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Ignatian Pedagogical Paradigm: How Teachers' Consideration of Students' Context Contributes to Holistic Education in Private Secondary Schools in Kigali City, Rwanda

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Abstract:

The main thrust of this study emphasizes on the role of private partnership in education in the provision of holistic education and in ensuring quality living of students by the provision of holistic education through the use of Ignatian Pedagogical Paradigm (IPP). The research sought to find out ways in which teachers' consideration of students' context influences holistic education in private secondary schools in Kigali City, Rwanda. The study adopted a mixed method approach, combining a cross-sectional design and a collective case study. A sample of 132 participants, comprising of students, teachers and head teachers were selected using purposive, stratified and simple random sampling techniques. Data were collected using a document analysis guide, questionnaire, interview guide, and an observation checklist. Quantitative data were analyzed statistically and a t-test was used to compare a school that has adopted IPP and that which had not adopted IPP. Qualitative data were analyzed descriptively and presented in narrative form. Results indicated that there was a significant difference in respondents' ratings between a school run on IPP and a school that had not adopted IPP with regard to the consideration of students' contexts and the level of holistic education. Thus, the study concluded, a school that adopted IPP offered more opportunities for holistic growth of students than a school which had not. The consideration of the students' context in the teaching and learning process contributes to holistic education through improvement in teacher-student communication, building of confidence and trust, and collaboration. It was recommended that the government, schools, teachers, and parents adopt IPP and its principles in the interest of holistic growth of students.

Keywords: Ignatian pedagogy, holistic education, contextualized learning

1. Introduction

The IPP also known as Ignatian or Jesuit pedagogy is both a philosophy of learning and strategy of teaching used in Jesuits schools. It is founded on the Spiritual Exercises of St Ignatius of Loyola, the founder of a religious order in the Roman Catholic Church, known as Society of Jesus or Jesuits. The Jesuit Secondary Education Association (JSEA, 1993) noted that the relationship between the retreatant, the retreat director and God in the Spiritual Exercises is applied and likened to the learner-teacher-knowledge relationship in a classroom. "Just as the retreat director in the Spiritual Exercises helps the retreatants to seek and find the will of God at work in the radical ordering of their lives" (JSEA, 1993, p. 8), so too, the primary role of a teacher is to facilitate the growing relationship of the learner with truth, particularly in the matter of the subject being studied.

The Jesuit pedagogy promises to offer opportunities to explore any curriculum in a manner that leads to holistic education. Holistic education, Miller (2000) noted, is the art of cultivating the moral, emotional, physical, psychological and spiritual dimension of the developing child. The goal of Jesuit education is an integral development of students. Jesuit pedagogy aims at developing "a well-rounded person who is intellectually competent, open to growth, religious, loving, and committed to doing justice in generous service to the people of God" (Dominuco, 2000, p. 215). The model seeks to develop men and women of conscience, competence, compassion, and commitment (Pennington, Crewell, Snedden, Mulhall & Ellison, 2013). It considers five elements deemed essential for holistic learning to take place namely context, experience, reflection, action and evaluation. According to Saint Louis University (n.d), all learning is situated in a specific context; rooted in previous

experiences and the results of new learning experiences; dependent upon and deepened by reflection on those experiences; made meaningful when new knowledge is put into some kind of actions; and reinforced by explicit evaluation of those actions and the degree to which learning has occurred. Jesuit pedagogy, and indeed any teaching and learning process, must engage students fully so that they can discover their hidden talents and live meaningful lives. This echoes Robinson's (2014) description of being in one's element when he argues that education is meant to be a process in which we engage people in their fullness to give them a sense of who they are and what they are capable of so that they can live a life that means something to them. There is probably no best way of providing holistic education than to start considering students' various contexts and adapting teaching and learning to those contexts. This approach is also called contextual teaching and learning.

