

## The ABCs of Teachers' Roles: An Affirmation

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### Abstract

This study required its 395 teacher-respondents to rank their level of agreement with their 52 roles (two per letter of the alphabet) in the lives of their students, colleagues, families and friends during the pandemic period when they felt despondent and helpless due to their uncertain academic and personal futures brought about by COVID-19. As a teacher-educator, this researcher hoped that reading these statements will awaken her students' positive self-affirmations and arrive at their description of the Teacher in the New Normal who is: Adventurous & Aware; Beloved & Big-hearted; Focused & Friendly; Grateful & Growing; Just & Joyful; Hardworking & Honest; Inspiring & Interactive; Reflective & Respectful; Safe & Structured; Determined & Diligent; Kind & Knowledgeable; Modern & Motivating; Noble & Nurturing; Prepared & Professional; and Tactful & Thoughtful. It is also recommended that Teacher-Educators should pay attention to enhancing the following qualities of Pre-service teachers to: ensure that Teachers in the New Normal will not be Underappreciated since they are Unselfish; continue to be Xenodochial & maintain being an X-factor; be Organized & Original; be Whimsical & Willing; be Yielding & Youthful; and continue to be Zany & Zealous.

**Keywords:** K-12 Teachers' Self-Esteem, 52 Teachers' Roles, Self-Affirmation of Teachers' Roles, COVID-19 Pandemic, and Description of the Teacher in the New Normal.

### Introduction

In response to the worldwide pandemic, the Department of Education (DepEd) suspended classes in March 10, 2020, in all K-12 levels in Philippine public schools. In June 15, 2020 was issued Department Order No. 011, s. 2020 or the "Revised Guidelines on Alternative Work Arrangements during the period of State of National Emergency" providing for work arrangements and support mechanisms for teaching and nonteaching personnel in all DepEd public elementary and secondary schools, and community learning centers (DepEd DO No. 11, s. 2020).

Many teachers felt anxious and withdrawn; their personal and families' health foremost in their minds, as well as that of their students, relatives and friends. Future economic uncertainty was another major problem, especially for those in the private school sector. Many were depressed, and felt oppressed by daily pronouncements that were sometimes too horrible to believe, and further repressed by many negative memes on social media about the non-utility value of teachers during the pandemic.

Being a Teacher Educator, this researcher did her best to keep in touch with her undergraduate and graduate students, relating and feeling their frustrations and misgivings as well. Queries yielded the most debilitating observation that teachers felt hopeless, undervalued and undermined by the suspension of schools until further notice, since what is a teacher without students? Negativity tended to strip their self-esteem and self-confidence at a time when their families needed them most. This paper was conceived, with the aim of raising the self-esteem of the teachers so that while they were reading this alphabetical listing of the roles of a teacher, they would be self-reflecting, making use of positive affirmations to remember just who they are in the lives of their students. Affirmations, especially positive affirmations, are invaluable in raising a person's self-esteem (Raj, 2017).

The power of education is in its potential transformative effects on individuals (Gibbs, 2005). As defined by the Oxford Dictionary, a person's role is that function or position that he/she is expected to have in an organization, in society or in a relationship. Therefore teachers are expected to be role models of positivity in the classroom so that students are better able to emulate them and maximize their potentials. After undertaking the survey it is hoped that the teachers' self-esteem and self-confidence would be much better.

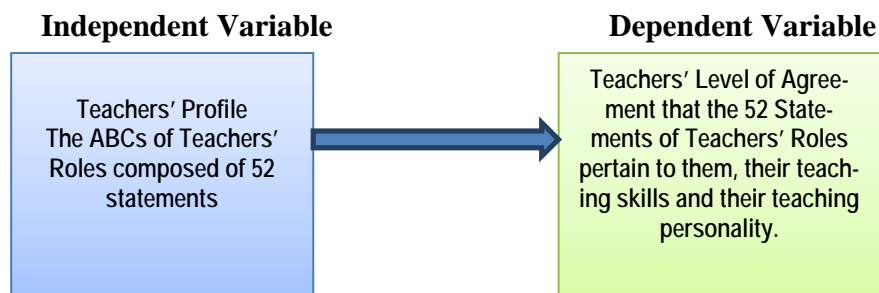
### ***Theoretical Framework***

The Self-Affirmation Theory (SAT) by Claude Steele (1988) states that when people's self-image has been threatened, they are motivated to affirm the integrity of the self. They feel a need to restore their self-esteem to maintain a positive self-image to stop the negativity that threatens their internal balance. Through the unique prediction that the SAT makes, people who experience a specific self-threat can overcome its unpleasantness by affirming an equally important aspect of the self which can work to restore their self-esteem even without resolving the specific threat.

Currently, the teachers may be beset by negative feelings due to the pandemic. By their consciously reading and answering the 52 statements of a teacher's role in the research instrument, and stating their agreement that such statements pertain to them, as well as rating their self-reflection, they may remember the very important aspect of their role as teachers thereby restoring their self-esteem and making them feel more positive in responding to the requirements of the youth of the land.

### ***Conceptual Framework***

The study makes use of the Independent Variable – Dependent Variable relationship. The research process looked at the teachers' profile and the ABCs of Teachers' Roles described within 52 statements; these were the Independent Variables which may or may not affect the Dependent Variables composed of the teacher-respondents' level of agreement that these 52 statements pertain to them, their teaching skills and their teaching personality.



