



## Early Child Development as Future Human Resource

<sup>1</sup>Ma. Perla M. Hudtohan, <sup>2</sup>Emiliano T. Hudtohan, <sup>3</sup>Bernielyn Arellano

<sup>1</sup>Readerscenter.com

<sup>2</sup>Vice President IAMHRD, Philippines

<sup>3</sup>St. Catherine of Siena Healthcare Services, Inc., Philippines

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Representative e-Mail: [emiliano.hudtohan@jru.edu](mailto:emiliano.hudtohan@jru.edu)

### ABSTRACT

*This narrative presents a longitudinal documentary study on child development; it provides an insight into the basic development of the cognitive, affective and psychomotor skills of a child, who later becomes an adult human resource. It is about parenting and childrearing of an infant from childbirth to one year old. It is focused on the monthly childcare for a period of 12 months, showing the development of a subject named Cyrah. The review of related literature cites the rights of children taken from the documents of the United Nations, the United Nations Children's Fund UNICEF, the 1987 Constitution of the Philippines, and the Family Code of the Philippines. This is a qualitative case study (Marshall & Rossman, 2011; Yin, 2006) as narrated by Bernielyn Arellano, mother of Cyrah. The approach is storytelling (Pillans, 2014) on early child development in the 21<sup>st</sup> century. It presents positive parenting tips, infant safety, and healthy infant care practices. Above all, it details the development of Cyrah from birth to year one. Home is the first school for human development and corporate citizenship.*

**Keywords:** *Corporate Citizenship, Child Development, Childrearing, Healthcare Human Resource Development, Infancy, Parenting.*

### I. INTRODUCTION

This paper is being presented at the 2<sup>nd</sup> International Conference on Business Entrepreneurship in health and Social Sciences (ICBEHSS) The theme of the seminar is Preparing the Human Resource for Global Competition in the 21<sup>st</sup> Century. For the first time in a forum in cooperation with the International Association of Human Resource Development (IAMHRD), a longitudinal study is being presented. The study underscores the home as a foundational institution of child development, which eventually becomes a human resource. Home is the first school and the parents are the original teachers (Hudtohan, 2023) and the presence of a mother is most critical in the early stage of child-rearing as future valuable human resource.

Ma. Perla M. Hudtohan, upon giving birth to her baby girls on July 4, 1979 made a significant decision to take a leave of absence for five years from teaching at the Assumption College, San Lorenzo Village, Makati, Philippines to devote full time maternal care for her baby. Her husband, Emiliano T Hudtohan, to compensate for the salary loss, took on three jobs in order to provide for the family. Perla, in her senior year and a retired educator, has Bernielyn Arellano, as her caregiver, who was hired by her daughter who is a Global Human Resource office of Unilever. Last year, Bernielyn gave birth to Cyrah, a baby girl, who became the virtual granddaughter of Perla, because she and Cyrah would be virtually connected via cellphone when Bernielyn would regular check on her daughter from time to time. Cyrah's development from day one has been documented by Bernielyn and most of the mother-child interactions have been shared with Perla via cellphone chat and video connection. Thus, the endearment and interest in Cyrah's development for the past 12 months. Perla, a mother and an educator, took a keen interest in documenting Cyrah's activities for future mothers in the 21<sup>st</sup> century. And looking forward, it is expected that Cyrah will be a valuable human resource in the future.

The narrative of this study was made possible through recorded data on the development and growth of Cyrah based on cellphone and Facebook documents. Likewise, the paper has been developed and put together with the help of various conversation among Bernielyn, Perla Hudtohan and Emil Hudtohan.

This narrative is dedicated to all mothers, who for have no budget for seeing a pediatrician. Dr. Bray Leano, professor of psychology of San Juan de Dios College of Nursing has reviewed this. The contents of the narrative are

real life experiences of Bernielyn Arellano, mother of Cyrah Arellano. Ms. Rachel Learning videos were used extensively by Bernielyn to help Cyrah's audio, visual, vocal and motor skills development.

Cyrah is a product of nature and nurture (Browning, 2005). Her nature is sourced from the genes of her parents and she is being nurtured by her mom, grandfather, elder brother, uncle, aunt and her two cousins who take turns taking good care of her. The effect of these acts of love and kindness are embedded in the historical development of Cyrah which manifest in her day-to-day growth and development and in the future, she will be an asset to her family and society (Priestly, Biesta and Robinson, 2015) On her seventh month, she contracted Covid and survived. This makes her antifragile (Taleb, 2012) who asserts that what did not kill her killed other babies. And Nietzsche (1888) adds, what did not kill her made her stronger.