Contextual teaching and learning (CTL) is understood differently by different authors. For example, Johnson (2002) noted that CTL is a system of instruction based on the philosophy that students learn when they see meaning in academic material, and they see meaning in schoolwork and when they can connect new information with prior knowledge and their own experience. Sears (2003) argued that CTL is a combination of teaching and learning strategies that focus on who the learners are (their unique skills, interests and cultural backgrounds), where learning takes place (classrooms, museums, parks, and other sites), and how learning takes place (problem-based learning, independent learning groups, and authentic assessment). Davtyan (2014) defined contextual learning as a system that ties the brain's actions to creating patterns that have meaning by connecting academic content to the context of real life. Common to the various understanding of CTL is that academic content in the classroom must be connected to the real-world situations so that students can establish the relationship between what they learn and their lives. As Davtyan (2014) noted, teachers must therefore be smart to design learning environments that can be easily related to real life.

However, in Jesuit pedagogy, contextual teaching and learning goes beyond relating the content to real life situations. In Jesuit pedagogy, the context is also called personal care and concern for each individual and is the hallmark of Jesuit education. It calls for individualized attention to the needs of the learners and respect for their gifts, challenges and opportunities. Thus, it requires that teachers become as conversant as possible with the context or life experience of the learner in which teaching and learning takes place (Jesuit Secondary Education Apostolate—JSEA, 1993). The world of the learner includes ways in which family, friends, peers, youth culture and mores, social pressures, school life, politics, economics, religion, media, art, music and a host other of factors that impact the world and affect students for better or for worse (JSEA, 1993). Thus, teachers as well as other members of the learning community need to familiarize themselves with the world of the learners and adapt teaching and learning to it. They must for example use those factors affecting students to shape their intellect, attitudes, values, beliefs and mold them into responsible members of the society. Garin, Reyes, Domantay and Rosals (2017) noted that teachers should use issues, events, activities and authentic materials related to the learners to meet their needs on the subject being studied. Along with this, teachers must ensure authentic relationships with their students and the school community based on respect and trust and support.

Instructional practices founded on students' various context may lead to their holistic growth. For example, when teachers take personal care and concern for each student individually by responding to their intellectual, physical, emotional and spiritual needs or by designing teaching and learning instructions based on those needs, students can get maximum benefits from what they learn. Sears (2003) added that CTL motivates learners to take charge of their own learning and to make connection between knowledge and its applications to the various contexts of their lives: as family members, as citizens and as workers. The CTL also has the advantage of (1) making learning meaningful and real with students capturing the relationship between learning experiences in school and in real life and (2) making learning more productive and strengthening the understanding of concepts and leading students in constructing their own knowledge (Surdin, 2018). Contextual teaching and learning is therefore important in enhancing students' educational attainment.

1.1. Statement of the Problem

Holistic education is fundamental in an individual's life. Schools whether public or private offer the best opportunity to students for holistic formation. It is at this point where teachers will either build or lose students according to the approaches they use to teach. There are five elements considered important in the IPP approach and each contributes in its own right to holistic education. The context of the student is one of these elements and teachers ought to apply it otherwise some aspects of students' growth will be compromised.

Miller (2010) argues that since we need to reach the head, hands and heart of a child in holistic education, we need a broad range of teaching approaches that reach those different aspects of a child. There has been a range of strategies and approaches that contribute to aspects of students' growth. For example, Rasiyah (2015) has shown in a study that assessments and feedback as well as technology enhanced learning played an important role in establishing building blocks and safety nets that allowed students to have impactful learning experiences at school. Yong and Khoo (2015) lamented that traditional schooling has failed to provide an education that empowers students to become productive members of the society. Against an education that focuses on high scores at high-stakes tests at the expense of soft skills integral in the formation of a well-rounded individual, Yong and Khoo (2015) concluded in their study that coaching students has the potential to help students to gain skills that complement their academic achievement thereby building self-awareness and self-authorship. Further, Ndirangu, Thinguri and Chui (2016) established a significant relationship between the availability of physical facilities and holistic education. Similarly, Bizimana and Orodho (2014) established a significant relationship between teaching and learning resources availability and teachers' effective classroom management and content delivery. In fact, it was noted in the study

that, since school facilities are related to students' achievement in the affective and psycho-motor skills, schools cannot improve the level of content delivery and achieve high academic achievement levels in circumstances in which critical learning resources are scanty. Other strategies that can be used for holistic education, as Ntamushobora (2015) suggested, include collaborative learning, experiential pedagogy, contemplative practices, autobiographical techniques, service learning, and creative or artistic expressions.