### **Statement of the Problem**

Specifically, this research sought inputs to:

RQ1. Teachers' Profile

RQ2. Teachers' Level of Agreement with the 52 Roles of a Teacher

### **Methodology**

This is a descriptive quantitative research making use of google forms answered randomly by the researcher's students and their colleagues totalling 395 teachers. The teachers were asked if they wanted to take part in a study on Teachers' Roles; upon their agreement, they were asked to download the google form, key in their responses, and forward it to as many of their colleagues as possible. The google forms were posted in two batches and research locales, aimed for 350-400 res-

pondents, and was withdrawn after 20 days. In this paper, no relationship was derived between the two batches and research locales.

**Profile of Respondents**

Sex	Age Range	Grade Levels Handled	Type of School	Current Position at the School	Number of Years Teaching	Highest Education Attainment
Male = 43 Female = 351	21-30 = 132 31-40 = 144 41-50 = 73 51-60 = 33 61-70 = 13	Kinder = 35 G1-G6 = 274 G7-G10 = 37 G11-12 = 19 Tertiary = 10 ALS = 2 Multigrade = 1 SPED = 3 NonTeaching = 4	Public = 369 Private = 26	Teacher 1 = 212 Teacher 2 = 47 Teacher 3 = 98 Master T1 = 19 Master T2 = 5 Admin Staff = 3 Principal = 2 Faculty = 9	1-5 yrs = 147 6-10 yrs = 90 11-15 yrs = 76 16-20 yrs = 37 21-25 yrs = 25 26-30 yrs = 12 31-35 yrs = 8	BEED = 194 BSED = 17 MA Units = 65 MA Graduate = 105 Doctoral Units = 5 Doctorate = 9
<b>Total Number of Respondents = 395</b>						

The survey instrument consisted of: Part 1, the profile questions, and Part 2, 52 statements (2 per letter of the alphabet) required the respondents to rate their level of agreement that the statement pertained to themselves, their teaching skills and teaching personality. These statements were adapted from Meador (2018).

The scale used was 4 (highest, All of the Time) and 1 (Lowest, At no Time) to arrive at the mean of the respondents’ level of agreement. Comparison of means was the statistical tool used for the respondents’ level of agreement for each statement, and overall/average mean for each letter of the alphabet. Ranking was used to look at the new placement of affirmative statements based on the overall/average mean for each letter, to arrive at the description of the Teacher in the New Normal.

**Results and Discussion**

The 395 teacher-respondents were asked to provide their level of agreement to the 52 statements (2 statements per letter of the alphabet) shown in the following page. The review of the literature was conducted through Google Scholar and ERIC and revealed the scholarly articles noted, with no importance ascribed to publication date. The mean and overall mean were computed and interpreted as shown, with validation from related literature gathered:

The Teacher is Adventurous	Mean	The Teacher is Aware	Mean	Overall Mean
I want my students to come to class wondering what adventure we will have today. I am constantly searching for ways to engage my students, to make learning fun, and avoid the status quo.	<b>3.36</b>	I understand that each of my students are individuals who face unique challenges, have individual learning styles, and have their own strengths and weaknesses.	<b>3.61</b>	<b>3.49 All the time</b>

**The Teacher is Adventurous.** In the 21<sup>st</sup> century, teachers must have be adventurous, resilient and creative problem solvers. Teachers who live adventurous lives are often viewed to be engaged in somewhat dangerous activities. When teachers live adventurous lives in and outside of classrooms, they can also ingrain this spirit in their students as a process of intrinsic motivation. Teachers' adventurism in teaching require sustained work, consciously increasing individual and collective effort, creating spaces for curiosity, discovery and play (Faulkner and Latham, 2016).

**The Teacher is Aware.** At all times, Adams (2008) and Bonner (2009) said the "aware" Teacher makes the effort to expand their knowledge base to be familiar with the backgrounds and cultures of the learners in the classroom to be able to pinpoint the strengths, weaknesses, and needs of diverse learners.

<b>The Teacher is Beloved</b>	<b>Mean</b>	<b>The Teacher is Big-Hearted</b>	<b>Mean</b>	<b>Overall Mean</b>
I am leaving behind a legacy. The lessons I teach my students will last a lifetime. My students think highly of me and will cherish the time we were able to spend together.	<b>3.53</b>	I know that many of my students fight personal battles that I cannot begin to fathom. I love my students and wish I could give each of them the life they deserve.	<b>3.66</b>	<b>3.6 All of the Time</b>

**The Teacher is Beloved.** The Beloved Teacher is one whose responses are admired, accepted, and almost unconsciously adopted by his/her students. All that the Teacher stands for has increased weight in the learners' eyes, and "looks good" to them. Therefore, for good or bad, the learner somehow becomes the image of the beloved teacher (McNutt, 2013).

To better understand the professional identity and expertise of a beloved teacher, Yu (2014) said, a good teacher may be seen through their competencies of knowledge, skills and attitudes, spiritual, and emotional integrity. A teacher who may have an advanced degree but is limited to only transmitting formal knowledge may not be well received by students; whereas the teacher who teaches with heart and integrity, with the capacity for connectedness with their personal experience, subject, social context and students' needs is appreciated.

**The Teacher is Big-hearted.** The practice of teaching is ultimately affective. As the teacher does self-reflection, emotions open possibilities for the care they provide in their practice (Zembylas, 2003). Affectivity or big-heartedness is of fundamental importance in teaching and to teachers for three main reasons: a) teachers often feel passionately about their pupils, their professional skills, their colleagues and the structures of schooling; b) about their dealing with other significant adults such as parents; and c) about the actual or likely effect of educational policies upon their pupils and themselves (Nias, 1996).

