**CHAPTER II:**

**REVIEW OF RELATED LITERATURE AND STUDIES**

**Theoretical Background**

This proposal is anchored on the Sociocultural Theory by psychologist Lev Vygotsky. Vygotsky believed that children learn actively and through hands-on experiences. ﻿ His sociocultural theory also suggested that parents, caregivers, teachers, peers and the culture at large were responsible for developing higher order functions (Sherries & Peyton, 2019).

In Vygotsky's view, learning is an inherently social process. Through interacting with others, learning becomes integrated into an individual's understanding of the world. This child development theory also introduced the concept of the zone of proximal development, which is the gap between what a person can do with help and what they can do on their own. It is with the help of more knowledgeable others, like teachers, that people are able to progressively learn and increase their skills and scope of understanding (Salkind, 2004).

Therefore, it is very consequential for learning centers to have knowledgeable teachers since they will serve as models and early motivators of children. They are influential to the children’s growth and development. With the turnover rate of teachers, especially in learning centers, there is a need to figure out a solution to minimize its effects. iLearnCentral helps learning centers manage and control the hiring and profiling of their teachers. It also allows them to have an immediate replacement of their teacher in the event of sudden resignations. Thus, the effects it will have on children will be substantially reduced. iLearnCentral also ensures teachers to be in charge of their schedule and to be at ease with their tasks of creating lesson plans. The features that the app have help teachers become more efficient and productive with their time.

**Related Literature**

There have been a few books published that pinpoint the significance of educators’ qualification in early childhood education. Sheridan et al (2009) stated in her book “Professional Development in Early Childhood Programs: Process Issues and Research Needs” that the knowledge, skills, and practices of early childhood educators are important factors in determining how much a young child learns and how prepared that child is for entry into school. Early childhood educators are being asked to have deeper understandings of child development and early education issues; to provide richer educational experiences for all children, including those who are vulnerable and disadvantaged; to engage children of varying abilities and backgrounds; to connect with a diverse array of families; and to do so with greater demands for accountability and, in some cases, fewer resources, than ever before. The importance of understanding the qualities of early childhood educators that contribute to optimal child learning and they are to meet certain educational qualifications and receive professional development to enhance their abilities to support young children's learning. Indeed, the professional development of practicing early childhood educators is considered critical to the quality of experiences afforded to children (Martinez-Beck & Zaslow, 2006).

In the face of increased attention to early childhood professional development in the practice and policy communities, there is a concomitant need for empirical efforts to examine what works for whom, within which contexts, and at what cost (Welch-Ross et al, 2006). Research on early childhood professional development must go beyond basic questions that address caregiver characteristics (e.g., credentials, experience) and their associations with attributes of knowledge, skill, or practice. Rather, establishing a scientific endeavor of early childhood professional development requires building a body of theories and evidence about not only its forms (i.e., methods, structures, or delivery approaches) but also its processes (i.e., underlying mechanisms responsible for or influencing change) and proximal and distal outcomes (i.e., effects on the practitioners themselves and the children/families they serve). The early childhood field is at a place where professional development practice and craft knowledge require a larger and firmer platform of theoretical and empirical expertise in order to guide planning and implementation of the ambitious kinds of school and child care reforms that are demanded in the current era of services expansion and accountability. Indeed, the field is acquiring a body of findings of the effects of various forms, levels, and organizations of professional development on early childhood educators' knowledge bases and skillsets (e.g., findings of the outcomes of different pieces of training, coaching, consultation, and other models of staff support). However, we need to know more about the dynamic and transactional teaching and learning processes underlying these effects as they function in real-world early childhood settings. For example, we need findings documenting personal theories of change, supportive relationships among participants, and practitioner acceptance/resistance to change. We are even farther behind in building a solid body of empirical information on the indirect but essential influence of professional development on child and family outcomes. The number of children going to preschool and the number of licensed educators has proportionally increased. This gives Learning Centers the liberty of selecting the best available educator basing on their underlying professional development – skills, behaviors, and qualifications. Learning Centers can turn to iLearnCentral to achieve this in a lesser amount of time.

Additionally, some studies have focused on the efficiency and simplification of the hiring process of employees in bigger companies. The foundation of a high-impact workforce relies on the quality employees, but successful teams can’t be built by antiquated recruiting processes. Talent acquisition professionals are constantly in search of better ways to hire as the demand for talented individuals goes up and pressures on recruiting teams simmer. More than half of talent acquisition leaders say the hardest part of recruitment is identifying the right candidates from a large applicant pool and, unfortunately, that's because many of them are doing so by hand. Companies are looking for more efficient ways to modernize and streamline recruiting efforts. As the hiring process has evolved from newspaper ads to job boards to social recruiting, the next wave of this industry is recruiting automation. Just as salespeople and marketers have benefited from software-enabled automation in recent years, recruiters are increasingly turning to automated mechanisms for hiring the best talent, and the industry is responding accordingly.

