

The Mediating Effect of Moral Sensitivity on the Relationship Between Quality Pedagogy and Social Trust of Public Secondary School Teachers

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Abstract- *The study examined the mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust of public secondary school teachers. The mediating variable (MV) was moral sensitivity, the independent variable (IV) was quality pedagogy, and the dependent variable (DV) was social trust. Primary data were collected using an adapted survey questionnaire administered to 400 teachers in Davao Region, Philippines. The data were analyzed using regression and sobel test. The results revealed that quality pedagogy and moral sensitivity have significant and positive relationship with social trust; likewise, quality pedagogy with moral sensitivity. The findings also showed that moral sensitivity partially mediates the effect of quality pedagogy on social trust, indicating that about only one third of the total effect of quality pedagogy (IV) on the social trust (DV) went through the moral sensitivity (MV) mediation, and about two thirds of the total effect was either direct or mediated by other variables not indicated in the model.*

Keywords: *educational management; moral sensitivity; quality pedagogy; social trust; mediating effect; Philippines.*

1. INTRODUCTION

Social trust entails a dynamic interplay of actual behavior as well as discernment of intentions in the context of the obligations shared by various parties. Trust is diminished when individuals perceive that others are not acting in ways that manifest these common commitments. Thus, the fulfillment of obligations on which social trust rests entails not only doing the right thing, but also doing it for what is perceived to be the right reasons. There are teachers today who cannot get along with the stakeholders in the school, simply because they are self-centered and conceited (Hoy & Tschannen-Moran, 2003[16]; Kochanek, 2005)[22].

In the United States Educational System, quality pedagogy is identified as a key lever for improving children's outcomes. Sound research evidence shows what educators can do to provide children with strong foundations for ongoing learning and development in all aspects of life. This evidence must be reflected in educators' pedagogy if children's learning and development is to be optimized by asking the assistance of parents and other stakeholders to do their part in the learning process of the students (Goldstein & Noguera, 2006[14]; Tenney, 2006)[46].

Similarly, moral sensitivity is recognizing the effect of interaction of the people surrounding the children and the importance of a shared understanding of high quality pedagogy in its early childhood education and care services. Teachers should continue to monitor the effect of the people influencing the children and learn to trust them confiding to them the status of the children and provide a clear guideline as the proper learning the process should learn in order for them to grow with the

appropriate learning and possesses the most desirable character (Kyriakides, Demetriou & Charalambous, 2006[24]; Schmoker, 2006)[42].

In the Philippines, the core effort towards the improvement of the quality of basic education is an investigation on teachers' conceptions of effective teaching or quality pedagogy. This is because teachers' conceptions and beliefs on what precisely constitutes effective teaching have a direct and immense influence on their own moral value practices, which will eventually translate into the learning process of children inside the classroom (Bustos-Orosa, 2008)[5].

In Davao Region, one of the problems is the lack of teachers; more teachers are needed in the rural areas but the Department of Education wanted to make sure that those who will be hired would possess the qualifications they are looking for from a teacher and one of them is social trust, somebody who could easily get along with their fellow teachers and superiors. These traits would be investigated from the teachers of public schools in Region XI along with moral sensitivity as a mediator between quality pedagogy and social trust (Salveron, 2017)[41].

The researcher has not come across a study involving the three variables, much more with the mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust of public secondary school teachers. The lack of literature and research involving the three variables in one study would be enough to pursue the study. The conduct of this study, therefore, is a potential contribution to new knowledge especially in the local setting.

The primary purpose in conducting the study was to determine the mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust of

public secondary school teachers. Its objective includes describing the level of moral sensitivity of public secondary school teachers; assessing the level of quality pedagogy of public secondary school teachers; describing the level of social trust of public secondary school teachers; determining the significant relationship between quality pedagogy and moral sensitivity, moral sensitivity and social trust, and quality pedagogy and social trust; determining the significance of mediation of moral sensitivity on the relationship between quality pedagogy and social trust.

H₀₁: There is no significant relationship between moral sensitivity and quality pedagogy; moral sensitivity and social trust; and, quality pedagogy and social trust.

H₀₂. There is no significant mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust.