<b>The Teacher is Collaborative</b>	<b>Mean</b>	<b>The Teacher is Creative</b>	<b>Mean</b>	<b>Overall Mean</b>
I engage parents, students, community members, and other teachers in the educational process..	<b>3.45</b>	I resourcefully pull together activities and resources and mold them into engaging lessons that my students respond positively to.	<b>3.42</b>	<b>3.44 All of the time</b>

**The Teacher is Collaborative.** Teachers acknowledge that their goals in using collaborative learning in their classrooms are to develop the cognitive and collaborative skills of their students. Collaborative learning happens when the teacher first defines the learning goals for the topic; instructs the use of beneficial student behaviors; and continuously monitors, supports, consolidates and evaluates student interaction (Kaendler, 2014).

**The Teacher is Creative.** Teachers are remembered for the unusual things they do in class that are unique ways of motivating students to learn the topic. “I am creative because I can think of many ways to motivate my class, and my students are not even aware that they are already learning!” (Corpus, 2018).

<b>The Teacher is Determined</b>	<b>Mean</b>	<b>The Teacher is Diligent</b>	<b>Mean</b>	<b>Overall Mean</b>
I will not give up on any student. I will find a way to make a difference. I am relentless in my pursuit of educating every student.	<b>3.59</b>	I leave no stone unturned. If there is a way, I will find it. I love every phase of my job and attack each aspect ferociously.	<b>3.49</b>	<b>3.54</b> <b>All of the time</b>

**The Teacher is Determined.** Teaching is a highly complex activity (Caena, 2011). Teachers’ goals should be the driving force rather than materials or assessments, because they remain constant. Being fully committed to achieving a goal, as Ameo (2017) said, the determined teacher realizes that with effort comes success; therefore teachers must take their responsibilities seriously.

**The Teacher is Diligent.** Diligent teachers who excel in their work supersede all educational aids and classroom gadgets. Teachers are the implementers and interpreters of innovations. Without good teachers, educational resources may not work. Computers and various other educational aids do not teach, only teachers do (Vuyisile Msilia (2015).

<b>The Teacher is Encouraging</b>	<b>Mean</b>	<b>The Teacher is Engaging</b>	<b>Mean</b>	<b>Overall Mean</b>
I talk my students up. I tell them they can do it when others tell them they can’t. Our mindset is positive. We can accomplish anything.	<b>3.68</b>	I keep my students focused. I have attention grabbers built into every lesson. Once I have them hooked, I know they can and will learn.	<b>3.58</b>	<b>3.63</b> <b>All of the time</b>

**The Teacher is Encouraging.** Encouraging teachers are those who make their classrooms animated and invigorating. Encouraging teachers encourage their students to have fun on a daily basis with peers. Dreikurs (1971) maintained that the most important skill for raising a child in a democracy is the ability to encourage that child.

**The Teacher is Engaging.** During class, the engaging teacher creates an environment of love and respect, where each student “may have an equal privilege.” Teachers must actively encourage student engagement through thought-provoking questions, whole-class and small-group discussion, and other learning activities. Teachers must take time outside of class to individually help students. Remember, effective “teaching is not talking and telling. Teaching is observing and listening so that we can discern, and then know what to say” (Bednar, 2011).

<b>The Teacher is Focused</b>	<b>Mean</b>	<b>The Teacher is Friendly</b>	<b>Mean</b>	<b>Overall Mean</b>
I have professional goals that I am determined to achieve. I know where I need to get my students, and I have a plan to get them there.	<b>3.57</b>	I greet everyone with a smile. I laugh and joke with my students so that they know I am not a robot. I am approachable and easy to talk to.	<b>3.62</b>	<b>3.60</b> <b>All of the time</b>

**The Teacher is Focused.** In a teacher-focused classroom may be found a trained teacher who is responsible for the major decisions in the classroom, the materials used, the syllabi design, the lesson plans, the writing of exams, and the pedagogical approach (Dwyer, 2003). Teachers who have higher perceptions of their working conditions are more satisfied with their jobs and more likely to remain teaching (Miller, 2020). Focused teachers make more impact on their students' current and future lives. Reeve (2006) characterized focused teachers to be cultivating student interest in the content they are teaching and exert efforts to make use of different strategies to engage their students to understand the material.

**The Teacher is Friendly.** Can teachers be friends with students? Felazzo (2013) said that the teacher-student relationship is a public one: a caring one, a relationship that requires great patience and understanding, but still, a public one. He believes that the rise of social media makes this a very important question with respect to instructional effectiveness since it also pertains to issues related to student engagement, communication barriers, compartment and respect. A friendly teacher is one who can grow closer to students via sharing a common interest or working on long-term projects, but in every interaction, teachers must remain teacher/student, mentor/mentee, not true friend, and this is wise (Wormeli, 2013).

<b>The Teacher is Grateful</b>	<b>Mean</b>	<b>The Teacher is Growing</b>	<b>Mean</b>	<b>Overall Mean</b>
I do not take for granted the opportunities and tasks that are bestowed on me. It is an honor to work with the students I am given.	<b>3.64</b>	I understand my strengths and weaknesses. I am continuously seeking out valuable professional development opportunities to help me improve.	<b>3.54</b>	<b>3.59</b> <b>All of the time</b>

**The Teacher is Grateful.** The grateful teacher is thankful for students who are worth fighting for, deserve to be loved, cherished and passionately motivated to be the best they can be (Siegel, 2019).

**The Teacher is Growing.** The way a teacher teaches today should continually evolve over time in small meaningful increments. Growing is synonymous to evolving over time and there are many new ways to learn in this digital age. In pushing boundaries and leaving your comfort zone will allow the creation of fresh ideas, and help to turn classroom management concerns into class solutions (Petrick, 2017).