### III. RESEARCH METHODS

This discourse is a qualitative narrative (Marshall & Rossman, 2011) on early child development in the 21<sup>st</sup> century. It is single case exploratory-descriptive research (Yin, 2014). It is a longitudinal study intended to repeatedly examine the development of Cyrah in order to detect any changes that might occur over a period of twelve months. Thus, researchers observed and collected data on a number of activities of Cyrah without trying to influence her behavior. This study specifically delves into those situations in which Cyrah's development for the first twelve months are described monthly in a real-life context of child rearing by a working mother with the assistance of her sister, youngest brother and eldest son in a closed knit family in the Philippines. It is heuristic (Moustakas, 1990) because it provides the audience and readers the opportunity to discover for themselves to understand 21<sup>st</sup> century child rearing practices. It is primarily a storytelling (Pillans, 2014) documentation based on the lived experience of a working mother. This is an exploratory discourse (Stebbins, 2011) to study, examine, analyze and investigate the need cognitive, affective and psychomotor of early childcare and the key influence of social media in childrearing in the 21<sup>st</sup> century. Data gathered in this study was made possible through formal interview with Bernielyn and many casual conversation (Brown & Isaacs, 2005) with Perla and Emil while performing her caregiving duties at the Hudtohan condo residence in Manila. Social media and Facebook were valuable resources for this paper.

### IV. DISCUSSION

#### 4.1 Rights Of Children

**United Nations.** In accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world (Convention on the Rights of the Child, 1990). Bearing in mind that, as indicated in the Declaration of the Rights of the Child, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth".

Unicef. From the point of view of sustainable development, Lasan (2000) says, "Children are our future. They must bear the consequences of today's decisions. If sustainable development is to be achieved, it must be from their perspective. Towards this end UNICEF is guided by the goals of World Summit for Children (WSC) and the Convention on the Rights of the Child (CRC) ratified by 190 countries and the world's most universally ratified human rights treaty. In focusing attention on these overarching principles and making clear that children cannot be seen in isolation from their families, communities and the larger environment in which they live, the CRC becomes a powerful tool for ensuring sustainable development." (Lasan, p. 79).

**Family Code of the Philippines.** The 1987 Constitution of the Philippines "recognizes the Filipino family as the foundation of the nation. Accordingly, it shall strengthen its solidarity and actively promote its total development. (1987 Philippine Constitution). The General Provision of the Family Code of the Philippines The Family Code of the Philippines states that "Pursuant to the natural right and duty of parents...parental authority and responsibility shall include the caring for and rearing of such children for civic consciousness and efficiency and the development of their moral, mental and physical character and wellbeing." (Art. 209, Family Code of the Philippines). In addition, it also states that "It is the policy of the State to ensure that every child remains under the care and custody of his/her biological parents and be provided with love, care, understanding and security toward the full development of his/her personality. (Art. 1, Sec. 1, The Domestic Adoption Act of 1988). The State protects the child from any danger that will "affect their survival and normal development and over which they have no control...(and) The best interests of children shall be the paramount consideration in all actions concerning them...consistent with the principle of First Call for Children as enunciated in the United Nations Convention on the Rights of the Child. Every effort shall be exerted to promote the welfare of children and enhance their opportunities for a useful and happy life." (Art. 1, Sec. 2, Republic Act No. 7610).

#### 4.2 Related Studies On Infancy

Heidi Keller. (2022) in her book, Cultures of Infancy says that infancy in humans constitutes life span between birth and about two years of age and, as such, is a small percentage of the average person's life expectancy. She continues to say that an infant's constructing of a sense of self experience commences in the early weeks of life. It originates in the process of sensory perception, emphasizing the primacy of first months of life.

Bower, T. G. (1974). In his book, Development in Infancy. Discusses the details methods in current use to obtain information from infants and elucidates the processes whereby infants develop their necessary capacities, particularly cognitive. Results of investigations of infants' space perception, radial localization by eye, perception of distance, object

perception, and development of motor behavior are included Tiffany Field (1990). In her book, *Infancy*, discusses before and after birth, motor development, and learning, emotion, interaction and attachments.