2. REVIEW OF RELATED LITERATURE

2.1 Moral Sensitivity

Literature from both the academic and the professional fields has focused attention on the moral dimensions of teaching and the ethical demands they place on the daily practice of teachers. By virtue of their professional role, teachers work in an inevitable state of moral agency. In broad terms, moral agency encompasses two distinct, yet interrelated, commitments on the part of the teacher. The first pertains to the exacting ethical principles and virtues; the second relates to the teacher's implicit role as a moral educator (Schroeder, 2005[43]; Ten Dam & Blom, 2006)[45]. Ethical knowledge enables teachers to make conceptual and practical links between core moral and ethical values such as honesty, compassion, fairness, and respect for others and their own daily choices and actions (Russell & Loughran, 2007[40]; Timmerman, 2007)[48]. In the *class management discipline attitudes* of teachers, the positive discipline is the main way of schooling. The teachers' better attitudes of positive discipline significantly impact class management effectiveness (Lai, 2010; Ye[25], 2011; Zhou, 2009). Teachers should teach as well *religion/spirituality culture values at school and home*. The spiritual aspect of a person is considered to be a key feature of what makes people human (Geen, Cook, Davis, Harris, & Rawle, 2007[13]; Kington, 2009). They must be discreet in teaching *equality discrimination fairness*. Equality is about creating a fairer society, where everyone can take part and where everyone has the opportunity to be all they can be. Sometimes it means giving people extra help so that they have the same opportunities and outcomes as others (Education Scotland, 2013)[8]. Teachers should also be fully equipped to teach students with *Special Needs*. For students with special needs and learning disabilities, hearing instructions or following directions can be made difficult if there are too many distractions (Evans, 2016)[11].

In teaching *Language*, it is necessary to consider the language-specific competencies a language teacher needs in order to teach effectively. These include the ability to provide good language models, to maintain use of the target language in the classroom, to give correct feedback on learner language, and to provide input at an appropriate level of difficulty (Borg, 2009; Leung, 2009). They should also teach the positive and negative effect of *hugging, touching, and abuse relationships*. Regardless of the vast scientific knowledge and data on the importance of touch for human development, communication, and its effectiveness in healing, the field of psychotherapy has generally shunned its use (Jean, Stack, & Arnold, 2014; O'Brien & Lynch, 2011). Teachers must be adept in teaching *health and personal issues*. Positive health behavior can also be learned during the middle years of childhood. The child's well-being as an adult can be influenced by the lifelong exercise and nutrition habits that he adopts now (American Academy of Pediatrics, 2015)[1].

2.2 Quality Pedagogy

It is crucial to ensure that the interests of the child are at the heart of any policy and practice relating to the early years, and that the child receives adequate support through high quality early years services (Epstein, 2008[10]; Hattie, 2012)[15]. Teacher practicing quality pedagogy *designs effective, standards-based instruction*. The general goal of standards-based learning is to ensure that students are acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life. Also, teachers *deliver high-quality, student-centered instruction* in the classroom. Student-centered teaching tends to improve student satisfaction with the learning experience and deepen students' understanding of how the knowledge may be valued in their own lives (Nilson, 2010[35]; Weimer, 2013)[51]. They *promote high levels of student engagement* showing quality pedagogy. In the engagement-based learning and teaching approach, teachers and parents work systematically across all three domains to ensure an integrated approach to cultivate and support student engagement at the highest level (Jones, 2008). Quality pedagogy means teachers *use assessment for student learning* in the classroom. They are used by teachers to answer basic questions about what students know and how they know it (Chicago Center for Teaching, 2017). Teachers *use positive behavior management strategy* as part of quality pedagogy to cheer up the students. Having solid behavior management helps maintain a positive classroom environment while enabling teachers and students to accomplish learning (Lynette, 2015)[30]. Teachers should monitor if their *students are learning*. By asking students about what they have learned in the very early stages, they have the opportunity to reflect upon their understanding of the new thing they have just learned.

2.3 Social Trust

Social trust affects not only the individual and collective performance at school and the chances for reform but also the personal and collective physical safety (Lee, Gillespie, Mann & Wearing, 2010[27]; Lount, 2010)[29]. Trust is the social lubricant in any organization; schools included; the importance of interpersonal relations and personal regard in building trust is relevant (Kochanek, 2005; Kramer, 2009). It is believed that its critical to extend the use of trust building mechanisms to ease the sense of vulnerability that students have as well (Kochanek, 2005[22]; Lammers & Galinsky, 2009)[26].

Building social trust is a process and a discipline, to which educators must attend even in their smallest interactions (Kochanek, 2005; Mollering, 2010). *Teacher-principal relationship* must be strengthened in the school. Teachers must make a concerted effort to earn their principal's trust. There is not a singular action that will lead to developing a trusting relationship, but rather multiple actions over an extended period to earn that trust. Similarly, *teacher-teacher relationship* must blossom to create harmonious atmosphere in the school. Professional relationships among teachers adhere to norms that govern the ways teachers ask for and provide help (Wang & Haertel, 2013)[50]. There should be a strong *teacher-parent relationship* to guide and monitor the students' learning progress. Teacher-parent relationships impact students' learning and well-being and many teachers attempt to involve parents in school management or

classroom activities (Perras, 2010; Wang & Haertel, 2013).