While there are many strategies that can be used for holistic growth of students, little attention has been paid to how a consideration of a student's context contributes to holistic education especially in private secondary schools in Kigali City Rwanda. Therefore, there was a strong rationale to carry out this study aimed at finding out how context impacts on holistic education in Kigali- Rwanda from the perspective of IPP.

1.2. Purpose of the Study

The purpose of this study was to establish the extent to which teachers' consideration of students' context in the teaching and learning process contributes to holistic education in private secondary schools in Kigali.

1.3. Research Questions

- How do teachers consider students' context in the teaching and learning process?
- How does teachers' consideration of students' context contribute to holistic education?

1.4. Hypothesis of The Study

- H_0 : There is no statistical significant difference between a private secondary school that has adopted the IPP model and one which has not adopted IPP in relation to teachers' consideration of students' context for holistic education.

1.5. Theoretical Framework

This research was guided by the Holistic Theory of Knowledge and Learning developed by Yang (2003). The theory holds that knowledge is a social construct which consists of three distinctive and interrelated facets namely: explicit, implicit and emancipatory (Gutierrez, Baralt & Shuck, 2010). Explicit knowledge is mental apprehension that is transmittable in a formal and systematic format (Yang, 2003). It is the cognitive components of knowledge. Examples of such knowledge include theories, models and formulas. For example, a patient who needs a physician looks for a qualified doctor who has adequate knowledge on how to treat illness and who is certified to carry out his or her duties. This can be shown by excellent academic qualifications although the patient may not need to look at them.

Implicit knowledge is the behavioral component of knowledge that denotes the learning that is not openly expressed or stated. It is the kind of knowledge that comes from and exists in one's behavior, actions, and accumulated experiences (Gutierrez, et al., 2010). However, Yang (2003) noted that experience itself cannot automatically become valid implicit knowledge. Only the learning and familiarity evolved from experience that has been confirmed can be viewed as knowledge. Routinized actions and the tacit rules that underpin intuitive decision making are examples of implicit knowledge. In the example of a patient, on top of academic qualification, equally important is the doctor's professional experience and practical expertise because theory without practice is not enough. This experience and expertise constitute implicit knowledge.

The emancipatory facet is the affective component of knowledge and is reflected in affective reactions to the outside world. It is emotional affection, value-laden, indicated by feelings and emotions people have in relation to the objects and situations around them (Yang, 2004). In the patient's case, a sick person will still hesitate to visit the particular doctor if the doctor's competence is in explicit and implicit knowledge alone. The doctor's personal care of clients, professional integrity, and interpersonal communication skills are equally crucial in determining the patient's choice. This constitutes emancipatory knowledge. Only when there is adequate explicit, implicit and emancipatory knowledge can one be said to have holistic knowledge. This is a reflection of the IPP's model that seeks to form persons of conscience (explicit), competence (implicit) and compassion (emancipatory). Holistically educated students have adequate explicit or theoretical, implicit or practical, and emancipatory or affective knowledge, each of them being manifested differently. For example, for this study, students who are being educated holistically improve their academic performance, show higher level of participation in physical activities which keep them physically fit, and portray desirable and acceptable values such as honesty, respect and compassion.

2. Review of Related Literature

Holistic education is based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to spiritual values such as compassion and peace (R. Miller, 2000). It focuses on the fullest possible development of the person, encouraging individuals to become the very best or finest they can be and enabling them to experience all they can from life and reach their goals (Forbes, 2003). To become a full person, "a growing child needs to realize, in addition to intellectual skills, physical, psychological, emotional, interpersonal, moral and spiritual potentials" (R. Miller, 2008, p. 5). Ignatian pedagogy promises to mold an all-rounded person by exploring the context of learning. Different studies have shown that when teacher considers or adapts their instructional practices to the context of the learner, students' educational attainment is improved.