Buckley et al (2004) did some study on the advancement of human resource systems. Presently, these systems are being modified so they can be administered using various forms of computer technology. These technological advances are being driven primarily by strong demands from human resource professionals for enhancements in speed, effectiveness, and cost containment. This case study presents results obtained by an educational publisher from the use of an automated recruiting and screening system. The system allowed for recruiting and the automated administration of professionally developed, job-related questions aimed at deciphering whether an applicant meets the job requirements. The analyses showed conservative savings due to reduced employee turnover, reduced staffing costs, and increased hiring-process efficiencies. The current system coupled with the addition of planned enhancements should increase future hiring efficiency, employee quality, and resulting financial savings.

In May 2018, Reija Oksanen, a faculty member of the University of Tampere, also did a study on the transformation and impact of the use of technology in recruiting practices. The use of technology in recruiting practices is constantly becoming more and more routine amongst organizations. Recruiting as a whole has experienced a major change with new technologies providing quick, effective and cost-efficient ways of finding potential employees. Among these new technologies are big data and AI. Organizations have been collecting massive amounts of data, and now they are able to derive real value from big data and AI. The research data was collected during the spring of 2018 by interviewing weight recruitment professionals who work among recruitment on a daily basis. Data was studied with qualitative methods by analyzing, coding and identifying themes. As the aim of this study was to widen knowledge about the phenomenon of new technology-based recruitment methods the findings of this study appeared broad and diverse, highlighting the novelty of the phenomenon as opinions of the interviewees varied greatly. Three phases where AI can be of short-lived recruitment process were identified: practical organizing, pre-screening applications, and candidate communication. The benefits and disadvantages of AI in recruitment aroused much discussion and opinions among the interviewees. Numerous opportunities and risks were identified when utilizing new technologies in recruiting. Among other things, accelerating the recruitment process, automation of routine tasks and increasing objectivity were seen as opportunities. The risk of discrimination, data distortion, and invasion of privacy were considered as risks, among others.

In the Philippines, studies show that an increasing number of school-age Filipinos are out of school. A huge percentage of Filipino children and youth aged 6 to 17 years are not attending school. In 2003, there were a total of 5.18 million out-of-school youth (1.84 million out-of-school children aged 6 to 11 years old, and 3.94 million young people aged 12 to 15) in the country according to the Department of Education (DepEd). In fact, the government estimates that “one in six school-age children in the country is being deprived of education and the number is rising steadily.

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<https://unesdoc.unesco.org/ark:/48223/pf0000183307>

**RELATED STUDIES**

Schoology has been deployed since 2009

**Comparative Matrix**

This section shows the different studies that are related to the proposal. This shows its differences and will be used by the proponents as basis to create and innovate the features of iLearnCentral.

**Table 1**

COMPARATIVE MATRIX

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| --- | --- | --- | --- |
| **Related Studies** | **Features** | **Limitations** | **Platform Details** |
| Name: Schoology  URL: <https://www.schoology.com/>  Year: 2009 | - Advanced Analytics  - Automated grading system  - calendars and messaging | - educator-centric app | -None |
| Name: iEduCentre  URL: <https://www.ieducentre.com/>  Year: 2011 | - CRM & Scheduling  - attendance tracking, fee automation  -student, parent and portals  HR & Payroll | - Only available in the US | -None |
| Name: SpellWizards  URL: <https://spellwizards.co.uk/>  Year: Unknown | - Spelling assistant for children aged 4 - 11 | - only for learning to spell | -None |
| **Name:** OrangeApps  **URL:** <https://orangeapps.ph/>  **Year:** 2014  **Proponents:** Gian Javelona | - Admin, Teacher, Student and Parents monitorong and management system | -Intended for huge schools and universities  -Unknown, how waste paper it takes to create new ones; | -None |
| **Name:** eSkwela |  |  |  |

## Susan M. Sheridan, Carolyn Pope Edwards, Christine A. Marvin & Lisa L. Knoche (2009) *Professional Development in Early Childhood Programs: Process Issues and Research Needs, Early Education and Development*, 20:3, 377-401, DOI: [10.1080/10409280802582795](https://doi.org/10.1080/10409280802582795)

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