3. THEORETICAL FRAMEWORK

This study is anchored on the proposition of Appiah (2010)[2] who on this study, pointed out that the building of strong social relations considered as the social trust, a sense of belonging and concern toward others, requires a deliberate pedagogical stance rooted in the most acceptable moral values respected by the society. This is supported by the Societal trust theory developed by Newton (2010) who declared that within the context of teachers, trust is bestowed by the stakeholders toward the teacher because of moral pedagogy displayed.

Another proposition from Veugelers (2008) underscored that moral values are the ideological flavor of teaching. Values can be taught explicitly, but values are always interwoven in regular teaching practices called quality pedagogy. But generally, the values remain hidden influencing the identity development of students through moral sensitivity, which is the manifestation of the teachers' moral values (Russell & Loughran, 2007)[40].

4. CONCEPTUAL FRAMEWORK

Presented in Figure 1 is the conceptual framework of the study consisting of the three variables as follows: The independent variable is quality pedagogy; the dependent variable is social trust. The mediating variable is moral sensitivity.

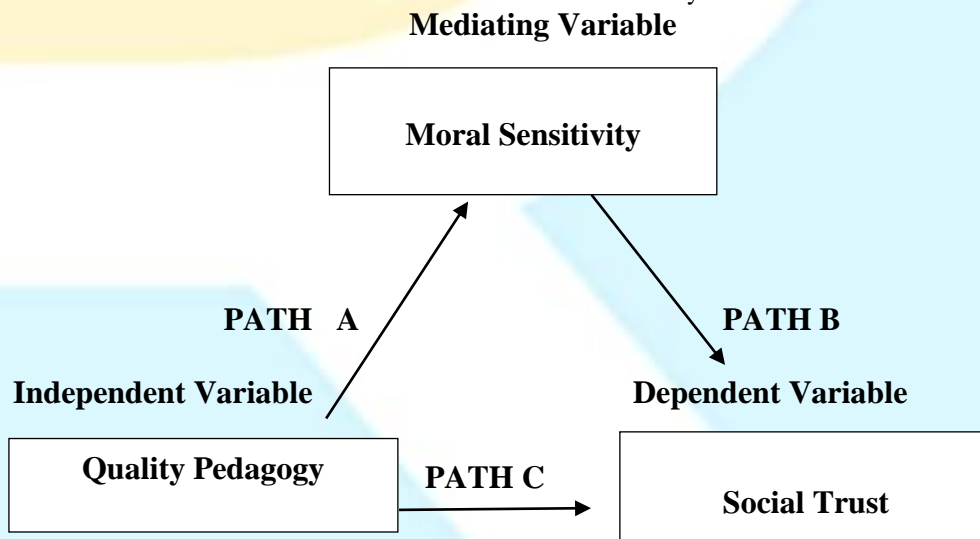


Figure 1. Schematic Paradigm of the Study

5. METHOD

The quantitative, non-experimental design using correlation technique was used in the study. Székely, Rizzo, & Bakirov (2007)[44] revealed that a descriptive correlation establishes associations between variables. Also, the study made use of the direct and indirect path analysis, the two types of effects of path model. The mentioned design and path analyses were appropriate in

determining the mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust of public secondary school teachers. The study was conducted within the Davao Region, designated as Region XI. The region serves as the main trade, commerce, and industry hub of Mindanao; it is situated at the southeastern portion of Mindanao. The region encloses the Davao Gulf, and its regional center is Davao City. The respondents of the study were the teachers of the selected

public schools in Region XI, wherein the number of respondents was determined by using the Stratified Sampling technique. The criteria of choosing the respondents include the length of the teachers' teaching to more than a year and residents of Region XI, wherein 400 school teachers were taken as respondents of the study from ten (10) schools divisions in Region XI. The study

was conducted during the 2nd Semester of School Year 2016-2017. The list of schools as well as the population and frequency of the respondents are shown below. The respondents were randomly chosen; thus, the 400 teachers as respondents were distributed to the school divisions utilizing stratified random sampling.

