

THE GALATIANS 5:22-23 IMPACT OF THE EVANGELICAL TEACHERS'
SPIRITUALITY IN THE CLASSROOM
(A CASE STUDY FROM CHRISTIAN TEACHERS OF PUBLIC AND PRIVATE
SCHOOLS IN THE ISLAND OF CEBU)

By

Jonathan O. Ubanan

A Capstone Project Presented to the Faculty of the
CEBU GRADUATE SCHOOL OF THEOLOGY

In Partial Fulfillment of the

Requirements for the Degree

Master of Arts Major in Religious Education

Mandaue City, Cebu, Philippines

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Expected Graduation Date: May 26, 2023

Working Title of Project: The Galatians 5:22-23 Impact of the Evangelical Teachers' Spirituality in the Classroom. (A Case study from Christian Teachers of Public and Private Schools in the Island of Cebu)

Faculty you have consulted for this project: Dr. Susan L. Cuambot, Dr. Gerardo Lisbe Jr. and Dr. Maria Rosario Alfafara

List the courses you've taken at CGST that you will be integrating into this capstone project: Philosophy of Christian Education, Theology of Christians Education, Creative Strategies, Styles of Teaching, and Dynamic Communication.

Capstone Description (350 words):

The teachers hold an important role in the teaching-learning process. They are the key influencer, a primary factor to create a classroom filled with memorable and experiential learning. To attain this, the teacher must be considered to be healthy holistically in order to reach his/her maximum potential of becoming a positive influence to his/her students. With this in mind, spirituality of the teachers plays a vital role in educational system because it mobilizes the teacher to do the task that has been entrusted to him/her by the master-teacher. It also serves as a guiding force towards teaching-learning process in the classroom. Spiritually-filled and Holy Spirit-guided teachers can perform miracles of touching and molding students' lives to which students can emulate. In a secular school, the spirituality of the teacher is never an issue, and for them it is not a factor to determine quality education. They give importance to the outward skills of the teachers as tool in attaining and determining excellence, but tend to forget the important principle of teaching the whole child involves the teacher's touch of spiritual influence to the lives of his/her students.

The purpose of this project is to study how the teachers' spirituality affect the classroom environment. The study is limited only as to how the teacher affects the class when he/she is spiritually-filled and Holy Spirit-guided, compare to how a classroom environment looks like when the teacher is spiritually dry and not becoming the salt and light in the classroom, in short, the teacher does not perform or show any fruit of the Spirit as stated in Galatians 5:22-23. Spiritual teacher, as a necessity in improving the quality of teaching and learning, is affected by various Christian habits and disciplines that the Christian teacher must observe in order to be consistently effective in their role as a molder of dreams. This will be measured by *The Way Spiritual Growth Assessment Questions* and the *Galatians 5:22-23 Structured Questionnaire* as tools for indicating the teacher's spiritual condition that may affect the way he/she teaches. Since the identification of these factors can empower the teachers and facilitate the transfer of spiritual concepts through teaching, the aim of this study is explanation of the factors affecting the spirituality transfer in teaching-learning process through Galatians 5:22-23 principle, and provides practical and Christian based solutions for self and professional improvements.

Approach and/or Methods (350 words):

The approach is a mixed method of quantitative and qualitative study. In quantitative method, respondents may answer the 10 sets *The Way Spiritual Assessment Questions*. These twelve evaluative questions were designed and intended to help Christian teachers view or gauge their spiritual maturity that affects the way they teach. The tool for the evaluation is adopted from the book *The Way*, written by Steven Walker. Data will be gathered through google form which will be consolidated in the google spreadsheets or in a hard copy MS Word format.

In the qualitative section, data collection was done by interviewing by the use of structured questionnaire. The questions were originally design to respond to the target goal of checking the teacher’s spiritual effectiveness in the classroom. Data collection tool in this part of the study was demographic characteristic questionnaire and structured interview questionnaire. This means that the researcher has a target group of people or respondents in mind from both private and public school whether a Christian institution or a secular one. Questions for qualitative interviews were made prior to the face-to-face interview or through google form. The questions were formulated by the researcher base on the fruit of the Spirit in Galatians 5:22-23 Structured Questionnaire.

The approaches were designed to gather a concrete data from the respondents by the use of social media platform like google form and google spreadsheet to gather and arrange data from respondents or in a face-to-face interview using structured questionnaire. The researcher also used different social media platform like Zoom or google meet for the qualitative interview. The researcher desired to see how the Christian teacher behave in the classroom by the use of *Galatians 5:22-23 Structured Questionnaire* and how it affects the classroom or the qualitative side of the research and *The Way Spiritual Assessment Questions* from the book *The Way* by Steven A. Walker.

Timeline

Stage	Description	Timeline
Planning Stage	In this stage, the plan of action should be given priority to identify which comes first and last.	2 weeks
Making of Evaluation Forms and Questionnaire.	During this stage, researcher will adopt or originally make evaluation questions for the respondents.	2 weeks
Survey and Data Gathering	Within 1 month and 2 weeks, the researcher will then do interview through face-to-face set up, or through virtual. Others might take the survey directly through Google form link.	1 month and 2 weeks
Compilation of Results, Interpretation, and Conclusion	After the data gathering, the researcher will compile the results converting them to graphs or pie charts through the use of spreadsheets for inference.	1 week
Acknowledgement of the respondents	Giving some tokens to the respondents for helping out the researcher reach the goal of making this research study possible.	1 week or less.

Outline

- 1. Introduction** – We teach and lead because God has called us to do so. For thousands of years God has asked and equipped teachers to participate in the work of helping others come to know God and live as people of faith. These teachers and leaders have come in many shapes and forms, from many backgrounds, and with many levels of ability. But each has somehow heard a call to teach and has responded. The teachers hold an important role in the teaching-learning process. They are the key influencer, a primary factor to

create a classroom filled with memorable and experiential learning. To attain this, the teacher must be considered to be healthy holistically in order to reach his/her maximum potential of becoming a positive influence to his/her students. With this in mind, spirituality of the teachers plays a vital role in educational system because it mobilizes the teacher to do the task that has been entrusted to him/her by the master-teacher. It also serves as a guiding force towards teaching-learning process in the classroom. Spiritually-filled and Holy Spirit-guided teachers can perform miracles of touching and molding students' lives to which students can emulate.

In secular schools, the spirituality of the teachers is not a highlight for educational transformation, and for them it is not a factor to determine quality education. They give importance on the outward skills of the teachers as tool in attaining and determining excellence. With this philosophy of education, they tend to forget the important principle of teaching the whole child and fail to meet the standard of real transformation. As Christian teachers, our job is not only to teach and get paid, but with much more consideration is to transform the lives of our students with the Holy Spirit's power, that they may come to the saving knowledge of our Lord and Savior Jesus Christ, and may come to the point of giving their lives in obedience to Him. I believe that teaching involves the teacher's touch of spiritual influence to the lives of his/her students. Teaching is not merely a job, it is a warfare, a battle that is going on in reaching out lost students inside our class, praying and believing that the Lord might encounter them in special ways through us teachers.

- 2. Background** – It has been my desire to make a study about how the spirituality of the teachers affect or impact the students in the classroom. This is to answer the reality of why Christian teachers are not becoming effective in the class, and what are the factors behind all these. Secondly, this also helps us Christian teachers to realized and reflect what matters most in teaching. It is the empowering ministry of the Holy Spirit that teachers can become a positive influence to the students in the classroom when they manifest the fruit of the Spirit their lives inside and outside the classroom. The role of a teacher of the faith is not just to pass on information or facts. It is to help people be formed as disciples (learners and followers) of Christ, and transformed into the people God has created them to be. Romans 12:2 says, “Do not be conformed to this world, but be transformed by the renewing of your minds, so that you may discern what is the will of God— what is good and acceptable and perfect.”

Jesus told His disciples that He was a teacher. In His last conversation with them before His death, He said, “You call me ‘Teacher’ and ‘Lord,’ and rightly so, for that is what I am” (John 13:13). I believe that Jesus is the greatest master teacher who ever lived, and imagining myself being around him listening to His teaching would be a life changing experience. The story of Mary sitting at the feet of Jesus, rather than helping her sister Martha in the kitchen is an eye opener for me. The Lord matters our heart, our obedience rather than our sacrifice, our desire for him, rather than doing things for Him. In this study, I want to understand what is it like, when a Christian teacher who is fully devoted to Christ, and consider Christ in his/her life the great master teacher worth emulating would make an impact to his or her students under his/her care. I also want to understand how is it look like, when a Christian teacher behave like an unbeliever. What effects would it make in the lives of his/her students.

1. **Body** – The part where the study gives focus on that is divided into 5 stages. The planning stage, Making of Evaluation Forms and Questionnaire, Survey and Data Gathering, Compilation of Results and conclusion, and Acknowledgement of the respondents. Each part played important role in the general output of this research. This will also give structure to how the study has been done in a systematic, organized, clear and with proper transition of every progress and details of the research.

Planning Stage. It started with a great amount of prayer and research. In the research side, the researcher tries to check and balance the capstone project whether the topic has already been published, or there might be some articles regarding the specific study. After all the checking, the researcher gladly concluded that there are some related topics about the proposed research, but never studied or give focus on the Galatians 5:22-23 as the basis of their research to identify the effects and impacts of the teachers in the classroom. This signifies the uniqueness of the study, and signals the researcher to begin the research study on this particular topic.

Scope and Delimitations. In this study, it took two weeks for the researcher to finalized the title of this project. It takes a lot of research, decision making, and streamlining to make sure of the uniqueness and quality of the paper being plan to study and research. In this study, the data gathered were specifically coming from the Private and Public Christian teachers in the Island of Cebu. The respondents were all from different schools in Cebu teaching from pre-elementary level to undergraduate studies. Private school teachers were the majority respondents of the research with percent of the, and most of them are coming from Christians schools. It is followed by the public school teachers with percent of the collected data. Data collection tool in this part of the study was demographic characteristic questionnaire and structured interview questionnaire. This means that the researcher has a target group of people or respondents in mind from both private and public school whether a Christian institution or a secular one.

Nature of the Research. The study is an individual research base. The approaches were designed to gather a concrete data from the respondents by the use of social media platform like google form and google spreadsheet to gather and arrange data from respondents or in a face-to-face interview using structured questionnaire. The researcher also used different social media platform like Zoom, messenger video, or google meet for the qualitative interview. The researcher desired to see how the Christian teacher behave in the classroom by the use of *Galatians 5:22-23 Structured Questionnaire* and how it affects the classroom or the qualitative side of the research and *The Way Spiritual Assessment Questions* from the book *The Way* by Steven A. Walker. All the teachers interviewed were teaching in face-to-face set up.