<b>The Teacher is Hardworking</b>	<b>Mean</b>	<b>The Teacher is Honest</b>	<b>Mean</b>	<b>Overall Mean</b>
I often arrive early and stay late. I am continuously thinking about how to improve and conduct regular research to find tools to do my job better.	<b>3.50</b>	I do not hide who I am or what I do. I answer each question truthfully and own up to mistakes when I make them.	<b>3.66</b>	<b>3.58 All of the time</b>

**The Teacher is Hard working.** Teachers do not just work from 8 a.m. to 3 p.m. with summers off. Most arrive early, stay late and take papers home to grade. In the USA, one of the most developed country in the world, teachers' salaries rank 7<sup>th</sup> in the lowest in the world. Almost 1/3 of teachers have second jobs to make ends meet. And while the average job is 7 hours, the average teacher works 12 to 16 hours a day (James, 2020).

**The Teacher is Honest.** Honest teachers drive reforms in our schools and classrooms (Ackerman and Mackenzie, 2006).

<b>The Teacher is Inspiring</b>	<b>Mean</b>	<b>The Teacher is Interactive</b>	<b>Mean</b>	<b>Overall Mean</b>
I want to be an example for my students. I want them to become a better person as a result of the interactions that we have together.	<b>3.64</b>	My classroom is student centered. We conduct regular hands-on, exploratory activities. My students take ownership in projects and lessons.	<b>3.45</b>	<b>3.55 All of the time</b>

**The Teacher is Inspiring.** Being a teacher is inspiring because it gives the opportunity to have a positive impact on young people on a daily basis. Every day presents an opportunity to make a difference. You never know when something you do or say will make an impact (Meador, 2020).

**The Teacher is Interactive.** An interactive teacher respects all learners, listens to their opinions, helps them solve problems and projects, as well as exchange ideas modeled thru their actions and attitudes. Interactive teaching requires better professional qualifications from the teacher along with greater engagement (Xhemajli (2016).

<b>The Teacher is Just</b>	<b>Mean</b>	<b>The Teacher is Joyful</b>	<b>Mean</b>	<b>Overall Mean</b>
I am always fair. I carefully weigh any decision taking the "who and what" into consideration. No decision is taken lightly.	<b>3.60</b>	I celebrate with my students when they are successful. This is not limited to my classroom. I believe that all successes should be celebrated jubilantly.	<b>3.58</b>	<b>3.59 All of the time</b>

**The Teacher is Just.** For a teacher to be able to teach, and not just be a facilitator of learning, but rather be someone from whom a student learns, they need to be able to make judgments about what is educationally desirable. Teachers should teach, should be allowed to teach, and should have, and perhaps regain, the courage to teach (Biesta, 2012).

**The Teacher is Joyful.** Brain-based research state that when the fun starts, learning follows. Conversely, when the fun stops, learning stops too (Willis, 2007). When joy and comfort are taken away from the classroom, teachers are in effect distancing learners from effective information processing and long-term memory processing. Children then become bored, anxious and disengaged from learning, ultimately feel bad about school and lose the joy they once had. Students achieve higher levels of cognition, make connections and experience ‘aha’ moments from classrooms with an atmosphere of exuberant and joyful discovery (Kohn, 2004).

<b>The Teacher is Kind</b>	<b>Mean</b>	<b>The Teacher is Knowledgeable</b>	<b>Mean</b>	<b>Overall Mean</b>
I help my students when I know they need assistance. I check on them when they are sick and let them know I care when they lose someone.	<b>3.60</b>	I am a content expert. I understand how to use instructional strategies, regularly incorporate technology, and differentiate instruction to reach every student.	<b>3.41</b>	<b>3.50</b> <b>All of the time</b>

**The Teacher is Kind.** In a classroom, the gentler the teacher is, the greater will be the ability of students to absorb (Chakravarti, 2014). A kind teacher is able to nurture a supreme learning environment. If the educator is kind, students will be willing to take risks and let their guard down. Kindness makes the teacher look more human to the students; it should be one of the required skills in academe. A kind teacher stays in the memory of his/her students for a lifetime, and vice versa. With regards to tertiary students, Wadsorn (2017) found that kindness encompasses more than just empathy, care and understanding. Kindness is a desirable quality in teachers with whom they select to enrol.

**The Teacher is Knowledgeable.** The best teacher can explain a subject very well, in a very knowledgeable manner that inspires students’ trust to educate them. Mastery of a subject makes the teacher capable of teaching to another person; if you are able to teach it to another person, then you know your topic. The knowledgeable teacher is recognized by students as a trustable guide who knows every aspect of the subject matter (Nargess, 2015).

<b>The Teacher is Likeable.</b>	<b>Mean</b>	<b>The Teacher is Lucky.</b>	<b>Mean</b>	<b>Overall Mean</b>
I relate well to my students. I work hard to find a common ground. I talk to my students about my hobbies and interests.	<b>3.33</b>	I have been blessed with an opportunity to make an impact. It is not something I take lightly. Every day I have the ability to make a difference.	<b>3.47</b>	<b>3.40</b> <b>All of the time</b>

**The Teacher is Likable.** Learners’ beliefs about good teaching seem to be formed at an early age, as early as second grade level (Murphy, et al, 2010). According to O-Rourke (2010), the roots of our happiness as adults are developed in our childhood; and that teaching ten-year old children optimistic thinking skills would halve the rate of depression that occurs to them during puberty and thereafter.