Table 1

Schools Divisions	Total No. of Teachers	Number of Respondents (Slovins')	% of Respondents
Compostela Valley	1779	69	17.25
Davao City	3168	122	30.5
Davao Del Norte	1008	39	9.75
Davao Del Sur	1399	54	13.5
Davao Oriental	468	18	4.5
Digos City	403	15	3.75
IGACOS	283	11	2.75
Mati City	929	36	9
Panabo City	394	15	3.75
Tagum City	548	21	5.25
TOTAL	10379	400	100

The research instrument that was used in the study is an adapted questionnaire, which was consolidated by the researcher from the studies of Fedeles (2004)[12], MacGregor (2007)[31], and Bryk (1996)[4]. The questionnaire used dealt with the assessment of quality pedagogy and social trust of public secondary school teachers with moral sensitivity as mediating variable. Upon the approval of the Regional Director and the schools division superintendents respectively in Region XI, the questionnaires were distributed. The researcher collected all the answered questionnaires and were treated accordingly subjected to statistical computation, tabulation, analysis and interpretation.

In obtaining more comprehensive analysis and interpretation of the data gathered, the following statistical treatments were utilized: Mean was utilized to determine the level of quality pedagogy and social trust of public secondary school teachers as well as their moral sensitivity; Correlation was applied to quantitatively determine the relationship between quality pedagogy and social trust; Medgraph using Sobel z-test was also used to determine if moral sensitivity mediates on the relationship

between quality pedagogy and social trust of public secondary school teachers. The Sobel z-test was utilized in testing the significance of the mediation; Regression was used as input to mediation test, whether quality pedagogy influences moral sensitivity and moral sensitivity influences social trust; and, Mediation Test Technique was used to investigate the mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust. This involves the computation of the three regression equations: First, the regression of the mediator moral sensitivity on the independent variable (quality pedagogy); second, the regression of the dependent variable (social trust) on independent variable (quality pedagogy); and third, the regression of the dependent variable (social trust) on both the independent variable (quality pedagogy) and on the mediator (moral sensitivity).

6. FINDINGS

6.1 Level of Moral Sensitivity of Public Secondary School Teachers

Table 2 Level of Moral Sensitivity of Public Secondary School Teachers

Indicators	SD	Mean	Descriptive Level
Class Management Discipline Attitudes	.42	4.31	Very High
Religion/Spirituality Culture Values at School and Home	.45	4.25	Very High
Equality Discrimination Fairness	.52	4.28	Very High
Special Needs	.42	4.63	Very High
Language	.59	4.64	Very High
Hugging, touching Abuse Relationships	.46	4.29	Very High
Health and Personal Issues	.55	4.34	Very High
Avoidance of Ethics	.43	4.38	Very High
Overall	.32	4.40	Very High

The result showed that the level of moral sensitivity of public secondary school teachers was very high. This

implies that the teachers are not only aware but practicing moral sensitivity as part of their life, which is basically,

respecting oneself as well as respecting other human beings. Moral sensitivity is best demonstrated through class management discipline attitudes by inculcating the respect for others; promoting religious culture values by setting an example; equality discrimination fairness by respecting ethnic issues; special needs by supporting students with special needs; language through freedom of speech; right relationship through fulfilling one's obligation; health and personal issues by eating healthy food; and, avoidance of ethics by honoring values. The different culture, race, beliefs and value system of the people that the teachers interact with within the school premises, including the students requires sensitivity when dealing with them so as not to offend anybody but rather elicit positive response from them by showing them the respect they needed and expected.

In teaching, as in life more generally, core principles relating to virtues such as honesty, justice, fairness, care, empathy, integrity, courage, respect, and responsibility should guide conduct and interpersonal relations. Thus, a drawing line for every individual should be noted regardless of their status, even if they are still children in the school. Offending one of them in any respect, particularly their spiritual beliefs would tarnish the moral sensitivity of the teachers. On the other hand, moral sensitivity alone is not enough to become an efficient educator, being an essentially good person with an intuitive, general sense of right and wrong does not, in itself, equip the professional teacher to appreciate the layered nuances of classroom and school life in terms of their moral and ethical significance. In order to navigate the complexities of daily practice, teachers need to cultivate the ethical knowledge as central to the conceptualization of teaching as a unique profession (Oser & Veugelers, 2008[37]; Russell & Loughran, 2007).