### 4.3 Parenting

Parenting or child rearing promotes and supports the physical, emotional, social, spiritual and cognitive development of a child from infancy to adulthood. Parenting refers to the intricacies of raising a child and not exclusively for a biological relationship. Child rearing refers to the processes, strategies, and approaches used to raise a child from birth through adulthood. The difference between the two approaches is a matter of their goals. The goal of “parenting” is to raise a child who is happy and successful. The goal of mere child-rearing is to emancipate a responsible citizen in the shortest possible time. Parenting or child rearing promotes and supports the physical, emotional, social, spiritual and intellectual development of a child from infancy to adulthood. Dyck and Neubert (2012) promotes wellbeing of every individual. Hall, Kalven, Rosen, and Taylor (c.1991) have four stages of values development. All these are incumbent upon the parents to insure the development of the child. After all, the home is the first school and the parents are the original teachers. The home is the first church and the parents are the prime ministers of values formation. According to Pamintuan (2024), “No matter how many books we throw at them, no matter how we turn TV’s (and now, tablets) into babysitters, children will always look to their parents as the ultimate role models”. He concludes, “At the end of the day, it is the physical and spiritual connection that literally binds children to their parents. Mobile phones, computers and all things digital are highly useful for gathering information but at the end of the day, they are merely tools. It behooves parents to recognize their use as complementary, not necessary, to raising well-adjusted children with a high sense of moral ethics and empathy. (Pamintuan, 2024).

### 4.4. Childhood Development

In the first year, babies learn to focus their vision, reach out, explore, and learn about the things that are around them. Cognitive, or brain development means the learning process of memory, language, thinking, and reasoning. Learning language is more than making sounds (“babble”), or saying “ma-ma” and “da-da”. **Positive Parenting Tips.** To help the baby during this time parenting tips are the following:

- Talk to your baby. She will find your voice calming.
- Answer when your baby makes sounds by repeating the sounds and adding words. This will help him learn to use language.
- Read to your baby. This will help her develop and understand language and sounds.
- Sing to your baby and play music. This will help your baby develop a love for music and will help his brain development.
- Praise your baby and give her lots of loving attention.
- Spend time cuddling and holding your baby. This will help him feel cared for and secure.
- Play with your baby when she’s alert and relaxed. Watch your baby closely for signs of being tired or fussy so that she can take a break from playing.
- Distract your baby with toys and move him to safe areas when he starts moving and touching things that he shouldn’t touch.
- Take care of yourself physically, mentally, and emotionally. Parenting can be hard work! It is easier to enjoy your new baby and be a positive, loving parent when you are feeling good yourself. (Center for Disease Control and Prevention, n.d.).

**Child Safety.** When a baby becomes part of the family, make sure that your home is a safe place. Parents should ensure a safe home for the baby. It also is important that necessary steps are taken by the parents to be mentally and emotionally ready for the new baby. Here are a few tips to keep your baby safe:

- Do not shake your baby—ever! Babies have very weak neck muscles that are not yet able to support their heads. If you shake your baby, you can damage his brain or even cause his death.
- Make sure you always put your baby to sleep on her back to prevent sudden infant death syndrome (commonly known as SIDS). Read more about new recommendations for safe sleep for infants here.
- Protect your baby and family from secondhand smoke. Do not allow anyone to smoke in your home.
- Place your baby in a rear-facing car seat in the back seat while he is riding in a car. This is recommended by the National Highway Traffic Safety Administration pdf icon[1.15 MB / 1 page]external icon.
- Prevent your baby from choking by cutting her food into small bites. Also, don’t let her play with small toys and other things that might be easy for her to swallow.
- Don’t allow your baby to play with anything that might cover her face.
- Never carry hot liquids or foods near your baby or while holding her/him.
- Vaccines (shots) are important to protect your child’s health and safety. Because children can get serious diseases, it is important that your child get the right shots at the right time. Talk with your child’s doctor to make sure that your child is up-to-date on her vaccinations. (Center for Disease Control and Prevention, n.d.).

**Healthy Bodies.** Breast milk meets all your baby’s needs for about the first 6 months of life. Between 6 and 12 months of age, the baby learns about new tastes and textures with healthy solid food, but breast milk should still be an important source of nutrition. Feed the baby slowly and patiently, encourage the baby to try new tastes but without force, and watch closely to see if he’s still hungry. Breastfeeding is the natural way to feed your baby, but it can be challenging.

Keep the baby active. She/he might not be able to run and play like the “big kids” just yet, but there’s lots she can do to keep her little arms and legs moving throughout the day. Getting down on the floor to move helps your baby become strong, learn, and explore. Try not to keep the baby in swings, strollers, bouncer seats, and exercise saucers for too long.

Limit screen time. For children younger than 18 months of age, it is recommended that it’s best if babies do not use any screen media other than video chatting. Make sure your child gets the recommended amount of sleep each night: For infants 4-12 months, 12–16 hours per 24 hours (including naps).

#### 4.5 Cyrah’s 12 Months: Birth To One Year

The following narrative provides the image of Cyrah and some milestones of her development over a period of one year. This is made possible by the diligent recording of her activities through the use of cellphone photography, cellphone broadcasts of Ms. Rachel child learning videos, and personal childcare of her mother. The mother of Cyrah used the cellphone to document the monthly anniversary (Monthsary) of Cyrah for twelve months, dressing her up with specific themes and color schemes.