**The Teacher is Lucky.** The lucky teacher has individual choice which could lead to higher teacher satisfaction, lower teacher attrition, and increased student engagement (Goldstein, 2020). A sense of friendship, belonging and optimism are strong indicators of children’s happiness. Lyubomirsky (2007) asserted that 40% of our happiness is determined by what we do is food for thought for classroom practitioners.

<b>The Teacher is Modern.</b>	<b>Mean</b>	<b>The Teacher is Motivating.</b>	<b>Mean</b>	<b>Overall Mean</b>
I will not be teaching the same way five years from now. I change with the times and keep things fresh. I am always updating my classroom and methodology.	<b>3.44</b>	I bring out the best in my students. I am ever aware of which students require extra prodding and find ways to reach them.	<b>3.55</b>	<b>3.49 All of the time.</b>

**The Teacher is Modern.** The modern teacher must be permanently concerned with presenting attractive lessons and building motivating educational environment that generates positive emotions. Students become “owners of the process”, while teachers act as mentors. Teaching is research-based: the student specifies the task, collects information, presents the results, determines assessment criteria and, together with the teacher, evaluates his/her performance (Froumin, et al, 2018).

**The Teacher is Motivating.** It is now established that motivation plays a key role in learning. Studies have shown that the relationship between motivation and academic achievement is consistently positive (Brophy, 1998). A motivating teacher has positive impact in the learning process. Motivated learners are enthusiastic, goal-orientated, committed, persistent and confident learners. They are more attentive during lessons, they take notes to help them to retain information, they ask questions when the teachers’ explanation is not clear and they reflect on their understanding of the lesson (Wlodkowski, 1999).

<b>The Teacher is Noble.</b>	<b>Mean</b>	<b>The Teacher is Nurturing.</b>	<b>Mean</b>	<b>Overall Mean</b>
I hold myself accountable for my actions and have high expectations for myself. I strive to set an example by having outstanding character.	<b>3.52</b>	I foster relationships with my students. I learn which students respond to constructive criticism and which students require a more gentle approach.	<b>3.46</b>	<b>3.49 All of the time</b>

**The Teacher is Noble.** Know that teaching is a noble profession. The day a teacher realizes that they have been given a great gift - the power to change lives, is the day an inspirational teacher is born. You have a choice either to believe you are a mediocre teacher teaching a boring subject to boring kids. Or, a human being helping other human beings to realize their full potential and go on and make a positive difference in their world. Your beliefs create your world (Heching, 2017).

**The Teacher is Nurturing.** Highly effective teachers are nurturing; they arrange high quality environments for young children that depend on teachers who are skilled at nurturing their development and learning (Whitebook, et al, 2013). Nurturing teachers give more time to the organization of their teaching and curricular planning, have enthusiasm to teach, are sensitive to the needs of their students and do their best to commit themselves to their students’ learning experiences

(Cheung, 2006). The teacher must also be able to recognize and nurture potential talent in the students, and must never give up on the students (Baskas, 2016).

<b>The Teacher is Organized.</b>	<b>Mean</b>	<b>The Teacher is Original.</b>	<b>Mean</b>	<b>Overall Mean</b>
Everything in my classroom has a place. Organization aids with preparation and ultimately keeps the flow of the classroom going in the right direction.	<b>3.35</b>	There is only one of me. I am unique. My classroom and my style are my own creation. What I do cannot be duplicated.	<b>3.32</b>	<b>3.34 All of the time</b>

**The Teacher is Organized.** A very important role of the teacher still remains relevant - to teach independent work, to teach to analyze, synthesize, systematize information, to debate, because creative, organized thinking is formed only in discussion. Thus, a modern teacher should be, above all, an organizer of the learning process with a high level of psychological training and sense of organization (Berulava, 2019).

**The Teacher is an Original.** A teacher exhibits being an Original when they present creative ideas for a lesson and the students absolutely love it. Teachers want to create lessons that become legendary; lessons that students talk about and look forward to having you in class just to experience them. At the end of a rough day and a student comes up and gives you a hug or tells you how much they appreciate you, a hug from an elementary age or a thank you from an older student can instantly improve your day (Meador, 2020).

<b>The Teacher is Prepared.</b>	<b>Mean</b>	<b>The Teacher is Professional.</b>	<b>Mean</b>	<b>Overall Mean</b>
All my materials are ready to go well in advance of the lesson. I plan for surprises and over plan so that there is little downtime.	<b>3.36</b>	I conduct myself appropriately inside and outside of my school. I adhere to each of the professional expectations of my district.	<b>3.59</b>	<b>3.47 All of the time.</b>

**The Teacher is Prepared.** In classrooms where teachers are well prepared, there is less student misbehavior. The well-prepared teacher is more likely to be able to take time during lessons to notice and attend to behavioral matters. Teachers themselves say that “Preparedness” in classrooms impact successful student learning. Teachers who prepare for their classes intellectually and emotionally have more engaged students (Corpus, 2018).

**The Teacher is Professional.** Teachers are professionals; in the Philippines most especially in the public school system, all teachers are licensed professionals having taken at least four years in college, and passed the Licensure Exam for Teachers. Teachers build close relationships with other teachers who share similar experiences and understand the commitment that it takes to be an excellent teacher. Teachers work collaboratively with parents for the benefit of the student. It is a beautiful thing when parents and teachers work together throughout the educational process. No one benefits more than the student. Teachers work hard to help other teachers improve. They also work diligently to improve the overall school climate and provide a safe learning environment for students and teachers alike (Meador, 2020).

