

Enduring Qualities of a Teacher

Jojo G. Graycochea, M.A.Ed.

*Pangasinan State University, Open University Systems, Lingayen Campus
graycochea91@gmail.com*

Abstract: *It is said that “A teacher takes a hand, opens a mind, and touches a heart”. The main purpose of this study was to determine the enduring qualities of teachers that pupils look for in a teacher as an input to Learning and Development Annual Plan for Teachers. The respondents of this study were the grades four, five, and six pupils of SJMEC School Year 2017-2018. Weighted mean was used to determine the enduring qualities of teachers and whether these are observed in the locale of the study and t-test to determine if significant difference on the rating of respondents on the enduring qualities of teachers exists. The enduring personal qualities of teachers are: pleasing personal appearance, courteous, sociable, helpful, sincere, trustworthy, motherly/fatherly, gentle, intelligent, energetic, tolerant, firm, understanding, caring, and cooperative while the enduring professional qualities of teacher are: religiosity, respect of students, understanding of the learner, understanding and appreciation of the teaching profession, passion in teaching, give generous praises, trust and belief in the capabilities of students, fair, management of time wisely, discipline of the class, committed, good moral values, organize activities, dedicated, general understanding of the other branches of knowledge, good role model, mastery of the lesson, clear communication with students, understanding of teaching principles and skills in the use of techniques for their implementation, and employ varied teaching strategies. Thus, a learning and development annual plan was designed and recommended for use by the teachers of SJMEC.*

Keywords: *Enduring Qualities of a Teacher, Personal and Professional Qualities*

INTRODUCTION

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students who are placed under their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classrooms, build a warm environment, mentor and nurture students to become role models. According to Meier teachers are dedicated professionals who have a lasting impact on students [1].

Teachers are always looked up as the rightful persons of authority in the classroom to educate and mold the young minds in their quest for learning to realize their goals in life. However, the passage of time has also magnified that teachers are challenged so much so that generations of learners change over a period of time. The teachers are at the heart of the educational process. They rightfully deserve to be enthroned at the center stage of any educational endeavor for they are distinct rays of light that illumine the mind, touch the heart and buoy aloft the spirit of the young. They are co-creators with God in shaping the human personality for they nurture the intellect, develop skills and values, shape character, and develop children's potentials to the fullest [2]. Educators as catalysts for social transformations are entrusted [15] to be more responsive to students' needs in the complex, technological society of today.

Salandanan mentioned in her talk in the seminar on Professionalizing Educators that the personal qualities of teachers are the following: pleasing appearance, manners, courtesy, and pleasant voice; intelligent, emotionally stable, and self-control; sympathetic, kind, helpful, and patient; integrity, trustworthy, honest, and loyal; flexible, creative, and resourceful; sociable, friendly, and cooperative; fair, impartial, and tolerance; and a sense of humor, cheerful, and enthusiastic [3].

Furthermore, De Luca noted that the top five qualities of a good teacher as identified by students are: (a) the ability to develop relationships with their students; (b) patient, caring, and kind personality; (c) knowledge of learners; (d) dedication to teaching; and (e) engaging students in learning [4].

With these characteristics of learners, learning is desirable. Learning feels familiar and not drastically different from other daily activities. In a world where young people carry technology and are only a few clicks away from any piece of information, the role of the teacher is moving from being the source of content to a facilitator of learning; driving participation and interaction rather than instruction and control [5].

OBJECTIVES OF THE STUDY

The main purpose of this study was to determine the enduring qualities of teachers that pupils look for in a teacher as an input to Learning and Development Annual Plan for Teachers.

Specifically, it sought answers to the following questions: (1) What is the sex distribution of the grades IV, V, and VI pupils of SJMEC of La Union? (2) What are the enduring qualities of teachers as perceived by the group of respondents along personal qualities and professional qualities? (3) To what extent are the enduring personal and professional qualities of teachers observed by the respondents? (4) Is there a significant difference on the rating of respondents on the enduring qualities of teachers? (5) What learning and development annual plan for teachers can be formulated based on the findings? (6) What is the level of validity of the learning and development annual plan for teachers?

MATERIALS AND METHODS

A survey questionnaire crafted by the researcher was the main data gathering tool of the study. This study made use of the descriptive-developmental method of research because this type of analysis is deemed most appropriate to identify the enduring qualities of a teacher.

This study utilized descriptive method as adopted by researchers [16]-[18] of research since it described the result of the sex distribution of the respondents, the enduring qualities of teachers as perceived by the group of respondents as to personal and professional qualities, and it also described the extent of the enduring personal and professional qualities of teachers as observed by the respondents from the SJMEC. It is also developmental in approach because it helped and guided the researcher to formulate or develop a learning and development annual plan for teachers as an output of the study.