6.2 Level of Quality Pedagogy of Public Secondary School Teachers

The result disclosed that the level of quality pedagogy of public secondary school teachers is very high, which implies that Davao Region as a region of royalties, holds so much promise of progress, home to the Philippine Eagle, the world's largest eagle and king of Philippine skies; Waling-waling, the queen of orchids; irresistible Durian, the king of fruits; and Mt. Apo, the country's highest peak and king of Philippine mountains, and its resilient people deserves to have quality teachers who are providing quality education to the students. It would be a shame to learn that educators in Davao Region lack competency in honing and shaping the youngsters to become professionals in the few coming years. However, it is a relief that a very high quality of pedagogy in Davao Region is prevalent, which was made possible by designing effective, standard-base instruction through written out lesson; also, student-centered instruction by giving students time to respond; promoting student engagement through students aware of the lesson objectives and goals; providing students models of performance in advance such as rubrics; using positive behavior management by engaging students on tasks in learning; and, assessing students' learning through discourse and written examples.

It is noteworthy to ponder on the word of wisdom discoursing that early childhood experiences have been recognized as a key factor in building strong foundations for learning and successful participation in community throughout life; at the societal level this period in the life of the child and family plays a crucial role in promoting inclusion and strengthening social cohesion; from the economists' point of view, the best return on investment comes from investments in the early years. Thus, quality pedagogy should be strongest in the early stages of the children's' learning process that would serve as a strong foundation of would-be intellectuals (Epstein, 2007)[9].

Table 3 Level of Quality Pedagogy of Public Secondary School Teachers

Indicators	SD	Mean	Descriptive Level
Designs effective and standards-based instruction	.42	4.37	Very High
Delivers high-quality and student-centered instruction	.47	4.46	Very High
Promotes high levels of student engagement	.49	4.37	Very High
Uses assessment for student learning	.64	4.14	High
Uses a positive behavior management strategy	.58	4.27	Very High
Students are learning	.73	4.34	Very High
Overall	.44	4.33	Very High

Teachers on the other hand are expected to provide quality teachings to the students and the effects of the quality of teaching on student achievement have been well documented. Put simply, the teaching effectiveness research has shown that positive teacher behaviors produce positive student outcomes. Effective teachers are teachers who make maximum use of instructional time,

present material in a way to meet students' needs, monitor programs and progress, plan opportunities for students to apply learning, re-teach when needed, and maintain high but realistic goals (Schmoker, 2006)[42].

6.3 Level of Social Trust of Public Secondary School Teachers

Table 4. Level of Social Trust of Public Secondary School Teachers

Indicators	SD	Mean	Descriptive Level
Teacher-Principal Relationship	.55	4.32	Very High
Teacher-Teacher Relationship	.39	4.39	Very High
Teacher-Parent Relationship	.56	4.39	Very High
Overall	.30	4.62	Very High

The result indicated that the level of social trust of public secondary school teachers is very high. This would mean honesty prevailed within the relationships of teachers and teachers, teachers and school heads, and teachers and parents. Social trust is aptly displayed through teacher-principal relationship by being respected by the principal; teacher-teacher relationship by means of bestowing mutual trust; and, teacher-parent relationship by appreciating parents' support for the teachers' work. In any relationship, it would be best if transparency is displayed by everyone, particularly in the schools, the unhampered learning process of the students would mean producing intellectual students. Distrust will just reduce the organization into individualism and collaborative efforts would lessen.

Low levels of trust act as a tax on performance decreasing positive interactions and productivity while increasing timelines and costs. People are more likely to assume mal-intent even when communication is painstakingly crafted. However, when they have high level of trust in an organization, it acts as a performance multiplier increasing positive interactions and productivity while decreasing timelines and costs. People are more likely to assume good intent even when communication might be poorly phrased. Indeed, when people within school organization showed malicious intent, the level of trust dwindle and more effort and time will be wasted talking and spreading the said issue, stealing most of the time intended to educate and teach children. Moreover, a pre-occupied mind, particularly with negative issue would not function properly, particularly during classroom instruction (Lee et al., 2010)[27].

On the positive side, educators should build trust so that they as educational professionals may build a community that collectively achieves more for and with the students. In the same manner, teachers should all the more build

trust with the students as educators and the best thing to do this is inside their classrooms (Lount, 2010)[29].

