which the schools have conducted school activities in order to achieve the six pillar programs of transformative education. Based on the statistics, it can be observed that there are significant



variances in the extent to which initiatives concerning gender equality, ecological integrity, justice and peace, and peace are put into action. It was shown that administrators and instructors had a more favorable attitude about the manner in which the JEEPGY Pillar program was executed, in comparison to students.

The determination was made that the other programs, which included the empowerment of young people, the eradication of poverty, and the engagement of citizens, were not substantial. In light of this, it appears that the opinions of the respondents regarding the manner in which these activities were carried out were comparable across all three groups.

Table 3. Analysis of variance on the assessment of the students, faculty and administrators on the extent of implementation of school activities by the FAS schools in realizing the six pillar programs of Transformative Education

Pillars	Source of Variance	Sum of Squares	Df	Mean Square	F	Sig.
Justice	Between Groups	358.828	2	179.414	10.684**	.000
	Within Groups	19747.637	1176	16.792		
	Total	20106.465	1178			
Ecology	Between Groups	307.644	2	153.822	8.792**	.000
	Within Groups	20574.403	1176	17.495		
	Total	20882.047	1178			
Engaged	Between Groups	10.916	2	5.458	.487 ^{ns}	.614
	Within Groups	13167.182	1176	11.197		
	Total	13178.098	1178			
Poverty	Between Groups	29.505	2	14.752	1.426 ^{ns}	.241
	Within Groups	12161.835	1176	10.342		
	Total	12191.340	1178			
Gender	Between Groups	737.002	2	368.501	14.604**	.000
	Within Groups	29674.486	1176	25.233		
	Total	30411.488	1178			
Youth	Between Groups	60.869	2	30.435	2.096 ^{ns}	.123
	Within Groups	17073.818	1176	14.519		



	Total	17134.687	1178			
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ns = not significant

** = significant

Relationship Between Resource Capability and Extent of Implementation of Transformative Education by the FAS Schools

The association between the resource capacity of the FAS schools and the degree of transformational education implementation is presented in Table 4. The significance level of 0.01, which corresponds to a correlation coefficient of 0.259, indicates that the null hypothesis should not be accepted. This suggests that there is a considerable correlation between the degree to which transformational education is being implemented and the resource position or competence of the FAS schools. The findings unequivocally indicate those FAS schools that possessed superior resources, including financial, material, and informational resources, as well as those that had more clearly defined goals and objectives, as well as superior organizational, curricular, and governance structures, were able to carry out the JEEPGY Pillar program with more effectiveness. As a consequence of this, the resources that are accessible to schools have a profound influence on the manner in which transformative education is implemented. According to Adeogun (2002), the success of any educational system is dependent on a number of elements, including the availability of resources and the administration of those resources in a prudent and conscientious manner.

Table 4. Relationship between status of resources and extent of implementation of Transformative Education in FAS Schools

Variables	Correlation Coefficient	Probability
Status of resources and extent of implementation	0.259**	0.000

** = significant at 0.01



Relationship Between Changes in Behavior of Students and Resource capability and Extent of Implementation of Transformative Education

According to the findings presented in Table 5, it is unequivocally demonstrated that the degree of implementation of transformative education, as indicated by the correlation coefficient of 0.341 at the 0.01 level of significance, and the perceived changes in student behavior are significantly correlated with the resource capability of the FAS school, as indicated by the correlation coefficient of 0.405. As a result of the findings, it may be inferred that changes in student behavior may be more favorable or desirable if the FAS schools had access to greater resources. Additionally, when there is a greater application of transformative education by the FAS schools, it is possible to get better results in terms of changing the behavior of students.

Ferreira (1995) made the observation that the structures (facilities) via which student attitudes are mediated have an inherent influence on the formation of those attitudes to some degree. In point of fact, the conditions of the building can have a direct impact on the attitudes of students, as well as the attitudes of teachers and parents, which in turn have an impact on the attitudes of students. In his work from 1970, Proshansky made the following references to attitudes and physical settings: There are a variety of complex human responses that can be evoked by physical settings, whether they are basic or complicated. These responses can take the shape of sentiments, attitudes, values, expectations, and desires. It is in this sense, in addition to their recognized physical features, that the links between physical settings and human experience and behavior.

On the other hand, Mojkowski and Fleming (1988) argued that the objective of education is no longer seen to be the upkeep of the organizational infrastructure, but rather the development of human resources. This is a significant shift from historical perspectives. The author Mezirow (1997) places an emphasis on the fact that transformative learning is founded in the manner in which human beings communicate, and does not exclusively associate it with significant life



events that the learner has experienced. A more inclusive worldview was developed as a result of the student's ability to make shifts in his or her world view through the mix of contemplation and conversation that was utilized in this process. According to Mezirow, one of the advantages of transformational learning was the development of increased autonomy as a person, which is a characteristic that defines adulthood (Mezirow, 1997).

Table 5. Relationship between status of resources and extent of implementation of Transformative Education in FAS Schools

Variables	Correlation Coefficient	Probability
Status of resources and extent of implementation	0.259**	0.000

** = significant at 0.01

Conclusion

On the other hand, faculty, students, and administrators at schools that were owned by the FAS had more favorable perceptions of the resource capabilities of their school in comparison to those who were in schools that were run by the FAS. Additionally, the introduction of transformative education led to changes in students' behaviors, which was a positive outcome. However, the perceptions of the students themselves regarding the behavioral changes that occurred as a result of the implementation of transformative education were not as accurate as those of the school administrators and faculty members. In conclusion, the research comes to the conclusion that the resource capability of FAS schools has a significant impact on the implementation of transformative education and the impact that it has on behavioral changes among students.

Recommendations

1. Administrators should regularly conduct review or revisit of their school governance so that FAS-owned and FAS-administered schools follow one direction and vision and that they are at par with each other in all aspects.



2. Administrators of FAS schools should sustain monitoring and evaluation efforts on the full implementation of all the pillar activities of the JEEPGY program.

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