RESULTS AND DISCUSSION

Sex Distribution of the Respondents

Figure 2 shows the sex distribution of the respondents. It can be gleaned from the graph that there are thirty males and thirty females for a total of sixty respondents.

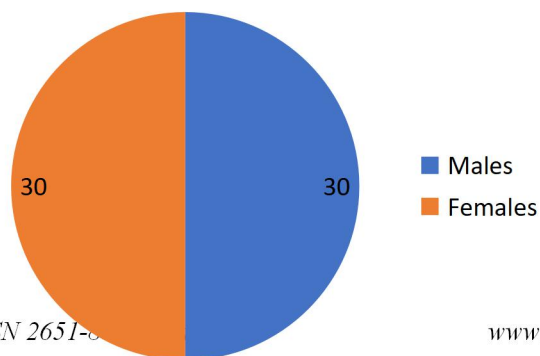


Figure 2

Sex Distribution of the Respondents

This means that there is an equal sex distribution among the respondents therefore dismisses gender bias data exclusive to this study. It implies that there is a balanced perspective between males and females about the enduring qualities of a teacher. The equal number of males and female respondents means valid and authentic responses from the respondents.

Enduring Personal and Professional Qualities of a Teacher

Table 1. Enduring Qualities of Teachers

Enduring Qualities	Mean	Rank
A. Personal		
1. Pleasing Personal Appearance	4.63	1.5
2. Courteous	4.63	1.5
3. Sociable	4.60	3
4. Helpful	4.52	4
5. Sincere	4.46	5
6. Trustworthy	4.43	6
7. Motherly/Fatherly	4.36	7
8. Gentle	4.35	8
9. Intelligent	4.34	9.5
10. Energetic	4.34	9.5
11. Tolerant	4.33	11
12. Firm	4.25	12
13. Understanding	4.23	13
14. Caring	4.21	14
15. Cooperative	4.20	15
B. Professional		
1. Religiosity	4.92	1
2. Respect of Students	4.73	2
3. Understanding of the Learner	4.62	3.5
4. Understanding and Appreciation of the Teaching Profession	4.62	3.5
5. Passion in Teaching	4.57	5
6. Give Generous Praises	4.52	6
7. Trust and belief in the Capabilities of Students	4.50	7
8. Fair	4.48	8.5
9. Management of Time Wisely	4.48	8.5
10. Discipline of the Class	4.47	10
11. Committed	4.40	12
12. Good Moral Values	4.40	12
14. Organize Activities	4.40	12
15. Dedicated	4.38	13
16. General Understanding of the other branches of knowledge	4.37	14
	4.36	15
	4.35	16
	4.33	17

17. Good Role Model		
18. Mastery of the Lesson	4.32	18
19. Clear Communication with students	4.30	19
20. Understanding of teaching principles and skills in the use of techniques for their implementation		
21. Employment of Varied Teaching Strategies		

Legend: *The enduring qualities of teachers are those that were rated 4.20 and above.*

Enduring Personal and Professional Qualities of a Teacher

Table 1 presents the enduring personal and professional qualities of a teacher as perceived by the group of respondents. It can be gleaned from the table that the top five personal qualities of a teacher that the grades four, five and six pupils of St. Jude Montessori Educational Center of La Union are looking for in a teacher are pleasing personal appearance and courteous with an average mean of 4.63, followed by sociable (4.60), helpful (4.52), and sincere (4.46) which all means excellent. These findings imply that the respondents expect their teachers to observe good grooming, show respect to other people including their learners, able to associate with others, ready to lend a hand to needy learners, and show can or in dealing with his learners and other people. These personal qualities build a stronger connection of the teachers to their learners. Moreover, *Dr. Maria Orlando highlighted nine characteristics of a great teacher, which included the present findings of the study [6] grades four, five and six pupils of St. Jude Montessori Educational Center of La Union chose religiosity having the highest mean of 4.92, respect for students (4.73), while both understanding of the learner and understanding and appreciation of the teaching profession garnered a mean of (4.62), and passion in teaching (4.57).* These findings suggest that the respondents expect the teachers to be religious in terms of everything especially in attending mass every Sunday and in terms of going to school and being prepared always as they enter the classroom; to respect every student the way

they want to be respected; to understand the learners and appreciate their profession as a teacher; and to love to teach and to be ready to inspire all learners to achieve their dreams in life and to always commit themselves to their profession as a teacher or as second parents to the learners. These professional qualities shape a stronger connection of the educators to their pupils. Teachers must not only know the “what” of teaching but also the “how” of teaching. Teachers must know both the content and pedagogy of teaching which is otherwise termed as instructional expertise [7].

Studies [8] [9] [10] showed that teachers in Pangasinan have high professional characteristics, moderately competent regarding instructional, management, personal and social, guidance and evaluation skills, and have high level of perceived knowledge and skills of the teachers of the innovative instructional activities.