6.4 Correlations between Quality Pedagogy and Moral Sensitivity of Public Secondary School Teachers

The correlation between quality pedagogy and moral sensitivity of public secondary school teachers was evident showing the relationship of moral sensitivity and quality pedagogy. It is noteworthy to know that teachers who are deeply rooted in their religious belief often practice their value system in their teachings but not to the extent of convincing the children to join his/her religion; more adherence should be manifested towards ethical teaching, which must be base on the Code of Ethics for Professional Teachers of the Philippines. Furthermore, the teachers' responsibility lies more on checking the content of the lesson whether it would be harmful to the moral values of the students. The term pedagogy has an honored place; it encompasses not only quality teaching but quality modeling of teachers whose moral sensitivity is exemplary earning the respect of the co-teachers and school heads as well as the cooperation of the parents (Machin & Murphy, 2011)[32]. Most often the basis of trust is upright morality within the school campus, wherein one lives a life of integrity and demonstrates moral sensitivity in practicing quality pedagogy as an educator; thus, stakeholders will bestow their trust and confidence and the teacher would experience social trust within the campus from the principal, co-teachers and even the parents. Thus, when the teachers, principals as well as parents act as a team in honing and shaping the students, better results are seen, particularly good-mannered, intelligent and refined students (Lammers & Galinsky, 2009[26]; Welch et al., 2005)[52].

Table 5 Correlations between Moral Sensitivity and Quality Pedagogy of Public Secondary School Teachers

Moral Sensitivity	Quality Pedagogy						
	Designs	Instruction	Student Engagement	Student Learning	Positive Behavior	Learning of Students	Overall
Class Management Discipline Attitudes	.766*	.807*	.613*	.376*	.484*	.407*	.691*
Religion/Spirituality Culture Values at School and Home	.778*	.569*	.747*	.570*	.640*	.488*	.779*
Equality Discrimination Fairness	.577*	.330*	.480*	.706*	.616*	.315*	.634*
Special Needs	.356*	.364*	.050*	.277*	.436*	.275*	.370*

Language	.355*	.358*	.327*	.232*	.378*	.481*	.454*
Hugging, Touching Abuse Relationships	.474*	.322*	.447*	.416*	.607*	.619*	.622*
Health and Personal Issues	.557*	.258*	.515*	.652*	.736*	.844*	.785*
Avoidance of Ethics	.353*	.328*	.347*	.427*	.410*	.300*	.456*
Overall	.780*	.607*	.660*	.688*	.809*	.714*	.898*

Legend: *p<.05

6.5 Correlations between Moral Sensitivity and Social Trust of Public Secondary School Teachers.

Table 6 Correlations between Moral Sensitivity and Social Trust of Public Secondary School Teachers

Moral Sensitivity	Social Trust			
	Teacher Principal	Teacher-Teacher	Teacher-Parent	Overall
Class Management Discipline Attitudes	.527*	.521*	.454*	.544*
Religion/Spirituality Culture Values at School and Home	.579*	.687*	.526*	.642*
Equality Discrimination Fairness	.430*	.472*	.429*	.481*
Special Needs	.396*	.349*	.330*	.393*
Language	.409*	.352*	.494*	.466*
Hugging, touching Abuse Relationships	.552*	.682*	.598*	.659*
Health and Personal Issues	.712*	.657*	.862*	.824*
Avoidance of Ethics	.445*	.396*	.426*	.465*
Overall	.759*	.768*	.784*	.843*

Legend: *p<.05

The result showed that there is correlation between moral sensitivity and social trust of public secondary school teachers. This implies that moral sensitivity is applied by the teachers in the workplace in their interaction with the stakeholders. Professionalism based on the code of ethics of the teachers guided by spiritual convictions would surely produce harmonious relationship in the workplace, and seldom would conflict raise its ugly head within the organization. Moral sensitivity among teachers is an important issue; it is the ability to perceive and understand the moral content of situations. This involves more than mere empathy; it includes sensitivity to the variety of perspectives, and available actions and their moral implications gaining social trust in return. It is the skill to recognize whether the subject content would contribute to the moral growth of the school community or not (Rest et al., 2009)[39].

6.6 Correlations between Quality Pedagogy and Social Trust of Public Secondary School Teachers

The results disclosed the existing correlation between quality pedagogy and social trust of public secondary

school teachers. This implies that competent teachers are also good friends and companions not only among co-teachers but other stakeholders as well such as school heads and parents of the students. Conflict on the other hand would disrupt the teaching concentration of teachers and even if other teachers are not involved, they would still devote much time talking about it and less time is devoted in teaching the students. However, based on the present findings, the correlation indicated harmonious relationship among the stakeholders and the existence of quality teaching is prevalent. The findings confirmed the concept of Zyngier (2008) that quality pedagogy led to recognition that, teachers, parents, school leaders as well as policy advocates must have mutual trust and coordination with each other that need short cycle evidence of the effect of alternative choices on learners to direct the change process. It was recognition of this that led to an emphasis on mutual trust. Having teachers focus on how their choices immediately effect learner's involvement, wellbeing and thinking was seen as important product of quality pedagogy.