In order to address the problems that confronts students in their diversity and their diverse needs, Garin, Reyes, Domantay and Rosals (2017) argued that teachers need to be conscious of students' socio-cultural backgrounds so as to

benefits everyone in the classroom. Garin et al. (2017) conducted a study on the effects of teaching statistics using contextualized and localized or indigenized information on the performance of students. This experimental study included two classes of students enrolled in Basic Statistics during the School Year 2015-2016 at the Pangasinan State University, Philippines. One class (the experimental group) was exposed to contextualized and localized teaching while the other (control group) was exposed to contextualized but not localized teaching. Contextualized teaching has been understood as teaching anchored on real life experience and within the context of students' lives while localization maximizes materials, activities, events, and issues that are readily available in the local environment.

In the study, the independent samples t-test and analysis of covariance were used to compare the pre-test and post-test performance of the two groups. The statistics test included both theoretical test and empirical test. The results of the study suggested that in the post-test, students exposed to contextualized and localized teaching performed better than the students who were not exposed to localized teaching. The study found that, generally, the group of students exposed to contextualized and localized teaching performed better than the group of students exposed to contextualized and but not localized teaching. Thus, the study recommended, teachers should use localized examples, exercises, and illustrations in teaching in order to improve the student performance.

Another study was conducted in Nepal, South Asia, by Dhoaj (2013). The study explored the impact of prevailing cultural values and gender discourses in schooling of boys and girls together with intra-household allocation from both children's and adults' perspectives. Given that in Nepal a patriarchal system of social relations predominated, parental preference inclines to the male child and is reflected in the socio-cultural practices, status and economic potentiality associated. Such preference tends to negatively influence the girls' educational right, welfare, health and survival opportunities (Dhoaj, 2013). The study also examined the implication of those socio-cultural perspective of child work combined with schooling in rural parts of Nepal.

The study found that young girls were more disadvantaged than their male counterparts. These disadvantages encompass all aspects of their life including intra-household resource distribution in terms of health and nutrition, pocket money, play and entertainment. In terms of schooling, girls were discriminated against in terms of quality education. The study noted that while all children (boys and girls) attended school, their discrimination was magnified in terms of the schools they attended and the quality of education they received. For example, it was found that boys attended boarding schools that of superior quality than government schools where most girls enrolled. As the study results suggest, "gender discrimination against girls in schooling was mainly affected by the sociocultural factors such as pro-male bias, household work burden, unequal access and expected returns in the labor market, educational costs, accessibility and proximity to the school and religious factors" (p. iii). It is clear here that the socio-cultural background of students was used to frustrate their right to quality education rather than promoting it. Dhoaj's (2013) study is therefore an example of how students' context or background can be used against them.

Further, a study was conducted at a middle school in a rural South Georgia by Paulk, Martinez and Lambeth in 2014. The study examined the relationship between culturally relevant teaching and science achievement in Seventh Grade African American Students when compared to standard-based instruction. Standard-based instruction focuses on the concept of retention while culturally relevant instruction is a strategy that is attentive to different cultures in the classroom. The study was triggered by the fact that many American teachers viewed culture as irrelevant to education. The study also examined whether the use of culturally relevant teaching improved students' attitudes towards science as well as their participation within the science classroom.

The results of the study suggested that students taught using culturally relevant teaching strategy made higher gains. It was noted that culturally relevant teaching increased scores in science approximately 6% thereby improving academic achievement (Paulk et al., 2014). Students maintained a positive attitude towards science in culturally relevant groups while those in standard-based groups decreased. Culturally relevant teaching also improved the classroom behavior of African American students compared to standards-based instruction. Thus, the study concluded, culturally relevant teaching is more effective in increasing students' achievement and attitude towards science. This sensitivity to culture "helps students develop the necessary skills and aids teachers that use it to create a social relationship that with their students to promote a safe and nurturing environment inclusive to learning" (p.55). It is therefore important that teachers be sensitive to the cultural backgrounds of students in order to increase students' educational attainment.