Table 2. Observed Enduring Qualities of SJMEC Teachers

Indicators	Mean	DER
A. Personal		
1. Trustworthy	4.57	VHO
2. Courteous	4.50	VHO
3. Cooperative	4.50	VHO
4. Pleasing Personal Appearance	4.40	VHO
5. Tolerant	4.37	VHO
6. Sincere	4.35	VHO
7. Intelligent	4.33	VHO
8. Understanding	4.23	VHO
9. Energetic	4.20	HO
10. Caring	4.09	HO
11. Gentle	4.07	HO
12. Firm	4.06	HO
13. Motherly/Fatherly	4.05	HO
14. Sociable	3.90	HO
B. Professional		
1. Understanding of the Learner	4.22	VHO
2. Mastery of the Lesson	4.22	VHO
3. Understanding and Appreciation of the Teaching Profession	4.22	VHO
4. Religiosity	4.22	VHO
5. Respect of Students	4.21	VHO
6. Passion in Teaching	4.21	VHO
7. Committed	4.21	VHO
8. Good Moral Values	4.21	VHO

9. Dedicated	4.21	VHO
10. Clear communication clearly with students	4.21	VHO
11. Understanding of teaching principles and skills in the use of techniques for their implementation	4.21	VHO
12. Employment of varied teaching strategies	4.20	HO
13. Good role model	4.20	HO
14. Management of time wisely	4.20	HO
15. Discipline the class	4.20	HO
16. Give generous praises	4.20	HO
17. Organize activities	4.20	HO
18. General understanding of the other branches of knowledge	4.20	HO
19. Fair	4.19	HO
20. Trust and belief in the capabilities of students	4.19	HO

Legend: 1.00-1.80 - Poorly Observed (PO); 1.81-2.60- Fairly Observed (FO), 2.61-3.40 – Moderately Observed (MO); 3.41-4.20 – Highly Observed (HO) 4.21-5.00- Very Highly Observed (VHO)

Observed Enduring Qualities of SJMEC Teachers

Table 2 displays the observed enduring qualities of Saint Jude Montessori Educational Center of La Union teachers as observed by the respondents. It can be seen from the table that the top five observed personal qualities of the SJMEC teachers are trustworthy with a mean of 4.57, courteous and cooperative (4.50), pleasing personal appearance (4.40) and tolerant (4.37) which all means Very Highly Observed. These outcomes suggest that the respondents expect their teachers to turn out to be trusted individuals whom they can tell their secrets and problems in life; to show respect to other people including their learners; to observe good grooming especially when they are in front of their learners and to wear their sweetest smile; and to control their temper or hold their emotions.

Ladd said that the single most important quality that every teacher should possess to make education work is love and passion for teaching young people [11].

Similarly, Syed Hunbbel Meer emphasized top seven characteristics and qualities of a good teacher, which included the present findings of the study [12].

On the other hand, it can also be viewed from the table the top five observed professional qualities of the SJMEC teachers: understanding of the learner (4.22), show mastery of the lesson (4.22), understanding and appreciation of the teaching profession (4.22), religious (4.22) and respect for students (4.21) which all means Very Highly Observed.

These findings imply that the respondents expect their teachers to understand them the way they learn; to master all the lessons they are teaching and to show mastery to the subject matter they teach everyday; to understand and to appreciate their job as teachers and as second parents to every learner; to attend mass every Sunday and to always come to school early; and to respect every pupil and treat them the way they want to be treated.

Differences on the Enduring Qualities of Teacher with Respect to Sex

Table 3. Differences on the Enduring Qualities of Teacher with Respect to Sex

Variables	Mean Difference	t	p-value	Interpretation	Decision
Personal	-.041	.347	.730	Not Significant	Accept Ho
Professional	-.046	.399	.691	Not Significant	Accept Ho

* $p < 0.05$, significant; $df = 58$

Table 3 shows the differences on the enduring qualities of a teacher with respect to sex. The table reveals that boys and girls have the same perception on the enduring qualities of teachers. It can be gleaned from the table that the p-value is 0.730 which is greater than the level of significance 0.05. This means that there is no significant difference on the rating of

respondents on the enduring qualities of teachers. Hence, the null hypothesis is accepted.

It can be noted that the teacher's genuine and authentic passion in teaching is clearly caught by students. They saw their best teachers' passion as reflected in their sincerity, commitment, dedication and humility. Salandanan stated that it is the quality of caring about the ideas and values, the fascination with potential growth within people, the depth and fervor in doing things well and striving for excellence that set the passionate teacher apart from the rest of their passion [13].

Moreover, commitment, which is one of the elements of passion, is the unwavering pledge to perform all teaching and learning activities with consistency and intensity for the best interest of the students.