Textbook and References. The topic research is originally coming from the mind of the researcher himself, but to step on the shoulder of a giant, the researcher is honored to adopt the 12 Spiritual Assessment Questions from the Book *The Way* by Steven A. Walker. The questionnaire is non-copywrite evaluation questions and is reproducible intended for the body of the believers who wish to mirror their walk in the Lord. The principal researcher as well developed a structured questions that base on Galatians 5:22-23 that evaluates how the teacher manifest the fruit of the Spirt specifically in the classroom.

Action Plan. In the planning process, the plan of action is a must, since it introduces the blue print of the entire research process. It also gives the researcher a guide as to which things will go first and which comes next so that there will be order in the whole entire process, and through this it will help the researcher to hit the goal of the research, meet the expected deadlines and finish the research within the intended time frame.

Table 1: Action Plan

Date/Schedule	Objectives	Activities	By Who	Materials	Expected outcomes
February 15-20, 2023	Make a detailed plan of action for the entire process of research.	Do a research, gather information and make some adjustments to the plan. Have to be sure that the Plan of Action is SMART.	By the researcher	Laptop, Cellphone, internet Wifi, calendar, ball pen.	Be able to create a concrete plan of action ready to be done by the researcher.
February 21-28, 2023	Make an informed Consent form for the respondents.	Collective and informative paper for what the purpose of the survey is all about.	By the researcher	Laptop, Cellphone, internet Wifi, calendar, ball pen. <i>The Way Questionnaire</i>	Was able to accomplish the objective.
March 1-12, 2023	Research of a prospect Spiritual Assessment Questions to be adopted for the Quantitative side of the research.	Brainstorm some other sources that were gathered o be adopted and be used in the quantitative side of the project.	By the researcher	Laptop, Cellphone, internet Wifi, calendar, ball pen. <i>The Way Questionnaire</i>	Was able to accomplish the objective.
March 13-26 2023	Develop an original Questionnaires based on Galatians 5:22-23, the fruit of the Spirit.	Formulating questions mixed with practical or hypothetical situations.	By the researcher	Laptop, Cellphone, internet Wifi, calendar, ball pen.	Was able to finish the Galatians 5:22-23 Structured Questionnaire.
March 27 to April 27, 2023 March 30, 2023	Physical Survey Interview with Maam Noemi from Oppra National Highschool and Maam Junica from Cebu Normal University.	Meeting with the two for them to take the survey.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form.	Was able to interview 2 respondents for the research.
March 27 to April 27, 2023 April 9, 2023	Physical Survey Interview with Maam Caryl Ymbong from Matie Ernestine, Sir Sheldon From Tayud Elementary School and Sir Wendhel Macalos From 3D Academy School.	Meeting with the three for them to take the survey.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form.	Was able to interview 3 respondents for the research.
March 27 to April 27, 2023 April 10, 2023	Virtual Survey Interview with Maam Jennypril Lucero	Catch up and talk about the project.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form.	Was able to accomplish the objective.

April 11, 2022	Virtual Survey Interview with Maam Evangeline Arribado	Catch up and talk about the project.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form	Was able to accomplish the objective
March 27 to April 27, 2023	Within the time frame other respondents were answering the questions through google form.	The respondents were informed why they were being surveyed or participate in the research.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form	Was able to accomplish the objective
April 28-29, 2023	Data Gathering	The Collection of all data. This is the compilation process in which all the data either hard or soft copy will be condensed.	By the researcher	Microsoft Word and Excel Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form	Was able to accomplish the objective
April 28-29, 2023	Compilation of Results and conclusion	After all the gathering of data, the process of compiling and interpreting the data gathered either hard or soft copy will be condensed.	By the researcher	Microsoft Word and Excel Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form	Was able to accomplish the objective
May 1-2, 2023	Acknowledgement of the recipients.	Recipients will receive a small token of appreciation in a cash form via G-cash, with a thank you letter.	By the researcher	G-cash App, Phone. Laptop	Was able to accomplish the objective

Creation of the Quantitative and Qualitative Questionnaires. The approach is a mixed method of quantitative and qualitative study. In quantitative method, respondents may answer the 12 sets *The Way* Spiritual Assessment Questions. These twelve evaluative questions were designed and intended to help Christian teachers view or gauge their spiritual maturity that affects the way they teach. The tool for the evaluation is adopted from the book *The Way*, written by Steve Walker. Data will be gathered through google form which will be consolidated in the google spreadsheets or in a hard copy MS Word format.

The desire of the researcher is to design a question that would reflect the teacher's performance in the class, and to see which areas of the teacher's life by virtue of Galatians 5:22-23 is manifested through his/her way of dealing the students in the class. The first part is the quantitative kind of questions Using the response scale below that the respondent would mark their score for each question. 1 - Never, 2 - Rarely, 3 - Sometimes, 4 - Most of the time, 5 – Always. For the second part which is the qualitative, open-ended questions are being asked to promote free flow answers from the respondents.

Use of Zoom Online Platform. The Primary social media video conference platform that will be used for the interview whenever the respondents are far from reach by the researcher. The survey interview will run from 30 mins to 1 hour the maximum.

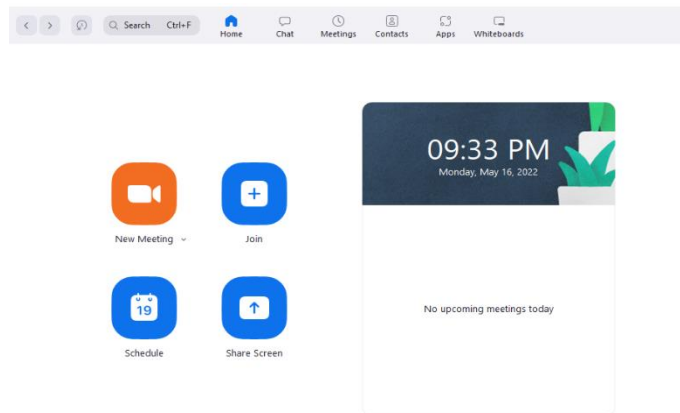


Figure 1: Zoom Meeting

Use of Facebook Messenger Platform. The messenger is the secondary social media platform to be used for the survey interview. Below are the ways in which the messenger is being utilized to reach out respondents in the different parts of Cebu.

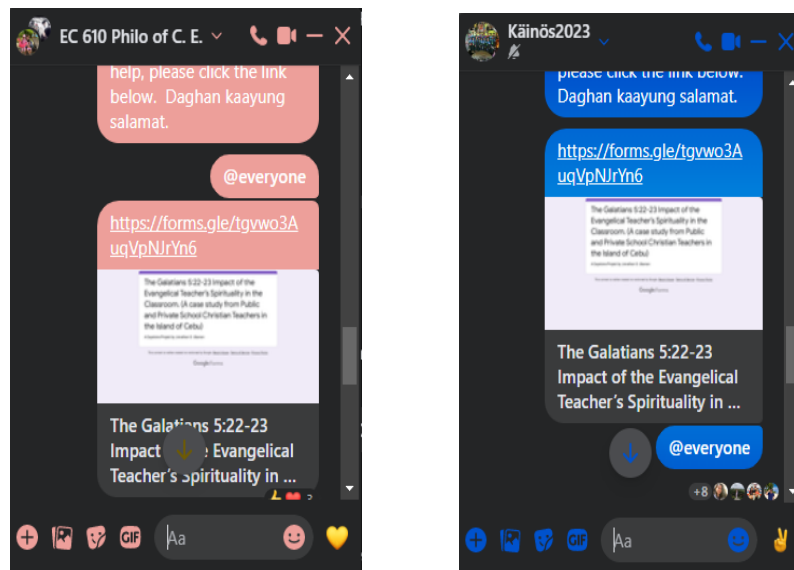
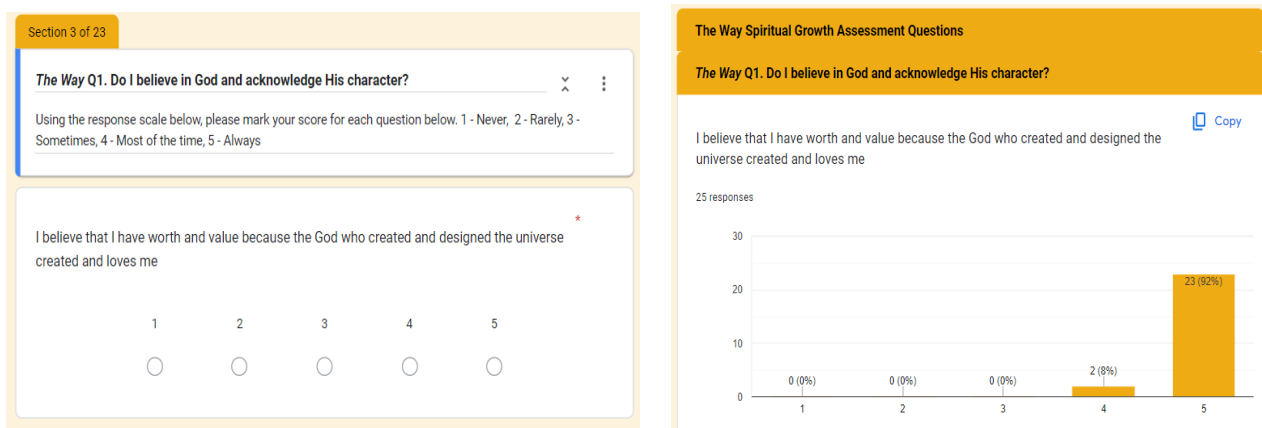


Figure 2: Facebook Messenger

Making of Survey forms, Questionnaires and Informed Consent Form. This stage will last for 2 weeks in the process. This is one of the most challenging parts of the research. This is where the formulation of questions may occur, a very vital part of the research. This is also a way of scaffolding and establishing the ground where the research is being rooted. Since, the research is a mixed approach, the researcher must prepare a type of questions that addressed to quantity and another set pf questions that would interpret the weight of the actions by means of structured questionnaires for the qualitative side of the research.