Table 7 Correlations between Quality Pedagogy and Social Trust of Public Secondary School Teachers

Social Trust	Quality Pedagogy						Overall
	Designs	Instruction	Student Engagement	Student Learning	Positive Behavior	Learning of Students	
Teacher-Principal	.623*	.463*	.606*	.597*	.681*	.738*	.794*
Teacher-Teacher	.672*	.498*	.541*	.602*	.701*	.727*	.799*
Teacher-Parent	.551*	.288*	.583*	.604*	.754*	.843*	.794*
Overall	.666*	.445*	.635*	.657*	.780*	.847*	.870*

6.7 Mediating Effect of Moral Sensitivity on the Relationship between Quality Pedagogy and Social Trust of Public Secondary School Teachers

The mediating effect of moral sensitivity on the relationship between quality pedagogy and social trust of public secondary school teachers showed partial mediation, which means that quality pedagogy flows

through other mediating factors not mentioned in the study. This implies quality pedagogy before reaching social trust flow through moral sensitivity but only one third is tainted with moral sensitivity. This shows the moral and ethical value system of the teachers is still manifested in their teachings with full awareness on their relationship with stakeholders.

Table 8 Data Entry for the Different Paths on the Mediating Effect of Moral Sensitivity on the Relationship between Quality Pedagogy and Social Trust of Public Secondary School Teachers

Independent Variable (IV) Quality Pedagogy
Dependent Variable (DV) Social Trust
Mediating Variable (MV) Moral Sensitivity

STEPS

1. Path C (IV and DV)	
Social Trust regressed on Quality Pedagogy	
B (Unstandardized regression coefficient)	.907
e (Standard error)	.026
Significance	.000
2. Path A (IV and MV)	
Moral Sensitivity regressed on Quality Pedagogy	
B (Unstandardized regression coefficient)	.662
e (Standard error)	.016
Significance	.000
3. Path B (MV and DV)	
Social Trust regressed on Moral Sensitivity	
B (Unstandardized regression coefficient)	1.193
e (Standard error)	.038
Significance	.000
4. Combined Influence of MV and IV on DV	
Social Trust regressed on Moral Sensitivity and Quality Pedagogy	
Moral Sensitivity	
B (Unstandardized regression coefficient)	.451
SE (Standard Error)	.077
Beta (Standardized regression coefficient)	.319
Part Correlation	.140
Quality Pedagogy	
Beta (Standardized regression coefficient)	.583
Part Correlation	.256
Total R Square	.776

Results

Significance of Mediation		Significant
Sobel z-value	5.799322	$p < 0.000001$
95% Symmetrical Confidence Interval		
Lower	.19766	
Upper	.39947	
Unstandardized indirect effect		
a*b	.29856	
se	.05148	
Effect size Measure		

<u>Standardized Coefficients</u>			
Total:	.870		
Direct:	.583		
Indirect:	.286		
Indirect to Total Ratio:	.329		