Students' general background and entry level to the curriculum, Onyango (2012) highlighted in another study, is usually an educator's initial target for individualized instruction and assistance. The researcher contended that students show no growth if their background is neglected by the school. Onyango's study which focused on helping learners, most challenged socially and economically, in Nairobi concluded that the socioeconomic background is an important factor in academic achievement. Factors such as income, parents' education, social class, marginalization and poverty have a remarkable impact on learners' achievement directly or indirectly. Thus, as Onyango (2012) put it, being aware of the vast array of needs of learners which might hamper their academic achievement at school is a vital step in responding to learners' situations. Teachers should take into account students' background both as they design instruction and as they facilitate learning. A consideration of students' context is therefore important improving students' educational attainment. Those studies however did not focus directly on holistic education and were not conducted in private secondary schools in Kigali. There was a strong rationale to establish whether teachers in private secondary schools in Kigali consider students' contexts in teaching and learning process and whether that consideration contribute to holistic education.

Based on the studies reviewed, it can be seen that students' holistic growth is dependent on a host of factors including localized teaching, socio-cultural practices, culturally relevant teaching, and students' general background and entry level to the curriculum. Those studies however did not directly explore students' context in relation to holistic education and they were not carried out in private secondary schools in Kigali City, Rwanda. There was need therefore to elicit evidence on how teachers' consideration of students' contexts can contribute to their holistic growth.

3. Methodology

This study adopted a mixed method approach because it involved a collection of quantitative and qualitative data. It combined both a cross-sectional design and a collective case study. The target population for this study consisted of students, teachers and head teachers in all private secondary schools in the three districts that make the city of Kigali, Rwanda. Two schools were selected purposively for the study with one that had adopted IPP (School A) while the other had not adopted IPP (School B). A sample of 132 participants comprising head teachers, teachers and students was chosen to participate in the study.

Data were collected using an interview guide, observation checklist, documents analysis guide, and questionnaire. The questionnaire which was the main instrument of data collection was divided into four main parts namely demographic information of respondents, how teachers consider students' context in teaching and learning process, how that consideration of students' context contributes to holistic education, and the level of holistic education in the schools. The instruments were validated through subjective judgment, peer review and expert scrutiny. Reliability for the questionnaire was tested using Cronbach's Alpha which gave a reliability index of .78 and .76 for students and teachers respectively. This reliability was acceptable following Salvucci, Walter, Conley, Fink, and Saba's (1997) recommendation. Quantitative data were analyzed statistically and independent samples t-test was used at .05 significance level to establish whether there was statistically significant difference in the two schools with regard to consideration of students' context and the level of holistic education. A p-value less than .05 meant that significant difference existed while a p-value greater than .05 indicated that no significant difference existed. Qualitative data were analyzed thematically in relation to research questions and presented in narrative form.

4. Results/Findings

A total of 115 out of 132 sampled participants responded representing a response rate of 87.1%. A response rate of 87.1% for this study is reliable for the analysis of findings following Bryman (2012) contention that a response rate is barely acceptable at 50%, acceptable at 60%, very good at 70% and excellent at 85%.

4.1. Teacher Consideration of Students' Context

The researchers sought to find out whether teachers consider the background of students in the teaching and learning processes. Surprisingly, while all the 22 teachers who responded admitted to consider students' background in the teaching and learning, the views of students fluctuate as shown in Figure 1.

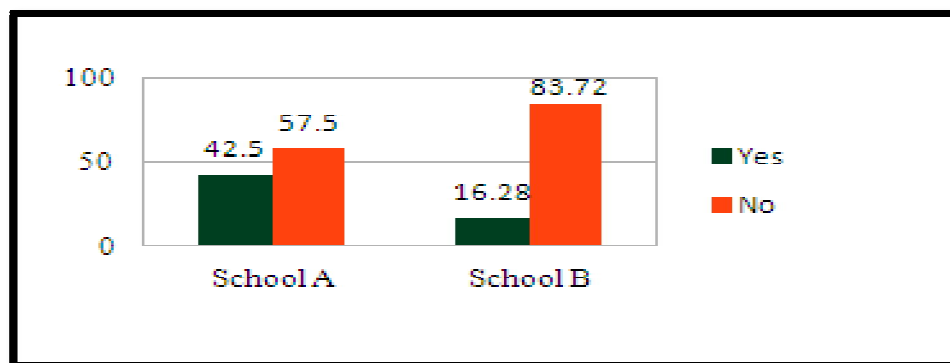


Figure 1: Consideration of Students' Background (Students' Views)

Figure 1 shows that majority of students 57.5% and 83.7% in School A and B respectively, did not feel their background was considered by teachers in their teaching. This is disconcerting because as Onyango's (2012) study showed, students show no growth if their background is neglected by the teachers. However, it can be observed that the percentage of students who felt that their background was taken into consideration is higher in school A than in School B as shown by their respective percentage of 42.5% and 16.3%. Thus, teachers in School A put in more effort to consider students' background.