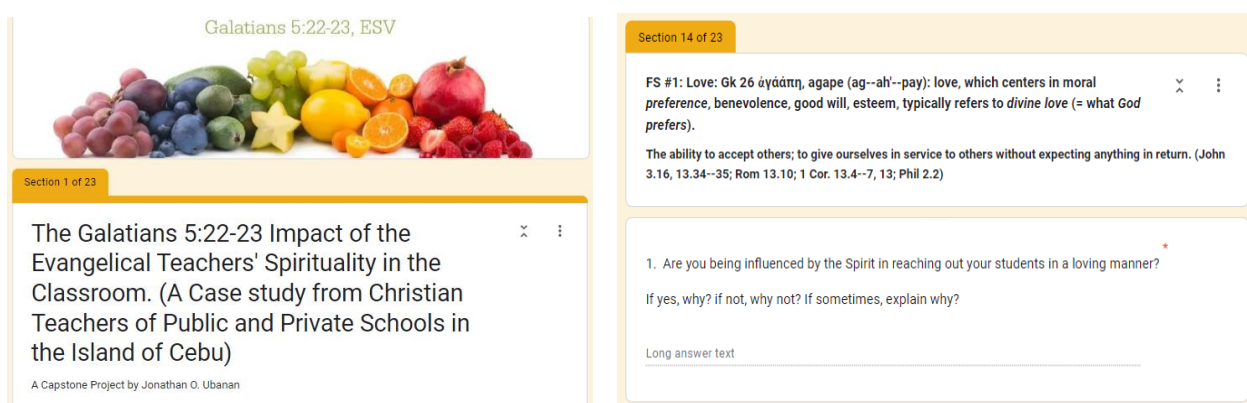
Quantitative Questionnaires. In the quantitative questionnaires, respondents are expected to be Christians, since the content of the questions are all designed for gauging the teachers knowing about God, and how he/she relates to the God he/she believes.

Figure 3: Sample Set of Questions adopted from *The Way* by Steve Walkers. This will be taken through google form or in hard copy MS Word Format.



Qualitative Questionnaires. In qualitative questionnaires, respondents will give a detailed reactions to hypothetical situations, or may give advice to scenarios being asked. This is to see, gauge, evaluate and survey how a Christians teacher should live a life led by the Holy Spirit. A Christian teacher that is being led by the Holy Spirit is a person who manifest the fruit of the Spirit in Galatians 5:22-23. These are the verses where the questions being established, and the basis of the study in general.

Figure 4: Sample Set of Questions of *Galatians 5:22-23 Structured Questionnaire* by Jonathan O. Ubanan. This will be taken through google form or in hard copy MS Word Format.



Informed Consent Form. In every research, survey or study of any fields of discipline, it is just right and proper to ask the consent of the person being surveyed or interviewed. The reason for this form is to protect the rights of the person being interviewed, and to give him the whole information as why he us being interviewed and what is the survey is all about. The content of the informed consent form are as follows.

Figure 5: The format of the Informed Consent Form.

INFORMED CONSENT FORM

Title of the Capstone Project:
 The Galatians 5:22-23 Impact of the Evangelical Teacher’s Spirituality in the Classroom. (A case study from Public and Private School Christian Teachers in the Island of Cebu)

Principal Researcher: Jonathan O. Ubanan
 Jonathan.ubanan.btc@gmail.com/09562241062 (Globe)
 Faculty Adviser: Dr. Gerardo “Boyet” Lisbe Jr.

You are being asked to take part in a research study. Your participation is voluntary which means you can choose whether or not to participate. If you decide not to participate there will be no penalty or negative consequence. Before you make a decision, you will need to know the purpose of the study, the possible risks and benefits of being in the study and what you will have to do if you decide to participate. The researcher is going to talk with you about the study and give you this

Survey and Data Gathering: Within 1 month and 2 weeks, the researcher will then do interview through face-to-face set up, or in virtual form by the use of google form for easy collection of data, Zoom, or Messenger. The survey involves school visitation to meet the prospect teachers to be part of the survey. In the data gathering, google form will be used to condensed all the results, then the data will be transferred to spreadsheets for a hard copy.

Appointment of the Respondents. For the gathering of data, not all respondents were able to take the survey through a personal interview, most of them were through Zoom, messenger or directly answer the survey form in the Google form. Respondents were given a call or chat asking if they could participate in the study. If the respondent is willing to give time to be interviewed, they will also be given a chance to choose whether a face-to-face, a virtual survey interview or through a google form. Right after the survey, the respondents will receive a small token of appreciation for participating on the study. The token through small monetary amount with a thank you card.

Table 2: Schedule of Survey (Face-to-face and Virtual)

March 27 to April 27, 2023 March 30, 2023	Physical Survey Interview with Maam Noemi from Oppra National Highschool and Maam Junecca from Cebu Normal University.	Meeting with the two for them to take the survey.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form.	Was able to interview 2 respondents for the research.
March 27 to April 27, 2023 April 9, 2023	Physical Survey Interview with Maam Caryl Ymbong from Matie Ernestine, Sir Sheldon From Tayud Elementary School and	Meeting with the three for them to take the survey.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the	Was able to interview 3 respondents for the research.

	Sir Wendhel Macalos From 3D Academy School.			Informed Consent Form.	
March 27 to April 27, 2023 April 10, 2023	Virtual Survey Interview with Maam Jennypril Lucero	Catch up and talk about the project.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form.	Was able to accomplish the objective.
April 11, 2022	Virtual Survey Interview with Maam Evangeline Arribado	Catch up and talk about the project.	By the researcher	Laptop, calendar, ball pen., 2 sets Questionnaires and the Informed Consent Form	Was able to accomplish the objective
April 11 - 28, 2022	Survey will be taken through google form for both the two sets of questions.				

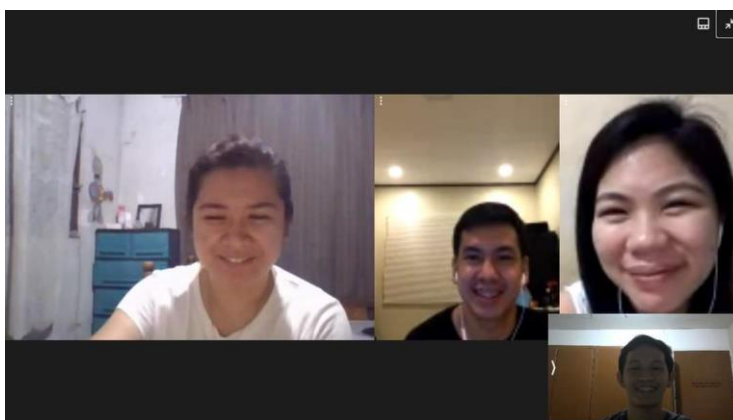


Photo 1: Scheduled Zoom Meeting for Virtual Survey with the teachers from the City.

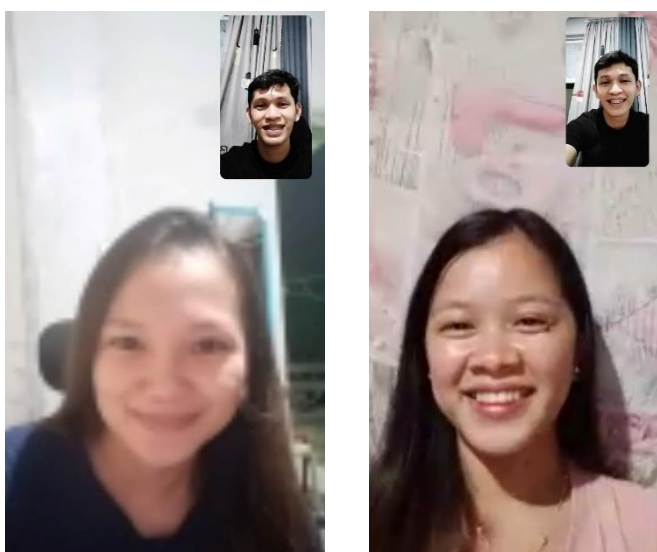


Photo 2: Scheduled Zoom Meeting for Virtual Survey with the teachers from the from the left, Techer Bella from Cebu City teaching at Philippine Christians Gospel School. In the right, Teacher Jennypril from Tayud National High School, Tayud, Liloan, Cebu.

Photo 3: Face-to-face survey interview.
(Ma'am Noemi of Oprra National High School)



Photo 4: Face-to-face survey interview.
(Ma'am Juneca Junta of Cebu Normal University)



Photo 5: Face-to-face survey interview. From left to right
Sir Wendhel Macalos – 3D Academy School
Sir Sheldon Lopez Ybanez – Tayud Elementary School
Ma'am Caryl Ymbong - Marie Ernestine School



Compilation of Results, Interpretation of Data and Conclusion: At the end of Data Gathering, the researcher will compile the results converting them to graphs or pie charts, with the use of spreadsheets for inference. This is also the time where the researcher interprets the data and the formulation of the conclusion.

Compilation of Results. There are 25 responses coming from 25 respondents from different schools in Cebu. The gathered data will be converted into a chart for easy tracing. There are 13 teachers with 52% of the respondents, and 12 or 48% coming from the Public School in Cebu.

Chart 1: Comparison of Private and Public Schools who participated in the survey.

Please choose one
25 responses

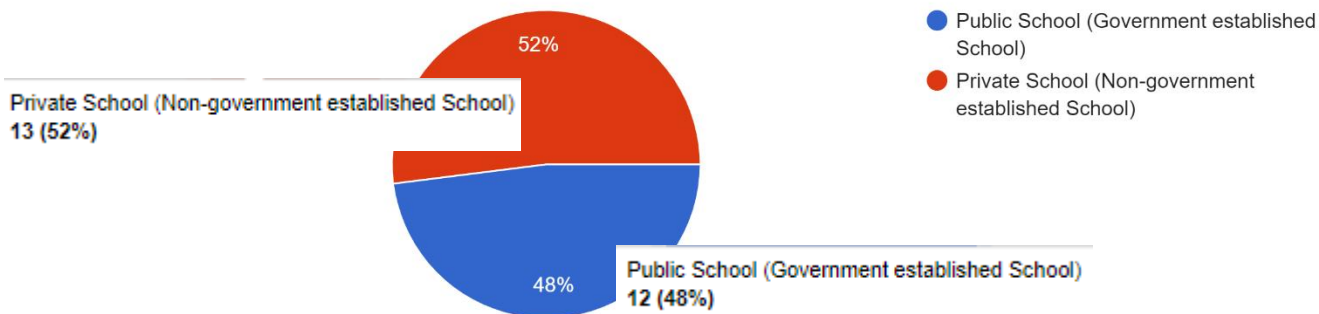
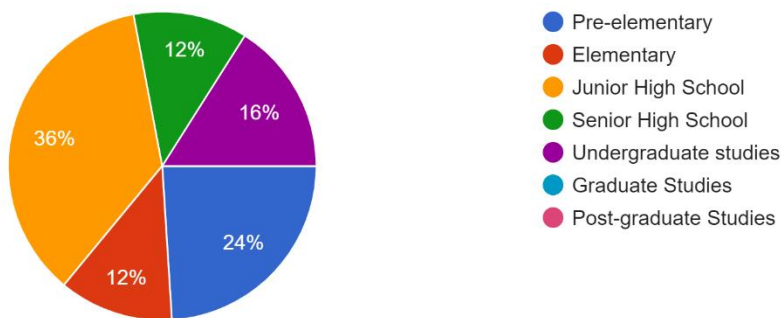


Chart 2: Percentage our from the 25 respondents of the public and private school teachers who taught in different level.