<b>The Teacher is Quick-witted.</b>	<b>Mean</b>	<b>The Teacher is Quirky.</b>	<b>Mean</b>	<b>Overall Mean</b>
I can respond quickly and appropriately to student comments or actions in a manner that quickly diffuses a potentially tense situation.	<b>3.39</b>	I can be unconventional, outlandish, and crazy because I know that my students respond positively to that.	<b>3.17</b>	<b>3.28</b> <b>All of the time</b>

**The Teacher is Quick-witted.** A quick-witted teacher is quick in perception and understanding, mentally alert, mentally nimble and resourceful. The quick to respond teacher is able to send a wave of positive energy through those around them. "The best retorts speak truth — when a person calls something that the other people didn't see," said Paul (2017). "That's generally what makes us laugh." And usually that's the end goal of a witty comeback — to get a laugh. A shared laugh is a great way to reduce tension, it makes people feel included and reinforces what's easy to forget — that we are all in this together (Wessel, 2016).

**The Teacher is Quirky.** Merriam Webster defines the adjective 'quirky' as being unusual in an interesting or appealing way. Teachers need to find their profession to be fun because teachers help recognize, encourage and cultivate talent. A teacher who does not inject 'crazyness' into the classroom at times may make the classroom boring for talented learners. And when you see former students grow up and become successful adults you succeed when they succeed (Meador, 2020).

<b>The Teacher is Reflective.</b>	<b>Mean</b>	<b>The Teacher is Respectful.</b>	<b>Mean</b>	<b>Overall Mean</b>
I am constantly evaluating my approach and making changes. I reflect on what I can change to make improvements on a daily basis.	<b>3.45</b>	I am constantly evaluating my approach and making changes. I reflect on what I can change to make improvements on a daily basis.	<b>3.66</b>	<b>3.55</b> <b>All of the time</b>

**The Teacher is Reflective.** Reflective teachers reflect regularly on their experiences and use them to improve their teaching. Reflection is a big part of a professional teacher's lifestyle. It helps him to focus on the why and how of daily teaching lives. Without reflection, teachers may become machines with no meaning or rhyme to the work they do. Only when we reflect on what we are doing will we be able to realize our goals and objectives and understand what we can do to further improve ourselves as teachers (Goh, 2002).

**The Teacher is Respectful.** Teachers who are given the highest level of respect are those who respect their students. "I try to be sensitive to my students' feelings and consistently try to avoid situations that may embarrass them. My students know I want them to feel safe in my class" (Corpus, 2018). Without a doubt, all of us teachers wish for our students to respect us. "Respect" in classroom impact successful student learning, Orlando (2013) said "the mutual respect in a teacher's classroom provides a supportive and collaborative environment" which will surely and positively impact successful student learning.

<b>The Teacher is Safe.</b>	<b>Mean</b>	<b>The Teacher is Structured.</b>	<b>Mean</b>	<b>Overall Mean</b>
Nothing matters to me more than keeping my students safe. I will lay down my own life if necessary. My classroom is a safe haven for all of my students.	<b>3.65</b>	I have well-established expectations and procedures. I hold my students accountable for their actions. Distractions are kept to a minimum.	<b>3.45</b>	<b>3.55</b> <b>All of the time</b>

**The Teacher is Safe.** Intellectual safety occurs in the classroom where ‘there are no put-downs and no comments intended to belittle, undermine, negate, devalue or ridicule.’ Within this space, any question or comment, so long as it is respectful of others are accepted. Managing a classroom should not be about controlling or micromanaging students; rather the foundation should be based on positive student-to-teacher relationships (Baba, 2019).

**The Teacher is Structured.** The teacher’s structuring of play activities during the break in Kindergarten is associated with high levels of social behavior in pre-school children, greater acceptance of their peers, and less frequent occurrence of anti-social behaviors (Sparris, et al, 2016). Great teachers structure their days, lessons, and units in ways that foster maximal understanding and interest. They collaborate with other teachers and attend classes to learn more about their subject matter and how to best convey it. They are available outside of class, and they grade papers quickly, writing personal notes to help their students understand. (Meer, 2018).

<b>The Teacher is Tactful.</b>	<b>Mean</b>	<b>The Teacher is Thoughtful.</b>	<b>Mean</b>	<b>Overall Mean</b>
I am diplomatic and choose my words carefully because I know my words can be turned against me. There are times that I bite my tongue because what I have to say can only get me in trouble.	<b>3.37</b>	I care about those I work with and recognize their contributions. I go out of my way to show my appreciation for my co-workers who do an outstanding job and make mine easier.	<b>3.58</b>	<b>3.46</b> <b>All of the time</b>

**The Teacher is Tactful.** Harmer (2007) points out that when prompting students, “we need to do it sensitively and encouragingly but, above all, with tactfully and with discretion.” This is because the key purpose of prompting is for us to provide just “the right amount of encouragement” so that we do not run the risk of “taking the initiative away from the student.”

**The Teacher is Thoughtful.** Teachers are expected to fit so much learning into a day of school that homework is used to fit in what they could not get into the day. The thoughtful teacher takes the same care in assigning homework that they do with differentiating their lesson plans for a positive effect on the student’s academic success. Students will benefit academically if the teacher assigns thoughtful provoking homework (Tokarski, 2011).