The researchers were also interested in finding out whether teachers take personal care and concern for each student. Students were asked to rate their level of agreement with the statement on a scale of 1 to 5 with 1 meaning strong disagreement and 5 meaning strong agreement. The results show that differences exist in the two schools as shown in table 1.

	Group Statistics						Test Statistics		
	School A			School B			t	df	Sig.2-tailed
	N	Mean	SD	N	Mean	SD			
Teachers take personal care and concern for each student	42	3.62	0.88	44	3.14	1.25	2.08	77.46	.041

Table 1: Whether Teachers Take Personal and Concern for Each Student

Table 1 shows a p-value which is less than the significance level. Thus, there was a statistically significant difference between students' ratings in School A and School B in terms of whether teachers take personal care and concern for each student, $t(77) = 2.08$, $p = .041$ with school A averaging 3.62 (SD = 0.88) against 3.14 (SD = 1.25) in School B.

In an open-ended question, the researchers sought to identify, from both the students and teachers' perspective, ways in which students' background is considered in the teaching and learning process. In one example in a school, a student said that teachers tried to know as much as they could about students' health, feelings, family, behaviors and values in their teaching. Another student reported that teachers in their school made effort to find out reasons for students' absence, distractions, disturbance, or any other unusual behavior. The teachers paid close attention to students' complaints. Another student further indicated that during class, a teacher went back to a previous lesson if there were areas in that lesson which students did not grasp well. On the other hand, some teachers concurred with students and said that they did follow each student as an individual and considered a students' previous school records and family situation before planning new lessons. Others also pointed out that they did practice *cura personalis* which involved paying individualized attention to each student's needs. A teacher was also reported as saying that during teaching, they made efforts to know their students, their difficulties and talents so that they could help students improve. It was noted that it was from the knowledge of the students that teachers were able to offer advice in the interest of students' growth.

Nonetheless, it was also reported that some teachers used the knowledge they had of the students' background in a negative way. For example, a student reported that some teachers paid more attention to students from wealthy families at the expense of those from poor socio-economic backgrounds who got less attention. Similarly, another student pointed out that some teachers gave preferential treatments to different students based on their background. This situation is echoed in Dhoaj's (2013) study where Nepalese girls were ignored and poorly given educational opportunities because of the patriarchal nature of the Nepalese society.

4.2. Consideration of Students' Context and Holistic Education

The researchers also sought to establish whether taking personal care and concern for students leads to holistic education. Again, respondents were asked to rate their level of agreement with various statements on a five-point scale with 1 representing strong disagreement and 5 representing strong agreement. Their results are summarized in table 2.

	Group Statistics						Test Statistics		
	School A			School B			t	df	Sig. 2-tailed
	N	Mean	Std. Dev	N	Mean	Std. Dev			
Care and concern for academic needs improve academic performance	42	3.98	0.78	45	3.58	1.29	1.76	73.27	.083
Care and concern for physical health leads to fitness	42	3.76	0.82	44	3.82	1.15	-0.26	77.98	.794
Care and concern for feelings leads to honesty & respect	41	3.73	1.12	44	3.64	1.10	0.40	83	.693
Care and concern for spiritual needs leads to compassion	42	4.12	0.86	44	3.02	1.44	4.31	70.87	.001

Table 2: How Care and Concern for Students Contribute to Holistic Education

Table 2 shows students' ratings on whether care and concern for students' needs leads to various aspects of holistic education. On average, the p-value is greater than the significance level of .05. Thus, while a positive support is shown in both schools, no statistical significance difference is observed between two schools with regard to whether taking care and concern for students leads to holistic education. However, a statistical difference is observed with regard to whether care and concern for students' spiritual needs leads to spiritual values such as compassion, $t(70.87) = 4.31$, $p = .001$ with School A showing significantly more positive support than School B. This puts School A at a higher advantage than school B for students' spiritual growth.