Teaching in what School Level
25 responses



Level	Percentage
Pre-elementary	6 (24 %)
Elementary	3 (12 %)
Junior High School	9 (36 %)
Senior High School	3 (12 %)
Undergraduate Studies	4 (16 %)

Table 3: Number of respondents who participated in the research by school.

Num.	School	Number of respondents	Names
1.	Philippine Christian Gospel School	3	Respondent #7 Respondent #12 Respondent #6
2	Central Philippine Nazarene College	2	Respondent #14 Respondent #20
3	Cebu Technological University - Tuburan Campus	2	Respondent #24 Respondent #21
4	Lahug Christian School	2	Respondent #13 Respondent #8

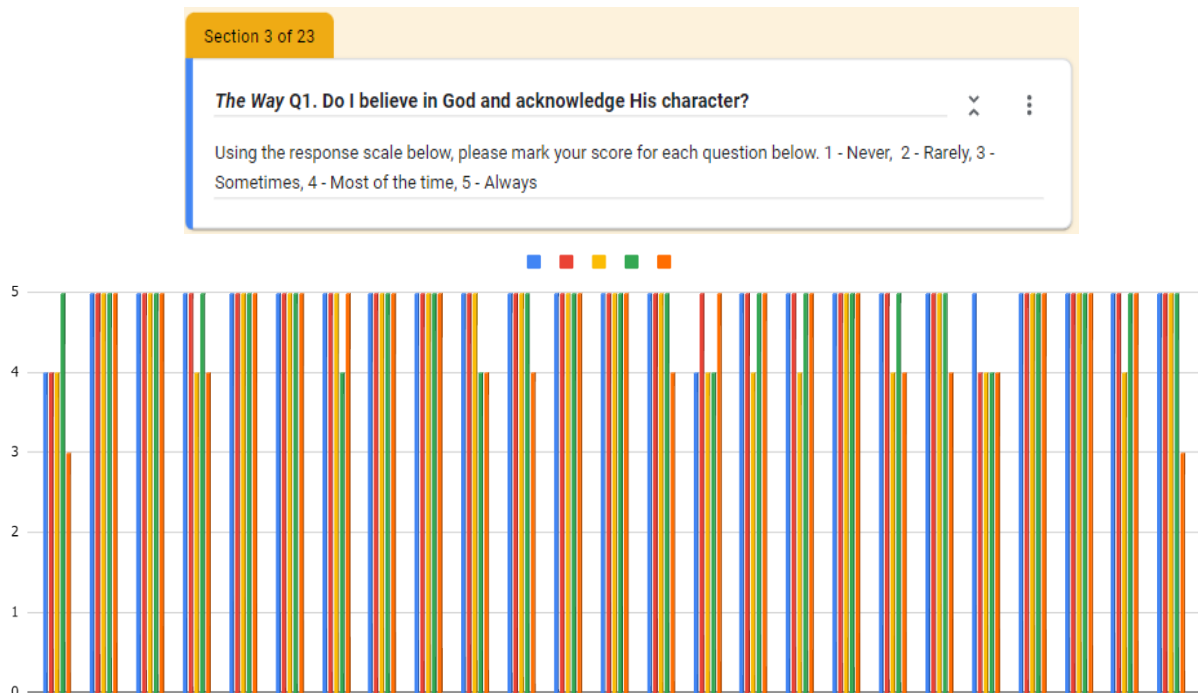
5	Dumanjug Central Elementary School	1	Respondent #1
6	Evangelical Theological College of the Philippines	1	Respondent #15
7	Don Gerardo Ll. Ouano Memorial National High S.	1	Respondent #22
8	Bethany Christian School	1	Respondent #2
9	City Central National High School	1	Respondent #16
10	3D Academy School	1	Respondent #17
11	Don Sergio Osmena Sr. Memorial National High S.	1	Respondent #13
12	Tayud National High School	1	Respondent #11
13	Tayud Elementary School	1	Respondent #4
14	Kimini Academy School	1	Respondent #5
15	OPRRA National High School (Cebu City Div.)	1	Respondent #18
16	Marie Ernestine School	1	Respondent #23
17	Mandaue Christian School Inc.	1	Respondent #25
18	Cebu Normal University	1	Respondent #19
18	Casili National High School	1	Respondent #10
19	Canduman National High School	1	Respondent #9
	Total	25	

Interpretation of Data: Results of the survey will now then be interpreted.

Legend - The following colors are designated with its respective questions in the survey.

- - 1st question
- - 2nd question
- - 3rd question
- - 4th question
- - 5th question

Chart 3: Results from the quantitative survey base on the 12 Sets of questions adopted from the book *The Way* by Steven A. Walker. Q1



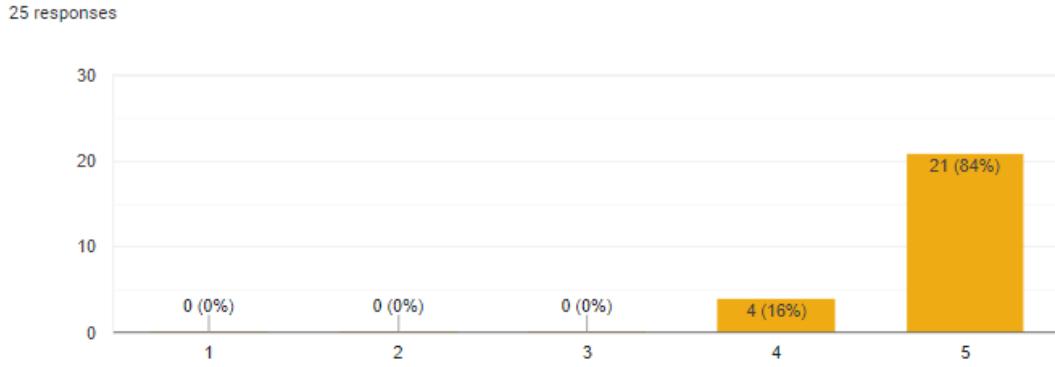
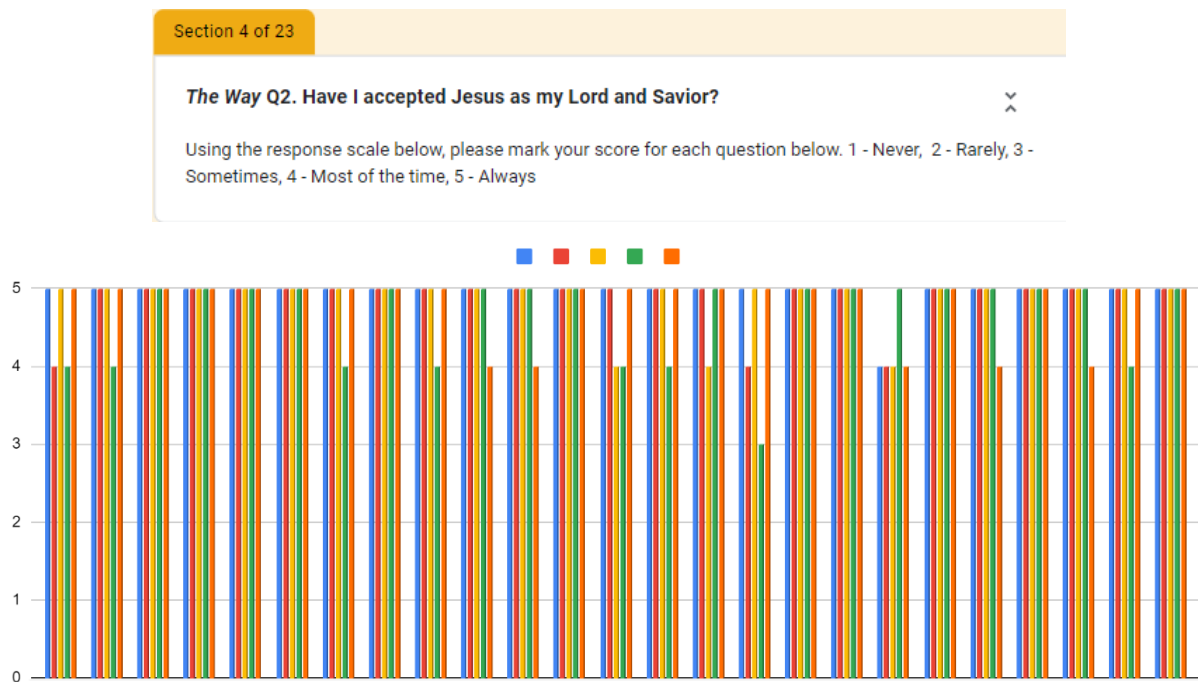


Chart 4: Results from the quantitative survey base on the 10 Sets of questions adopted from the book *The Way* by Steven A. Walker. Q2



Interpretation of Chart 4. Chart #4 signifies that majority of the respondents already have a personal relationship with our Lord and Savior Jesus Christ, there is only one person that gave only number four scale as he thinks at its as most of the time, 1 more point to make it certain.