<b>The Teacher is Underappreciated.</b>	<b>Mean</b>	<b>The Teacher is Unselfish.</b>	<b>Mean</b>	<b>Overall Mean</b>
There are people who discount me because I teach. There are people who do not like me because I teach. My students know my value, and that is what matters to me.	<b>3.05</b>	I am willing to go the extra mile for my students. I arrive early or stay late to tutor struggling students. I make sacrifices so that my students have every opportunity to be successful.	<b>3.40</b>	<b>3.22 Most of the time</b>

**The Teacher is Underappreciated.** Public school teachers have always occupied a socio-historical role, being looked up to as the source of knowledge, skills, values and enlightenment of the nation's youth. Unfortunately, public school teachers have also been misunderstood, neglected and even disregarded (Llego, 2018). As in any profession, there are teachers who are great and those who are bad. When adults look back on their years in school, they often remember the great teachers and the bad teachers. However, those two groups only combine to represent an estimated 5% of all teachers. Based on this estimate, 95% of teachers fall somewhere in between those two groups. This 95% may not be memorable, but they are the teachers who show up every day, do their jobs and receive little recognition or praise (Meador, 2020).

**The Teacher is Unselfish.** The unselfish teacher enhances the opportunity of each student to learn best. The ability to listen, to transmit information in an open, honest and positive manner, taking responsibility for mistakes, being unselfish with sharing success, and being diplomatic in handling sensitive issues in the classroom, fostering faculty development activities, supporting faculty initiative and providing resources, guidance and assistance when necessary (Robinson, 2015).

<b>The Teacher is Valuable.</b>	<b>Mean</b>	<b>The Teacher is Versatile.</b>	<b>Mean</b>	<b>Overall Mean</b>
What I do matters. My students are better off for having me as a teacher. I bring value in ensuring that every student shows significant gains during their time with me.	<b>3.49</b>	I am able to change my approach to fit the learning styles in my classroom. I can teach multiple subjects across multiple grade levels effectively.	<b>3.39</b>	<b>3.44 All of the time</b>

**The Teacher is Valuable.** The most important school-related factor that influences student achievement is the teacher, validating how valuable teacher quality is (Rice, 2003). Education is still the top priority in the nation's budget, receiving P531.6B of the 2019 budget (DBM, 2020). A school's budget is divided into 70% for Personnel Services covering the salaries and benefits of teaching and non-teaching staff, plus 20% for Capital Outlay, and 10% for Maintenance and Other Operating Expenses. Since there is a significant investment Foster (2009) found that teacher qualifications accounted for 90% of the variation between the best and the worst students. Likewise,

based on literature, caring and valuable teachers try to upgrade and enhance themselves by taking up further studies (Corpus, 2018).

**The Teacher is Versatile.** Let us liken the teacher to a Circus Performer. The language of circus performance highlights how adept and versatile teachers are. When I look closely at their work, I see: jugglers = teachers juggling the fast moving changes in policy and practice with equilibrium and ease. Tightrope walkers = teachers walking educational and political tightropes with poise and precision. Tamers of savage beasts = teachers taming the terrifying tigers of technologies with grace and courage. Trapeze artists = teachers turning verbal somersaults on the jargon trapeze with flair and confidence. And Acrobats = teachers leaping through bureaucratic hoops and dashing through the shifting obstacles of paperwork with speed and dexterity.

<b>The Teacher is Whimsical.</b>	<b>Mean</b>	<b>The Teacher is Willing.</b>	<b>Mean</b>	<b>Overall Mean</b>
I take advantage of teachable moments. I understand that some of the most memorable lessons will be those that I did not plan to teach.	<b>3.22</b>	I will do whatever it takes to ensure that each student is successful. I am willing to find the answers to the tough questions. I am flexible in my approach.	<b>3.54</b>	<b>3.38 All of the time</b>

**The Teacher is Whimsical.** The teacher who can make students laugh is a great teacher. In the classroom, a shared laugh is a great way to reduce tension, it makes students feel included and reinforces what is not easy to forget — that we, teacher and learners, are all in this together (Paul, 2017).

**The Teacher is Willing.** Teachers' willingness to admit mistakes in classrooms impacts successful student learning. The most effective teachers are quick to admit it when they are wrong; they immediately apologize for wrong judgements or erroneous inputs. Even with grades, teachers will make necessary adjustments when students point out the errors inadvertently committed (Corpus, 2018).

<b>The Teacher is Xenodochial.</b>	<b>Mean</b>	<b>The Teacher is an X Factor.</b>	<b>Mean</b>	<b>Overall Mean</b>
I welcome anyone to visit my classroom. I want to be an integral part of my community and as such I talk to any constituent that I can about our school and education.	<b>3.29</b>	I welcome anyone to visit my classroom. I want to be an integral part of my community and as such I talk to any constituent that I can about our school and education	<b>3.18</b>	<b>3.23 Most of the time.</b>

**The Teacher is Xenodochial.** Diversity in classrooms are caused by ethnicity, gender, religion and transnationalism which affects how teachers teach and how learners learn. Teachers must realize their students' differences and integrate diversity education into the entire curriculum. Teachers must also have adequate skills to enable them to integrate the students' different cultures into classroom experiences. Multi-cultural competence requires the development of three levels of understanding: awareness, knowledge, and skills, which are quite hard to acquire. By effectively

preparing pre-service teachers to implement multi-culturalism, they will become xenodochial advocates, more prepared and able to achieve equity and social justice in their classrooms (Alismail, 2016).

**The Teacher has an X Factor.** The characteristics of a good teacher can be divided into two: the teacher's personality traits, and their abilities, skills and professional competences. Students' views of a good teacher are constantly changing influenced by their age, self-concept, motivation, social background and changes in society. A good teacher is someone who can make learning relevant with students' background and culture. Likewise, personality traits and teaching competences are factors that contribute to good teacher-student relationship (Zagyvane, 2017).