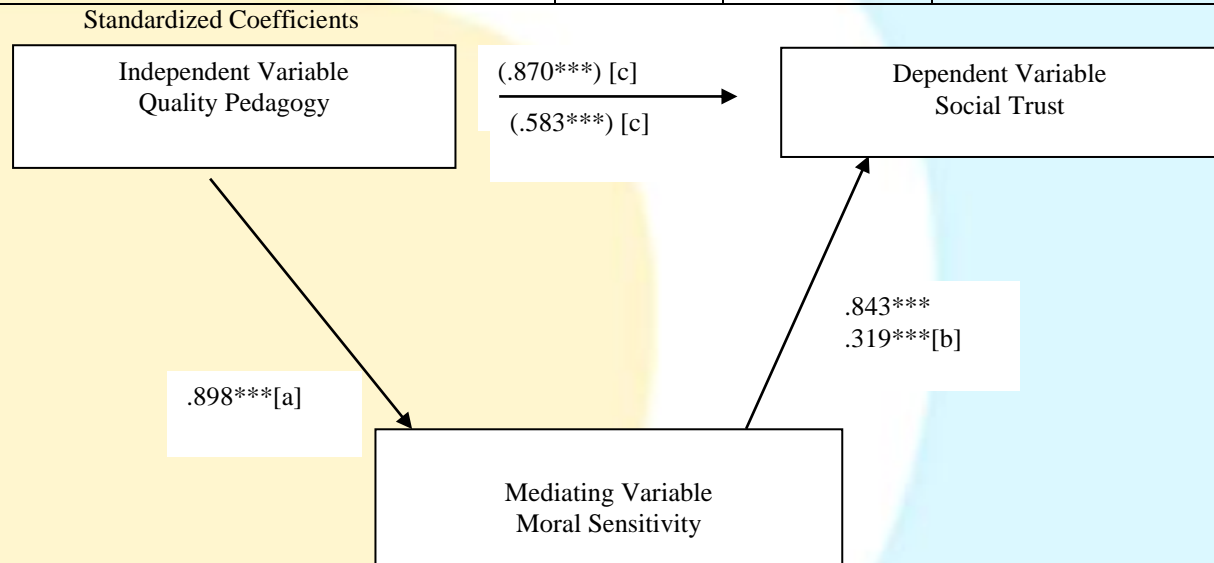


Figure 2. Path Steps

Note: The numerical values in the parenthesis are beta weights taken from the second regression and the other values are zero order correlations

Quality pedagogy influences moral sensitivity to a certain extent; thus, within the process of moral sensitivity creates a refined and powerful teaching. When it is referred to moral training, it is primarily referred to pedagogical actions through moral sensitivity influencing the development of students' personality; it is the formation of moral awareness as a characteristic of a certain individual's values (Jevtić, 2014)[19]. Furthermore, moral sensitivity influences social trust to a certain extent as well, which is manifested through the respect and confidence the stakeholders showed to the teachers. This is vividly expressed by the Council for the Teaching Profession in Malta declaring that the teachers' moral sensitivity that produces good conduct and practice for teachers intended to guide their practice judgments and decisions and inform parents, and the community of these standards, thereby creating social trust. It also informs members of the community of the standards expected of teachers (The Council for the Teaching Profession in Malta, 2012).

Finally, quality pedagogy influences social trust to a greater extent because the shaping and honing of the students is a task worthy of respect and admiration by the stakeholders; quality pedagogy must be done in relation to understanding the objectives of education. Promoting students' cognitive development can be seen as one of the prime purposes of education and teaching. Underlying

quality pedagogy is the social trust that the students and stakeholders in the school community, including the parents bestowed upon the teachers (Creemers & Kyriakides, 2008[7]; Jacob & Lefgren, 2008)[17]. The findings of the study best described the statement that the building of strong social relations, a sense of belonging and concern toward others, requires a deliberate pedagogical stance rooted in the most acceptable moral values respected by the society (Appiah, 2010).

7. CONCLUSION

Based on the findings of the study, it is concluded that the level of moral sensitivity of public secondary school teachers is very high; also, the level of quality pedagogy of public secondary school teachers is very high; in similar manner, the level of social trust of public secondary school teachers is very high. There is a significant relationship between quality pedagogy and moral sensitivity of public secondary school teachers; similarly, there is a significant relationship between moral sensitivity and social trust of public secondary school teachers; while there is a significant relationship between quality pedagogy and social trust of public secondary school teachers. Furthermore, it showed that about one third of the total effect of the quality pedagogy on the social trust went through moral sensitivity, and about two thirds of the total effect was either direct or mediated by other variables not included in the conceptual framework.

8. RECOMMENDATION

Based on the result of this investigation, the researcher recommends that the Department of Education Region XI administrators should maintain the teachers' quality pedagogy in terms of competency based teaching approach as part of the curriculum content, social trust as emphasis on the Code of Ethics of professional teachers and spiritual advancement to ensure the moral sensitivity of the teachers, making sure that moral sensitivity exists on the teachings and interactions of the teachers in the workplace. Maintenance could be in the form of semi-annual or annual workshop seminars form updates and learn the new technology incorporated in teaching.

Based on the variable quality pedagogy, using assessment for student learning garnered lesser mean score, the reason why assessment should be used for student learning through keen observation and personal interview by the teachers, not only relying on examination and oral recitations. They should enhance their teaching prowess and adhere to the acceptable moral values that children could emulate, which would pave the way for the teachers having a closer tie with the school community and the parents of the children; it would serve as the basis of the teachers to inspire their students and strive to increase their knowledge to become better teachers; and, the future researchers may pursue another study, particularly on the relevance of school activities as one of the strategy of teachers to enrich the learning process of the students and encourage parents to be deeply involved in the learning process of their children. On the other hand, moral sensitivity and social trust is quite high; an indication that school heads may maintain the status of the teachers and continue to motivate them for efficient teaching. To ensure broader and deeper motivation, develop a plan of activities like for improving teachers' moral reasoning and development as part of the education by helping teachers manage the stresses of their profession and by increasing teachers' capacity for reflection and empathy.

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