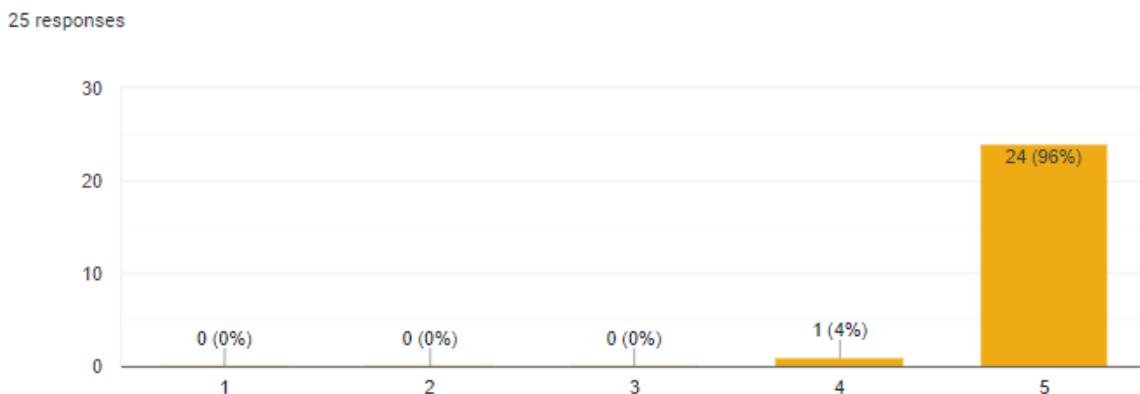
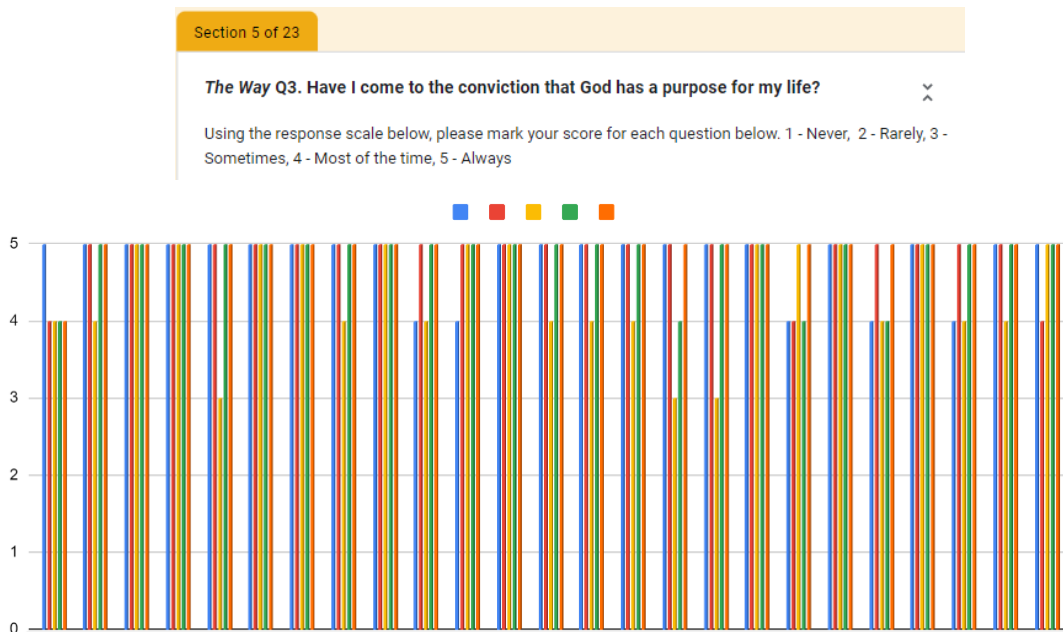


Chart 5: Results from the quantitative survey base on the 10 Sets of questions adopted from the book *The Way* by Steven A. Walker. Q3



Interpretation of Chart 5. Chart #4 signifies that 48% of the respondents believe that they have a certain conviction that God has a purpose in their lives, 40 % or 10 respondents believe most of the time and 12% believes that they sometimes feel convicted of God’s purpose in their lives.

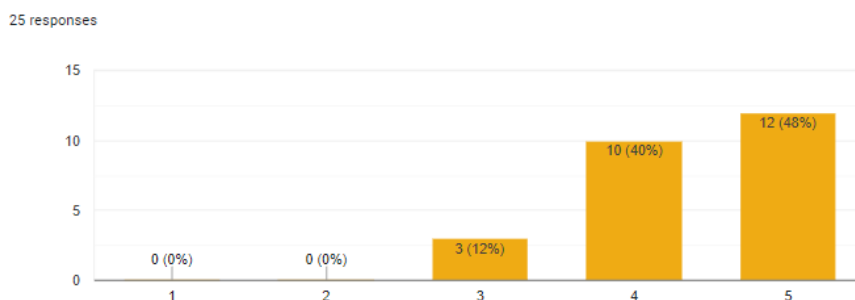
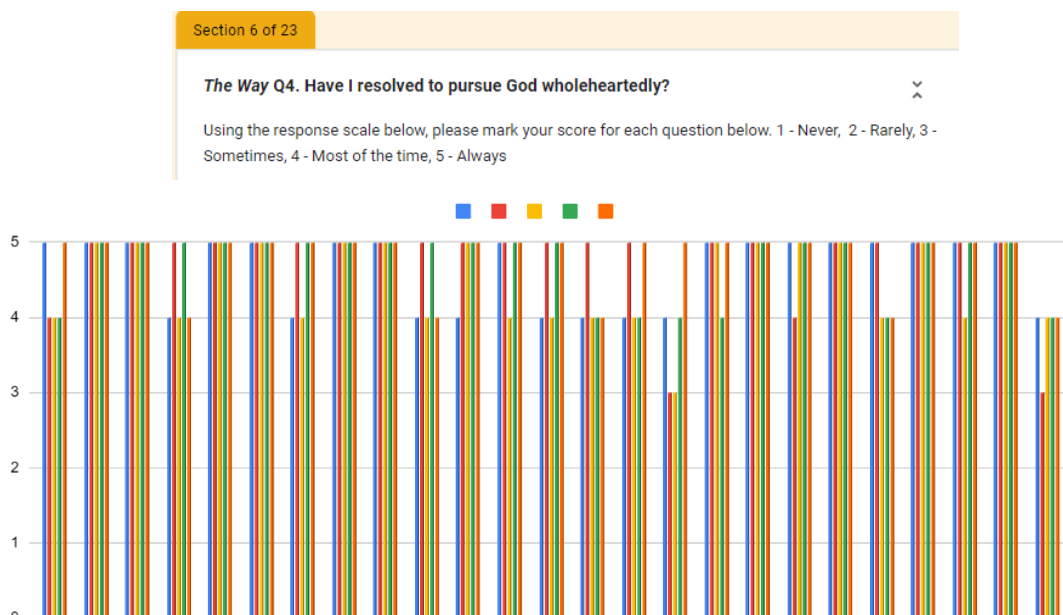


Chart 6: Results from the quantitative survey base on the 10 Sets of questions adopted from the book *The Way* by Steven A. Walker. Q4



Interpretation of Chart 6. Chart #6 signifies that 52% of the respondents believe that they have always resolved to pursue God wholeheartedly, 44 % or 11 respondents believe most of the time and 4% or only one respondent believes he sometimes feel resolved to pursue God wholeheartedly.

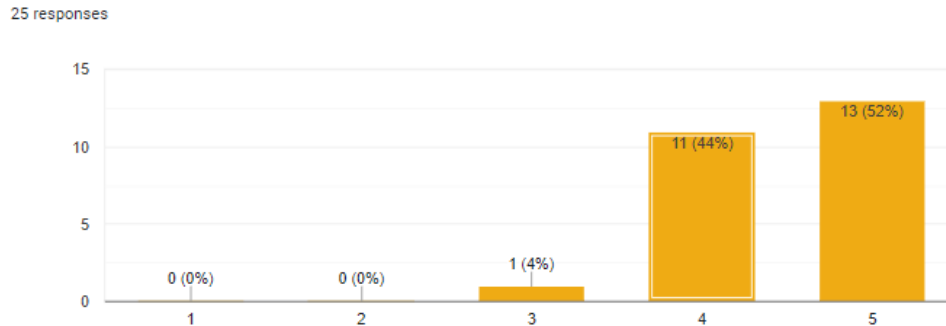
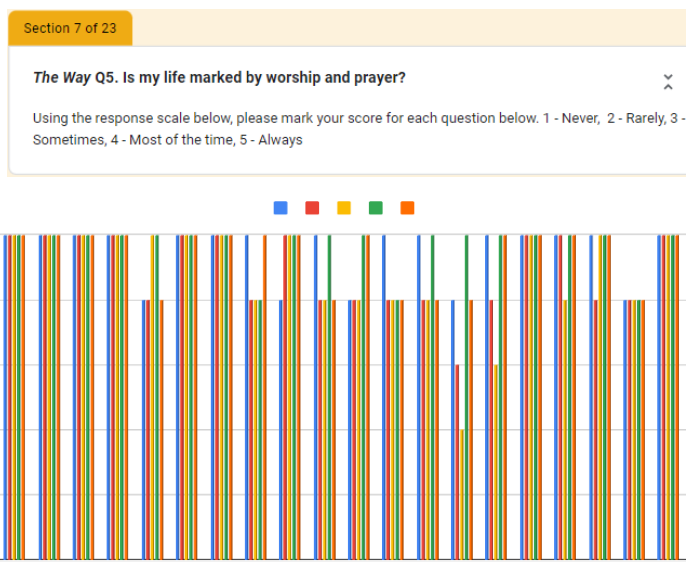
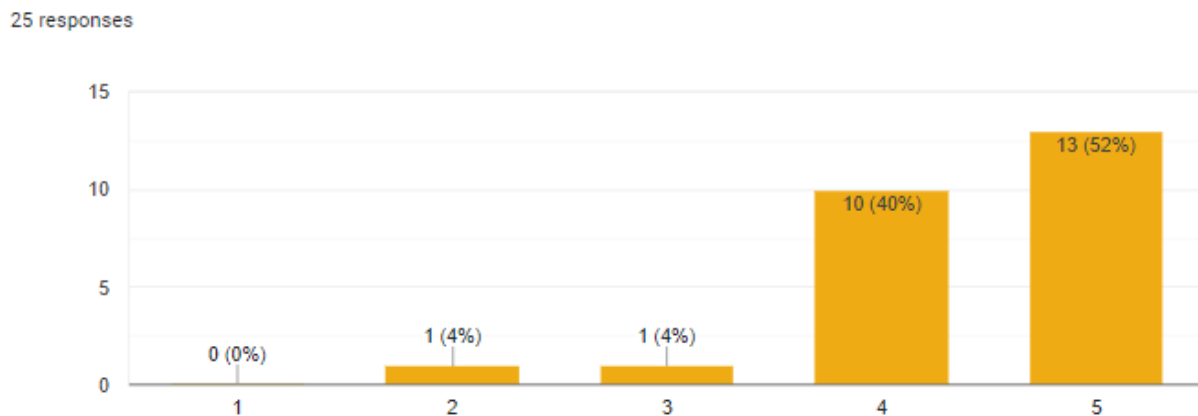


Chart 7: Results from the quantitative survey base on the 10 Sets of questions adopted from the book *The Way* by Steven A. Walker. Q5



Interpretation of Chart 7. Chart #7 signifies that 52% of the respondents believe that they have always have their lives marked by worship and prayer, 40 % or 10 respondents believe most of the time and 4% or only one respondent believes he sometimes and 1 person answered rarely.