**First Month.** According to Bernielyn (personal communication, March 2023), it is not advisable to give the Cyrah fruits in as much as fruits will limit the taste development of the child to sweets. It is better to give her vegetables since they offer a wide range of tastes. Cyrah spends most of her time sleeping and breastfed by her Mom for 2 months.



Figure 4.1. Cyrah 1 month old; Theme: Color Peach

**Second Month.** Her Mom exposed her to “White Noise” of birds chirping and Water gushing. The soothing sound of a white noise machine can mask sounds that may keep you awake, such as barking dogs, loud neighbors, and honking vehicles. Some hospitals install white noise machines in patient rooms so that patients can fall asleep easier.

**Third Month.** Cyrah’s first mumbled words were “mum, mum” and “papa”. She briefly holds a rattle toy with rustling sound; holds it for a while but cannot sustain it. She holds the butterfly toy with her fingers. It too has rustling sounds. Cyrah turned to her tummy on her own.

**Fourth Month.** Cyrah had her first laugh.



Figure 4.2. Cyrah 4 months old; Color Violet

**Fifth Month.** Cyrah was teething with two upper front teeth appearing.

**Sixth Month.** Cyrah is now served with water. Babies who are breast fed already have water and even salt from the mother’s milk. Cerelac was given to Cyrah. Vegetables, like preed squash, pureed carrots, pureed boccolli and pureed cauliflower were given to Cyrah. Cyrah was bottle-fed with Bonnamil until she was one year old.

**Seventh Month.** Cyrah is fed with steamed okra, steamed broccolli, steamed squash, steamed cauliflower and steamed beans were given.

**Eighth Month.** On the 8<sup>th</sup> month, the vegetables were given twice a week. She can do an action to express, “Hi” by raising her hand and waving it.



Figure 4.3. Cyrah 8 months old; Theme: Beauty and the Beast

**Ninth Month.** Cyrah had rice, potato, shredded chicken and deboned fish. Her psychomotor: clap, clap, to follow Ms. Rachel video. She can say “Hi.” She crawls forward.

**Tenth Month.** Cyrah is dancing with steps and actions as taught by M. Rachel on video. Sometimes, she says “more” and “no more.” She sometimes does head movement. She stood up and danced to the tune of a pop song.

**Eleventh Month.** Cyrah can blow a kiss; she mumbles “Mama.”

**Twelfth Month.** Cyrah is one year old with her mom Bernielyn at Jollibee Grace Park, Caloocan City, Metro Manila, Philippines. On the 12<sup>th</sup> month, Cyrah can now eat the same food as served at table for the adults at home. One year old, she can blow a kiss and say the word, “Hi.”





Figure 4.4 Cyrah is one year old on her birthday with her mom.

#### 4.6 Epilogue

At 1 year and 1 month, Cyrah dipped into a regular swimming pool. But she was not enjoying it with many people around. Cyrah at one year old and onwards was bottle-fed with Bonnakid. At 1 year and 2 months, Cyrah was eating mamon. At 1 year and 3 months, Cyrah was walking; she was selecting what to watch on the cell phone. She expresses extreme dislike when not allowed to touch the cellphone.

### V. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Conclusion

1. Health is the most basic condition of human life, asserted by Emerson, Maslow, Dyck and Neubert, and Hall.
2. The World Health Organization provides a global perspective on Health Care in relation to the Sustainable Development Goals of humanity.
3. The ASEAN has been promoting Health Care Services, which provides views on Western medicine and traditional medicine (TM) or complimentary/alternative medicine (CAM).
4. Philippine childcare is primarily influenced by Western American paradigm.
5. The mother has a key role in the infancy stage of childcare.
6. Sensory and imagination are two key areas of development during early infancy.
7. Home is the first school for human development and corporate citizenship.
8. The use of technology (cellphone) has enhanced the sensory infant development.
9. Nursery rhymes of Ms. Rachel is a popular social media that provide audio-visual learning skills for infants.
10. Audio-visual alertness of the infant is enhanced via cellphone technology.
11. Home is the first nursery school and the parents and adults are the original teachers.
12. The infant is a potential human resource who will eventually become a productive member of the family, member of a community, and a human resource for country and God.

#### 5.2 Recommendations

1. There are few longitudinal studies available in Asian setting, especially in child development. Thus, it is highly recommended that this longitudinal study be continued for growing years of the Cyrah.
2. The academicians are challenged to do longitudinal study to discover the long-term effects of human resource training and development.
3. The business sector is encouraged to help promote longitudinal studies on human resource management through philanthropic endeavors, as part of corporate social responsibility.

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