<b>The Teacher is Yielding.</b>	<b>Mean</b>	<b>The Teacher is Youthful.</b>	<b>Mean</b>	<b>Overall Mean</b>
I understand that some things are beyond my control. There will be occasional interruptions, and I must be flexible and go with the flow	<b>3.30</b>	I may get older, but seeing me students learn fuels me. It excites me and invigorates me when a student has an "AHA!" moment.	<b>3.47</b>	<b>3.39 All of the time</b>

**The Teacher is Yielding.** The yielding or accommodating teacher does not see his/her instructional approaches as "one size fits all" but rather differentiates teaching and learning so that attention on learning differences will be allowed. There are many contextual factors that impact upon each student's learning and the teacher's instruction should vary for their needs to be accommodated in the design and delivery of the lesson (Petrie and McGee, 2012).

**The Teacher is Youthful.** Teachers enable students to learn more collaboratively and cooperatively with peers than they would on their own, thereby improving the possibilities they can realize whatever their situation in life. But teachers also grow old and tired and then retire. Still, for now, the highest motivation for teaching are perceived teaching abilities, the intrinsic value of teaching, and the desire to make a social contribution and shape the future by working with children and adolescents (Corrigan, 2016).

<b>The Teacher is Zany.</b>	<b>Mean</b>	<b>The Teacher is Zealous.</b>	<b>Mean</b>	<b>Overall Mean</b>
I am willing to make crazy deals with my students if it motivates them. I am not afraid to get my hands dirty if it pushes my students to put more effort into learning.	<b>3.35</b>	I am passionate about teaching and learning. No one can question my commitment to the profession or to my students.	<b>3.41</b>	<b>3.39 All of the time</b>

**The Teacher is Zany.** Merriam Webster defines 'zany' as an adjective meaning showing or marked by a lack of good sense or judgment; silly; foolish. It pays to be zany at times in the classroom. By being such, the teacher sees teaching as fun because you get to see those "light bulb" moments. That is the moment where everything just clicks for a student. It is in these moments that students are able to take the information learned and apply it to real life situations (Meador, 2020).

**The Teacher is Zealous.** Merriam Webster defines the adjective 'zealous' to mean feeling or showing strong and energetic support for a person, cause, etc., filled with zeal; enthusiasm, keen, ardent, charged. The zealous teacher looks forward to each student as a different challenge, being

kept on their toes with no chance of being bored. Having a group of students who want to learn and mesh with your personality, can make the teacher accomplish so much when the students are on the same page and grow exponentially. Teachers do not become teachers because they are not smart enough to do anything else. Instead, they become teachers because they want to make a difference in shaping young peoples' lives (Meador, 2020).

### Conclusions

In conclusion, data show that the 395 respondents' level of agreement with the 52 affirmation statements pertaining to themselves as teachers, to their teaching skills and their teaching personality "All of the Time" with the overall mean of 3.60. The **ten (10) Highest** rated affirmation statements are:

Affirmation Statements	Overall Mean	Verbal Interpretation
1. The Teacher is Encouraging and Engaging.	3.63	Pertains to me All of the Time
2. The Teacher is Beloved and Big-Hearted. The Teacher is Focused and Friendly.	3.6	Pertains to me All of the Time
3. The Teacher is Grateful and Growing. The Teacher is Just and Joyful.	3.59	Pertains to me All of the Time
4. The Teacher is Hardworking and Honest.	3.58	Pertains to me All of the Time
5. The Teacher is Inspiring and Interactive. The Teacher is Reflective and Respectful. The Teacher is Safe and Structured.	3.55	Pertains to me All of the Time
6. The Teacher is Determined and Diligent.	3.54	Pertains to me All of the Time
7. The Teacher is Kind and Knowledgeable.	3.50	Pertains to me All of the Time
8. The Teacher is Adventurous and Aware. The Teacher is Modern and Motivating. The Teacher is Noble and Nurturing.	3.49	Pertains to me All of the Time
9. The Teacher is Prepared and Professional.	3.47	Pertains to me All of the Time
10. The Teacher is Tactful and Thoughtful.	3.46	Pertains to me All of the Time

The five (5) Lowest rated affirmation statements are:

Affirmation Statements	Overall Mean	Verbal Interpretation
1. The Teacher is Underappreciated and Unselfish	3.22	Pertains to me Most of the Time
2. The Teacher is Xenodochial and has an X-Factor.	3.23	
3. The Teacher is Organized and is an Original.	3.34	Pertains to me All of the Time
4. The Teacher is Whimsical and Willing.	3.38	
5. The Teacher is Yielding and Youthful. The Teacher is Zany and Zealous.	3.39	



Based on these affirmations, herein presented is the new definition of the characteristics of the Teacher in the New Normal:

The Teacher in the New Normal is; Adventurous & Aware; Beloved & Big-hearted; Focused & Friendly; Grateful & Growing; Just & Joyful; Hardworking & Honest; Inspiring & Interactive; Reflective & Respectful; Safe & Structured; Determined & Diligent; Kind & Knowledgeable; Modern & Motivating; Noble & Nurturing; Prepared & Professional; and Tactful & Thoughtful.

### Recommendations

It is recommended that Teacher Education Institutions (TEIs) should try to replicate this study and possibly add to the alphabetical affirmations to use in their instruction and discussion with their pre-service teachers.

It is also recommended that Teacher-Educators should pay attention to enhancing the following qualities in the pre-service teachers we are handling and continue to:

Ensure that the Teachers in the New Normal will not be Underappreciated since they are Unselfish; continue to be Xenodochial & maintain being an X-factor; be Organized & Original; be Whimsical & Willing; be Yielding & Youthful; and Zany & Zealous

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