Interpretation of Data from Galatians 5:22-23 Structured Questionnaires:

The answers from the 25 respondents will be reflected in the charts below. The collection of interpretation will then follow right after every chart.

Chart 8: Results and interpretation from the qualitative survey using the Galatians 5:22-23 Structured Questionnaires. Fruit of the Spirit Set 1 Questionnaire. It so clear in the entry that all of the respondents answer Yes to the question. This suggest as strong affirmation that with these kinds of teachers who really love their works and students, and their lives are great examples of the love of Christ to His people that are worth emulating.

FS #1: Love: Gk 26 ἀγάπη, agape (ag--ah'--pay): love, which centers in moral preference, benevolence, good will, esteem, typically refers to divine love (= what God prefers).

1. Are you being influenced by the Spirit in reaching out your students in a loving manner?

If yes, why? if not, why not? If sometimes, explain why?

25 responses

Yes, I believe it is my duty as a teacher to teach my students with compassion. Jesus taught me to love others as I love myself.

Yes, as a Christian teacher, it is my responsibility to reach out my students in a loving manner. Not because I am a Christian teacher but because it is my responsibility to love my students fairly, to guide them, and to teach them.

Yes, because even in their young age I want them to know about Jesus. I want them to know that I love them that is why I am telling them the thing about God.

Yes. I believe that the greatest influence of the Holy Spirit, is how He helps us use the abilities, passions, experiences, and knowledge He has given us to honor Christ in our workplace and even to the people around us.

Yes, I want them to experience the relationship that I am experiencing with Christ. Maybe not during my

Chart 9: Results and interpretation from the qualitative survey using the Galatians 5:22-23 Structured Questionnaires. Fruit of the Spirit Set 2 Questionnaire. It is very inspiring to know that these teachers express joy even in the midst of school deadlines. These teachers are empowered to bless and raise Godly and joyful students of God's Word.

FS #2: Joy: Gk 5479 χαρά, chara (khar--ah): joy, gladness, calm delight.

1. Is the Holy Spirit producing joy in your heart that overflows into your everyday dealing with your students? If yes, why? if not, why not? If sometimes, explain why?

25 responses

Yes, of course. Knowing how tiring teaching is, we can't deny the fact that we, as humans, feel tired and drained. Sometimes we encounter trouble in the attitudes and characters of students, but at the end of the day, instead of ranting you can praise God for the joy and satisfaction of teaching and facing or dealing with your students' different characters and attitudes every day. This is not actually an easy job to do, but when you see the product of your hard work, you can definitely feel the joy in your heart. Especially when you see transformations or changes in your students.

Since I know Jesus Joy is always there in my heart the joy of doing the things that glorifies Him. Though there are instances that your mood or you are getting angry because of your students behavior (ex. Noisy, not listening and etc,) but the joy of teaching the students to grow holistically is always there.

Yes, by just being motivated to wake up every morning to go to work is one thing that shows how the Holy Spirit produces joy in my heart. I feel excited to see my students and listen to their stories every day.

Honestly, sometimes not anymore. Over 6 years of teaching in the public school, especially pregnant, is extremely draining. But I pray for the joy to be back.

Chart 10: Results and interpretation from the qualitative survey using the Galatians 5:22-23 Structured Questionnaires. Fruit of the Spirit Set 3 Questionnaire. On the peace as part of the fruit of the Spirit, majority of the teachers who took the survey answered Yes and sometimes. The majority Yes, stated that it is God who enabled them to have peace regardless of one is going on in their environment. Christian spiritual disciplines helped them have the peace of God.

FS #3: Peace: Gk 1515 εἰρήνην, eiréné (i--ray'--nay) peace, peace of mind, in the Hebraistic sense of the health (welfare) of an individual.

1. Is your life full of peace in spite of the school requirements, lesson plans, deadlines, and other school activities? If yes, why? if not, why not? If sometimes, explain why?

25 responses

Yes, of course, I don't want to feel pressured. And in terms of school requirements, lesson plans, deadlines, school activities, and other stuff, I've always spent my spare time doing all of those things to avoid hassles and stress. And of course I don't want to own that credit because, without God, I am nothing.

Sometimes, I cannot feel so at peace specially when there are lots of deadlines I need to do and I don't know what thing I need to do first.

Yes. Practicing good time management and prioritizing the things that matter can help you find peace and balance, even when faced with deadlines and other stressors. By taking control of your schedule and focusing on what's important, you can reduce feelings of overwhelm and anxiety and create space for more peace and productivity in your life.

Sometimes yes, sometimes no. It's really hard now that I'm pregnant. My body is just shifting so much. I need more rest than before.

Chart 11: Results and interpretation from the qualitative survey using the Galatians 5:22-23 Structured Questionnaires. Fruit of the Spirit Set 4 Questionnaire. According to most of the teacher-respondents, patience is a must for a teacher to possess. Majority of their answers are they are more patient in dealing with their students, they do not mind being interrupted.

FS #4: Patience: Gk 3115 μακροθυμία, makrothumia (mak--roth--oo--mee'--ah) patience, forbearance, longsuffering.

1. Do you accept interruptions and delays from your students with grace and peace? How?

25 responses

We can't deny the fact that sometimes we encounter problems like this, but as teachers, we need to be patient and open-minded because not all of our students are the same and some are different. Instead of forcing them to conform to your standards, let them grow according to their own way of learning, learn to know their interests, and learn how to assist them. Just like that, there is no need to get disappointed or angry.

Yes. I believe as a teacher I need to lower myself in there level that each of them have a capacity. They may not so fast to do some things as I imagine. I will give consideration and always give another chance.

Yes. Personally, I am willing to grant a grace period for students who may need extra time to complete their assignments, as long as they communicate with me in advance.

Yes and no. I do accept delays with grace. But there are limitations to instill discipline.

Yes, definitely. I don't mind it when my students interrupt me during the discussion because they want to clarify things about the lesson.

Acknowledgement of the Respondents: In the research process and journey of collecting data, the respondents played a vital role in the entire process. To have a credible and substantial data, their cooperation is highly needed, and with this they are highly appreciated. It is just right to compensate their precious time of taking the survey with a sweet treat of thank you card and a small monetary amount through G-cash.

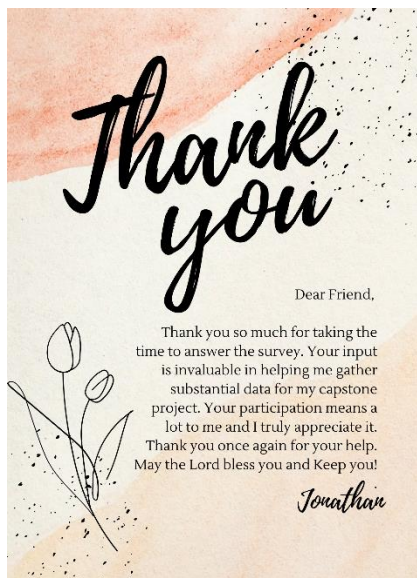


Figure 6: Thank you Letter

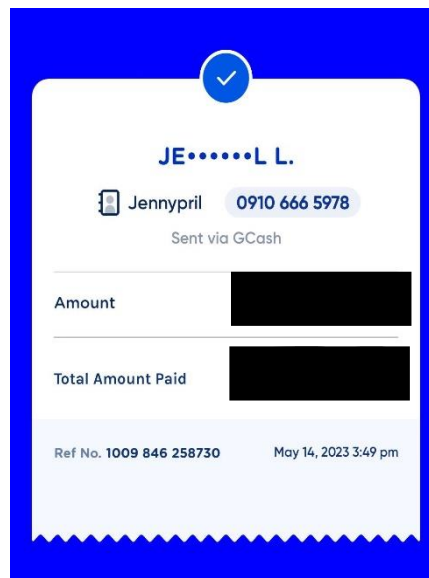


Figure 7: G-cash App

Conclusion and Final Reflections – The reflections are divided into two perspectives. The perspective from the principal researcher and reflections from the overall collected data from the respondents.

Reflections from the principal researcher. I believe and affirm that the spirituality of teachers plays a vital role in educational system because it serves as a guiding force towards teaching-learning process in the classroom, in which the students can develop their healthy relationship with others. It also provides a sense of love and being loved. It can improve self-image as well as good personality. It offers a basis for better person specially in developing his values and his own skills. A teacher who loves the Lord, has the desire to grow and know more about the Lord. This kind of teacher displays the fruit of the Spirit that is contagious in the classroom. His life is manifested with love, joy, peace, patience, kindness, goodness, gentleness, faithfulness, and self-control. He is motivated not by money, selfish desire or personal interest, but by his/her love towards the Lord. The basis of his teaching is the Word of God, and the goal of his teaching is to teach the whole child to become obedient follower of the Lord Jesus Christ. His goal in teaching is not head knowledge but the transformation of the heart, the by-product of the knowledge instore from the soul and manifested through good moral values and Christian living.

Reflection of the Collective Data from the Respondents. The result of the research just amazed me, and encouraged me to do more of this kind of studies. The number of respondents is not enough to build strong research output, but regardless of the number of respondents, I gathered a wide range of ideas and principles from the data collected. For the qualitative side of the research, majority of the participants responded in a bold manner. A great amount of rate 5 as the highest scale, suggests

that the 25 respondents are genuine Christians, and they have strong relationship with Christ. They are spirit-sensitive and are Christ-centered in their approach to teaching. The quantitative data also tells, that these respondents have a clear understanding of their calling as teachers. they have always resolved to pursue God wholeheartedly and their lives are marked with worship and prayer. In the qualitative data, The Galatians 5:22-23 Structures Questionnaires collected data that are incongruence to the teacher's spirituality in the quantitative questionnaires. This strongly suggests, that teachers who acknowledge God and His character, have a genuine relationship with Christ, have a clear conviction of God's purpose in his life, who have resolved to pursue God wholeheartedly, whose life marked with worship and prayer and obedient to God, and teachers who are responsive to the Holy Spirit's guidance, and is being used by God in the teaching ministry, are those teachers who most likely manifest and reflects the fruit of the Spirit in the teaching ministry.