In an open-ended question, the researchers sought information from teachers and students on ways in which personal care and concern for each student can lead to holistic education. On the one hand, one teacher felt that personal care and concern for each student made the students feel valued and enhanced their belief in their ability for higher achievement. Another teacher held similar view and asserted that a student who is cared for does not consider the teacher as someone strange but one who is there to help. The teacher further contended that personal care and concern for students helped students develop a sense of trust and provided an opportunity for them to freely express their abilities. This promotes socialization and helps students prepare for their future careers. As one teacher noted, considering students' context also promotes collaboration learning as students, teachers and parents come together to decide how best to help the students. On the other hand, some students said that personal care and concern enabled them establish what they were capable of and also provided an opportunity for them to improve their understanding. Another student was of the view that personal care and concern for each student improved communication between teachers and students, built a sense of belonging, and created an environment of confidence in school. Another student asserted that when students are cared for, they feel appreciated and strive to achieve. This is in agreement with Mouraz and Leite (2013) who found that contextualization practices in Portuguese history classes increased students' motivation and active participation in learning. Thus, considering students' context, accommodating their various needs is essential in holistic education enterprise.

4.3. Level of Holistic Education

In order to have a general glimpse of the level of holistic education in the studied schools, the researchers asked respondents to rate the level of holistic education in their respective schools. On a score of 1 to 10, with 1 being the lowest level and 10 the highest, the ratings were computed, compared and results are summarized in table 3.

4.3.1. Group Statistics

	Schools	Students				Teachers			
		N	Mean	Std. Dev.	S. E. Mean	N	Mean	Std. Dev.	S. E. Mean
Level of holistic education	A	40	7.34	1.12	0.18	12	8.21	0.72	0.21
	B	42	4.68	2.47	0.38	9	6.78	1.39	0.46

Table 3: Level of Holistic Education in Schools

4.3.2. Independent Samples Test

Levene's Test for Equ. of Var.					T-Test for Equality of Means						
	Respondents		F	Sig.	t	df	Sig. (2tailed)	Mean Dif.	S. E. Dif.	95% Conf. Inter. Dif	
										Lower	Upper
Level of holistic education	Students	Equal variances assumed	29.71	.000	6.21	80.00	.000	2.66	.43	1.81	3.51
		Equal variances not assumed			6.31	57.83	.000	2.66	.42	1.81	3.50
	Teachers	Equal variances assumed	5.38	.032	3.07	19.00	.006	1.43	.47	.45	2.41
		Equal variances not assumed			2.81	11.21	.017	1.43	.51	.31	2.55

Table 4

Using a confidence level of .05, Table 3 shows a statistically significant difference between students' ratings in School A and B with regard to the level of holistic education, $t(57.83) = 6.31$, $p < .001$ which is less than .05 significance level used for the study. Asked to attribute a score out of 10, students in School A averaged 7.34 (SD = 1.12) while those in School B averaged 4.68 (SD = 2.47). This implies that, school A has a significantly higher level of holistic education than school B. Similarly, teachers' views confirmed those of students because a statistically significant difference was also observed, $t(11.21) = 2.81$, $p = .017$ which also less than .05 significance level. Results suggested that School A gives more opportunities for holistic growth of

students than School B. Since school A has adopted IPP model, one may attribute the significantly higher ratings in School A to IPP model.

5. Conclusion and Recommendations

Based on the findings of the study, it was concluded that a school that has adopted IPP makes more efforts in taking personal care and showing concern for each student than a school which has not adopted IPP. A consideration of students' background or context contribute to holistic education because by knowing about the students' health, feelings, family, and prerequisite knowledge in their teaching and learning, teachers create an environment of trust and confidence which allows students to feel valued and believe in their ability for higher holistic achievement.

It is recommended that teachers should endeavor to design instruction based on the students' contexts or backgrounds so that they reach the interests and needs of the whole child (mind, body and heart). It is also recommended to secondary schools in general and private secondary schools in particular to adopt IPP as a rich pedagogical tool that offers opportunities for a holistic development of students. Schools that already use IPP should organize continuous training programs for staff members on how to better integrate the students' context in teaching and learning process.

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