Conclusion. In all the process and the end product of this project, I arrive to conclusions. To argue that the role of the teacher in Christian education is more "spiritual" is not to say that it makes for an easier task. In fact, the challenges of being a Christian teacher is such that James the Apostle warned, "My friends, not many of you should become teachers. As you know, we teachers will be judged with greater strictness than others" (James 3:1, NIV). Perhaps the spiritual role that is most demanding of the Christian teacher is that of being a model and mentor to learners. Being a model in the Christian life is a daunting prospect, because we realize that this comes not out of performance, but out of being. We are called to be teachers not because we perform well in a classroom, but because we live a Christian life based on our relationship with Jesus Christ. It is the being and the relationship that we model. Galatians 5:22-23, as basis for this research has seen the possibilities that teachers can be a great imitator of Christ, and by being and modeling our lives to the students under our care, this will make a greater impact in their lives, and this impact will create a whirlpool effect to the lives of other people. Lives will be transformed in ways that we do not expect.

There are still so many possible parts of this study that is still to be explored. The researcher wanted to expand more about the study in the area of the students' participation for the research to gain data that is base from the teacher-student relationship, to test whether their answers about the survey is in harmony or in contrary to each other. Due to time constraint and the short term of the research, the researcher decided to narrow the scope of the study. Also, the researcher recommends on the study of the same topic, but in a different perspective or world view. Some other religions might study how the teachers on their worldview behaves, and how they would define spirituality base on their own perspectives. This is a recommendation for non-evangelical teachers who are also in teaching in the same field.

2. **References** – Two references for this project one is from the 10 Spiritual Assessment Questions from the Book the way and the Galatians 5:22-23 Structured Questionnaire.

Walker, Steven A. 2016. *The Way: Twelve Essential Questions for the Path of Life*
Chicago, Illinois: Moody Publishers.

The Galatians 5:22-23 Structured Questionnaires – Prepared by Jonathan O. Ubanan

3. Appendices

Annex 1: Informed Consent Form

INFORMED CONSENT FORM

Title of the Capstone Project:

The Galatians 5:22-23 Impact of the Evangelical Teacher’s Spirituality in the Classroom. (A case study from Public and Private School Christian Teachers in the Island of Cebu)

Principal Researcher: Jonathan O. Ubanan

Jonathan.ubanan.btc@gmail.com/09562241062 (Globe)

Faculty Adviser: Dr. Gerardo “Boyot” Lisbe Jr.

You are being asked to take part in a research study. Your participation is voluntary which means you can choose whether or not to participate. If you decide not to participate there will be no penalty or negative consequence. Before you make a decision, you will need to know the purpose of the study, the possible risks and benefits of being in the study and what you will have to do if you decide to participate. The researcher is going to talk with you about the study and give you this document to read.

If you do not understand what you are reading, do not sign it. Please ask the researcher to explain anything you do not understand, including any language contained in this form. If you decide to participate, you will be asked to sign this form and a copy will be given to you. Keep this form as it has the contact information and answers to questions about the study. If you like, this form can be read to you.

What is the purpose of the study?

The purpose of this project is to study how the Christian teacher’s spirituality affects the classroom environment. The study is limited only as to how the teacher affects the class when he/she is spiritually-filled and Holy Spirit-guided, compare to how a classroom environment looks like when the teacher is spiritually dry and not becoming the salt and light in the classroom, in short, the teacher does not perform or show any fruit of the Spirit as stated in Galatians 5:22-23.

Why am I being asked to participate in the study?

You are being asked to join this study because you are either of the following:

- (1) A follower of the Lord Jesus Christ.
- (2) A Christian teacher either from Public School or Private School.

What will I be asked to do?

You will be interviewed for 20-25 mins maximum and will be done through online by the use of google form. Here, you will be asked to answer questions about your experience as a teacher and how you handle your class base on Galatians 5:22-23 Structured Questionnaire.

How long will I be in the study?

The study will take place over a total period of four (4) months. The first half will be dedicated to gathering information through surveys and interviews with the participants. You are asked to participate in this first half with an interview session that will last 20-25 mins only.

Where will the study take place?

The study will take place over video call (Zoom, Google Meet, or Facebook Messenger) or voice call (phone) in person, or answering the questions through google form, depending on your preference. Email interviews are also possible depending on the circumstance. The interview will be held at whatever time is most convenient for you within the month of May 2023.

Are there any risks and what are they?

There is only a very minimal possibility that participants will experience discomfort when talking about their experiences and reasons concerning their experience toward teaching. If you feel any discomfort towards any of the topics or questions, please inform the interviewer to skip the questions.

What are the benefits of participating in the study?

Your participation will be able to provide insight into understanding on how the spirituality of the teachers affect in the classroom. How the teacher is affected by various Christian habits and disciplines that the Christian teacher must observe in order to be consistently effective in their role as a molder of dreams.

What happens if I do not choose to join the research study? Can I stop or withdraw from the study even after it has started?

You may choose to join the study or you may choose not to join the study. Your participation is voluntary. There is no penalty if you choose not to join the research study. You will not lose any benefits or advantages that you are now receiving or will receive in the future.

You can stop your participation in the research study or withdraw your data at any time even after it has started. There is no penalty or loss of benefits if you decide to do so.

If you no longer wish to be in the research study, you may inform the interviewer during the interview or contact the principal investigator listed above and say “I no longer want to participate in this study”.

How will confidentiality be maintained and my privacy protected? Who will have access to my data?

The researcher will conceal any personal information of the participants by using code names or pseudonyms. Any recording or documentation containing notes from the interview will be stored in a password protected storage only accessible to the researcher.

The information you provide is confidential. Your full name will not appear on any of the questionnaires, and information identifying you will not appear in any report or publication of this research. Only the principal investigators will know the identity associated with the information collected for this study, and they will not reveal it to anyone else.

There are instances in which information concerning your interview/data would have to be released without your consent. This would happen if you pose a grave danger to yourself or to others, or if you reveal any evidence to suggest your participation in any criminal activity.

Will I have to pay for anything?

There will be no costs associated with participating in the study as it will be conducted purely in the online platform. However, there will be compensation given for the participants.

If you have questions or concerns regarding the study and your participation in it, contact the Principal Investigator listed on page 1 of this form. Thank you for giving your valuable time for this research. I appreciate your kindness. God Bless you

When you sign this document, you are agreeing to take part in this research study. If you have any questions or there is something you do not understand, please ask. You will receive a copy of this consent document.

Signature of Participant:

Printed Name of Participant:

Date:

Annex II: The Way Spiritual Growth Assessment Questions

Name (optional): _____ Date: _____

Respondent #: _____

These twelve evaluative questions were designed and intended to help believers move forward in their spiritual maturity.

What is spiritual maturity? The Apostle Paul described it this way: *“Him we proclaim, warning everyone and teaching everyone with all wisdom, that we may present everyone mature in Christ. For this I toil, struggling with all his energy that he powerfully works within me” Colossians 1:28-29 (ESV).* “The spiritual mature person will resemble Jesus Christ in His character, convictions, relationships, responses, and in His outlooks and values” (Walker: *The Way*, pg.3).

This assessment tool is designed from the same twelve questions Walker developed in *The Way*. Since spiritual maturity takes time and intentionality, these questions should help clarify your current spiritual health and identify areas for potential growth. Please pause for a moment in prayer before you begin.

Using the response scale below, please mark your score for each question below:

Does Describe Me		Partially Describes Me		Does Not Describe Me
5	4	3	2	1

***The Way* Q1. Do I believe in God and acknowledge His character?**

1. I believe that I have worth and value because the God who created and designed the universe created and loves me _____
 2. Even when I do not feel God’s presence, or my life is difficult, I know and trust He is with me, and will never leave nor abandon me. _____
 3. Because God is Holy, my desire is to be holy as well, and makes me weigh even the smallest desires that might detract from His holiness _____
 4. I regularly bring to the infinite God my failures, problems, challenges and disappointments in timely ways to get His guidance and help. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

Does Describe Me		Partially Describes Me		Does Not Describe Me
5	4	3	2	1

The Way Q2. Have I accepted Jesus as my Lord and Savior?

1. Since I have accepted Jesus as my Lord and Savior, I am 100% convinced that I will go to Heaven when I die. _____
 2. I am convinced that Jesus' sacrifice on the cross is enough to pay for all of my guilt and make me right with God. _____
 3. I see my life as a path going somewhere; and as a Christian, I follow Jesus' guidance and directives on the path of life. _____
 4. I know and can easily explain the Gospel, the basic Christian message, in a few minutes. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q3. Have I come to the conviction that God has a purpose for my life?

1. I believe God's primary purpose is for me to become like His Son Jesus. _____
 2. My life makes a meaningful impact on people other than myself and my family. _____
 3. I can confidently say, "My life matters to God." _____
 4. I believe that God's purpose and plans for me are good, despite whatever troubling circumstances I may find myself in. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q4. Have I resolved to pursue God wholeheartedly?

1. I have come to a point where what God says matters more to me than what I think or what others around me think. _____
 2. I am convinced that God is not satisfied with half-hearted love and obedience. _____
 3. How I live my life shows that pursuing God is my highest priority. _____
 4. I consider daily how to live my life in a way that will honor and obey Christ. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

Does Describe Me		Partially Describes Me		Does Not Describe Me
5	4	3	2	1

The Way Q5. Is my life marked by worship and prayer?

1. I practice praying thoughtfully, persistently, and intentionally with God’s concerns and priorities in mind. _____
 2. I have learned to worship and glorify God through all circumstances, both good and bad. _____
 3. I would sacrifice anything God asks me to no matter what the cost to me. _____
 4. I have made the regular worship of God with other believers one of my highest priorities. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q6. Am I learning and obeying God’s Word?

1. I am learning what God wants from me by interacting daily in Scripture. _____
 2. Reading, studying, pondering and memorizing the Bible is a high priority to me. _____
 3. I am hungry/eager to learn from the Scripture and to be reminded of the truths that shape my life. _____
 4. When the Bible, as the final authority of my life exposes an area of my life that needs changing, I humbly ask God to change my heart and my mind. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q7. Am I living life responsive to God’s Spirit?

1. When faced with an unclear decision, I trust and ask the Spirit of God to guide me. _____
 2. I know how to draw upon the Spirit’s power and apply the Spirit’s power when I am challenged in life. _____
 3. My life is regularly marked by the fruits of the Spirit (love, joy, peace, forbearance, kindness, goodness, faithfulness, gentleness and self-control). _____
 4. I have learned to identify the Holy Spirit’s voice as He guides me. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

Does Describe Me		Partially Describes Me		Does Not Describe Me
5	4	3	2	1

The Way Q8. Do I recognize the presence of Satan and stand against his schemes?

- 1. I look at every temptation as an opportunity to resist evil and to trust Christ to meet my wants, needs, and desires. _____
 - 2. I recognize that my mind is a battleground, so I take every thought captive to obey Christ. _____
 - 3. When people confront me about my sin against them, I listen humbly and weigh their words seriously. _____
 - 4. I recognize how Satan works to discourage, distract, and hinder, and I resist and expose his schemes. _____
 - 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q9. Am I connecting relationally in Christian fellowship?

- 1. I gather frequently with a group of Christians for fellowship and accountability. _____
 - 2. There are specific people in my church who I know are regularly praying for me, and I for them. _____
 - 3. I am closer to Christ because of my Christian friendships. _____
 - 4. I do not deceive others with my true self or present condition but am intentionally transparent with at least a few other believers. _____
 - 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q10. Am I using all God has given me to serve Him and others?

- 1. I spend money and time on things that will bring eternal dividends. _____
 - 2. I can identify my spiritual gifts and use them to serve others. _____
 - 3. Giving a portion of my income to God and the church is the first thing I do in my monthly budget. _____
 - 4. I am very aware that God who is good and gracious has given me all that I have and will be accountable for what God has entrusted to me. _____
 - 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

Does Describe Me		Partially Describes Me		Does Not Describe Me
5	4	3	2	1

The Way Q11. Am I learning to live as a contagious Christian?

1. I regularly look for and take opportunities to speak about Jesus to others. _____
 2. I intentionally maintain relationships with non-believers in order to share my testimony. _____
 3. I assume that in every situation I have a green light to speak freely about Jesus and my faith in Him and will do so until I see a yellow or red light. _____
 4. I know how to ask insightful questions to diagnose the spiritual condition of another and help them come to grips with the basic Christian message, the Gospel. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

The Way Q12. Am I involved in the worldwide spread of the Good News?

1. I am open to going anywhere God calls me, in whatever capacity to share my faith. _____
 2. I am aware of the role God wants me to play in the worldwide spread of the gospel. _____
 3. I feel compassion for every soul in the world who does not know Christ. _____
 4. I am aware of the global persecution of the church and prayerful of God’s presence to them. _____
 5. I feel my group is intentionally helping me grow in this area. _____
- Total** _____

ASSESSMENT SUMMARY

<i>TOPIC</i>	YOUR SCORE	MAX SCORE
The Way Q1. Do I believe in God and acknowledge His character?		25
The Way Q2. Have I accepted Jesus as my Lord and Savior?		25
The Way Q3. Have I come to the conviction that God has a purpose for my life?		25
The Way Q4. Have I resolved to pursue God wholeheartedly?		25
The Way Q5. Is my life marked by worship and prayer?		25
The Way Q6. Am I learning and obeying God’s Word?		25
The Way Q7. Am I living life responsive to God’s Spirit?		25
The Way Q8. Do I recognize the presence of Satan and stand against his schemes?		25
The Way Q9. Am I connecting relationally in Christian fellowship?		25
The Way Q10. Am I using all God has given me to serve Him and others?		25
The Way Q11. Am I learning to live as a contagious Christian?		25
The Way Q12. Am I involved in the worldwide spread of the Good News?		25
Overall Total		300

This assessment was developed in the spring of 2018 as part of the Rockbridge Seminary Doctor of Ministry research project for Randy Grimes. The twelve questions were taken from *The Way*, written by Steve Walker. Fourteen Community Groups were randomly selected from Redeemer's Fellowship in Roseburg, Oregon. The intent was to measure both the spiritual growth of community group members and to see if their group was intentionally helping them grow in these twelve areas. Contributors were: Lead Pastor Steve Walker, Community Groups Pastor, Kory Mereness and Ministry Intern, Randy Grimes.

Annex III: The Galatians 5:22-23 Structured Questionnaire

Prepared by Jonathan O. Ubanan

Name (optional): _____

Date: _____

Respondent #: _____

Galatians 5:22-23 (NASB) 22 But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, 23 gentleness, self-control; against such things there is no law.

The fruit of the Spirit in reality is the character of God being worked into the fabric of your lives. As you yield to supernatural working of the Holy Spirit you are continually transformed and God's character, love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control are revealed with increasing regularity and purity. This must be the goal of every committed believer to become more like Christ (Ephesians 4.15).

This assessment will do two things. First it will reveal where the Holy Spirit has already been at work. Second it will highlight where God desires to continue to work in your live. Share your results with a friend and ask them to partner with you in prayer that you may continue to grow in your relationship with God.

FS #1: Love: Gk 26 ἀγάπη, agape (ag-ah'-pay): love, which centers in moral preference, benevolence, good will, esteem, typically refers to *divine love* (= what *God* prefers).

The ability to accept others; to give ourselves in service to others without expecting anything in return. (John 3.16, 13.34-35; Rom 13.10; 1 Cor. 13.4-7, 13; Phil 2.2)

1. Are you being influenced by the Spirit in reaching out your students in a loving manner? If yes, why? if not, why not? If sometimes, explain why?

2. How do you express your love to your students?
3. Can you see yourself as a loving teacher to your students? If yes, why? if not, why not? If sometimes, explain why?

FS #2: Joy: Gk 5479 *χαρά*, chara (khar-ah'): joy, gladness, calm delight.

A deep, inner gladness that comes from your relationship with Jesus Christ. (Luke 24.52; John 15.10-11; 17.13; Acts 13.52; Rom 14.17-18, 15.13).

1. Is the Holy Spirit producing joy in your heart that overflows into your everyday dealing with your students? If yes, why? if not, why not? If sometimes, explain why?
2. What impact would it make in your class, if you are a kind of teacher who is joyful while teaching?
3. What impact would it make in your class, if you are teaching with a sad and heavy heart?

FS #3: Peace: Gk 1515 *εἰρήνη*, eiréné (i-ray'-nay) peace, peace of mind, in the Hebraistic sense of the health (welfare) of an individual.

An inner harmony and sense of wellbeing based on our faith that God is in control no matter what happens. (Jn 16.33, Rom 5.1; 2 Cor 1.2; Phil 4.4-7)

1. Is your life full of peace in spite of the school requirements, lesson plans, deadlines, and other school activities? If yes, why? if not, why not? If sometimes, explain why?

2. How do you show to your students that you have the peace of God in you?
3. What impact would it make in your class, if you are a kind of teacher who is calm and peaceful?

FS #4: Patience: Gk 3115 μακροθυμία, makrothumia (mak-roth-oo-mee'-ah)
patience, forbearance, longsuffering.

The ability to show restraint and calm in waiting on God, despite circumstances that may cause us to get angry. (Col 3.12-13, Eph 4.1-2; 2 Tim 4.2; Hew 6.12)

1. Do you accept interruptions and delays from your students with grace and peace? How?
2. How do you show your patience inside the class?
3. Do you easily get angry or impatient? What situations in the class that test your patience?

FS #5: Kindness: Gk 5544 χρηστότης, chréstotés (khray-stot'-ace) Morally excellent (in character or demeanor) goodness, uprightness, kindness, gentleness.

The ability to treat others with openness, sensitivity, and love, and to share the kindness that comes from God. (Rom 2.4, 11.22; Eph 2.6-7; Col 3.12)

1. Have you tried being harsh to your student? What were their reaction?

How do your students react when you respond to their question in a kind manner? What is their respond when you are impatient to them?

2. Base on your own experience, what are your ways of showing kindness to your students?

FS #6: Goodness: Gk 19 ἀγαθωσύνη, agathosune (ag-ath-o-soo'-nay) intrinsic goodness, especially as a personal quality, with stress on the kindly (rather than the righteous) virtue or beneficence--goodness.

Having the nature of God, able to tell right from wrong, doing good to others and avoiding evil. (Rom 15.14; Eph 5.8-11; 2 Thes 1.11)

1. How do you show goodness to your students?
2. Are you living a wholesome life that is honoring to God whether you are inside or outside the school? If yes, why? if not, why not? If sometimes, explain why?

SF #7: Faithfulness: Gk 4102 πίστις, pistis (pis'-tis) moral conviction (of religious truth, or the truthfulness of God or a religious teacher), especially reliance upon Christ for salvation, faith, belief, trust, confidence; fidelity.

Unshakable loyalty, shows in being trustworthy, reliable, responsible and carrying out our commitments to God and others. (Matt 15.28, 21.21, 23.23-24; Luke 22.32; Acts 6.8; 1 Cor. 13.13; Heb 10.22)

1. In your own opinion, can your students count on you? If yes, why? if not, why not? If sometimes, explain why?
2. Did you make a promise to your students that you failed to keep? If yes, what was their reactions?
3. Can your students declare that you are a devoted disciple of Christ based on their observations and your own intuition? Yes, but why? Why not, if not? If so, why sometimes?

SF #8: Gentleness: Gk 4240 πραΰτης, prautés (prah--oo'-tace) mildness, gentleness (compare 4236 *praótēs*, emphasizing the divine *origin* of the meekness) -----meekness ("gentle strength") which expresses *power* with *reserve and gentleness*.

Showing consideration and thoughtfulness, putting my rights and strength under God's control in order to seek peace. It requires openness, humility, a teachable spirit. (1 Cor 4.21; 2 Cor 10.1; Gal 5.23, 6.1; Eph 4.2; Col 3.12; 2 Tim 2.25)

1. Are you fast to listen, slow to talk, and slow to lose your temper when interacting with your students? Yes, but why? Why not, if not? If so, why sometimes?
2. Do you treat your students with gentleness and meekness? If yes, how?
3. Given a hypothetical situation in which a student asks you to repeat your instructions for the third time around, how would you respond?

SF #9: Self-control: Gk 1466 ἐγκράτεια, egkrateia (eng-krat'-i-ah) self-mastery, self-restraint, temperance. The virtue of one who masters his desires and passions, especially his sensual appetites. (Acts 24:25; 2 Peter 1:6)

1. Do you exercise restraint when tempted? If yes, why? if not, why not? If sometimes, explain why?
2. While in class with difficult students, can you manage your anger? If yes, why? if not, why not? If sometimes, explain why?