On the other hand, Brother Agathon the Superior General of the Brothers of Christian Schools, pointed out that of the twelve virtues of a good teacher, zeal is the most excellent virtue for it is zeal that makes the teachers act with strength and gentleness- with strength because it is magnanimous and incapable of getting discouraged when encountering pain and difficulties; with gentleness because it is mild, tender, compassionate and humble in a word comfortable to the spirit of Jesus Christ. Moreover, he said that a zealous teacher instructs his students, in the first place, by his good example. He compared a teacher to a lamp placed on a lamp stand, which, of course gives light by shining but which must also give warmth by its heat. Furthermore, good teachers not only teach minds but also touch hearts and change lives. Teachers who have impressed students by their good qualities and deeds can guide the students' choice of career [14].

Validity of the Faculty Development Program

Table 4 presents the validity of the faculty development program validated by

experts in the field. This Learning and Development Annual Plan for Teachers has a mean rating of 3.91 which means it is Highly Valid. The said plan is anchored on the personality development and retooling of teachers of St. Jude Montessori Educational Center of La Union.

Table 4. Validity level of the Learning and Development Annual Plan for Teachers

Criteria	Mean	Descriptive Equivalent Rating
1. The development plan is suitable to the level of development of the concerned individuals.	4	Highly Valid
2. The development plan contributes to the achievement of specific objectives for which it is intended.	4	Highly Valid
3. The activities and programs provide development of knowledge, skills, and values for the concerned individuals.	3.9	Highly Valid
4. The activities and topics are free of ideological, cultural, religious, racial and gender biases and prejudices.		Highly Valid
5. The plan enhances the development of the concerned individuals in the acquisition of knowledge, skills and development of values.	3.8	Highly Valid
6. The training arouses the interest of the target individuals.	3.8	Highly Valid

Legend: 1.0-1.79 - Not Valid; 1.80-2.59 - Fairly Valid; 2.60-3.39 - Moderately Valid; 3.40-4.19-Highly Valid; 4.20-5.00-Very Highly Valid

REFERENCES

[1] Meir, K. (2018). What is the Role of Teachers in Education? URL: <http://work.chron.com/role-teachers-education-8807.html>.

[2] Gulane, E. (N.d.). The Many Faces of a Teacher. URL: http://local.lsu.edu/ph/institutional_research_office/publications/vol.15no.7/2.html.

- [3] Dent, H. (2018). The Personal Qualities of a Teacher. URL: <http://www.uefap.com/reading/exercise/es2/dent.htm>. Retrieved from <https://mail.psu.edu.ph/zdomains/j.sajst.org/index.php/sajst/article/view/45>
- [4] Deluca, A. (2016). Top five qualities of effective teachers, according to students URL: <https://www.pearsoned.com/top-five-qualities-effective-teachers/>.
- [5] Teaching Generation Z at the University of Hawaii President's Emerging Leaders Program (PELP) 2015 – 2016. URL: https://www.hawaii.edu/ovppp/Leaders/files/2015-2016-Projects/PELP_GenZ_PaperV.6.0-5.4.16.pdf.
- [6] Orlando, M. (2013). nine characteristics of a great teacher. URL: <https://www.facultyfocus.com/articles/philosophy-of-teaching/nine-characteristics-of-a-great-teacher/>.
- [7] Forbes, G. (2011). Professional Characteristics Expected of a Teacher. URL: <http://school-principal.blogspot.com/2011/01/professional-characteristics-teachers.html>.
- [8] Queroda, P. (2017). Professional Characteristics of Education Teachers in Pangasinan. *Southeast Asian Journal of Science and Technology*, 2(1). Retrieved from <https://mail.psu.edu.ph/zdomains/j.sajst.org/index.php/sajst/article/view/44>
- [9] Queroda, P. and Nama, I., 2018. Instructional Competencies Of Catholic School Teachers In Pangasinan, Philippines. [online] Mail.psu.edu.ph. Available at: <https://mail.psu.edu.ph/zdomains/asianjournal.org/index.php/ajms/article/view/9>
- [10] Queroda, P. (2018). Perceived Knowledge and Skills of Teachers in Innovative Instructional Activities . *Southeast Asian Journal of Science and Technology*, 3(1).
- [11] The characteristics of a good teacher. (2011). URL: <http://schoolofeducators.com/2011/05/the-characteristics-of-a-good-teacher/>.
- [12] Meer, S. (2016). Top 7 Characteristics and Qualities of a Good Teacher. URL: <https://owlcation.com/academia/Characteristics-Of-A-Good-Teacher-on>
- [13] Walker, R. (2008). Twelve Characteristics of an Effective Teacher. URL: <https://files.eric.ed.gov/fulltext/EJ815372.pdf>.
- [14] Trajano, G. (2018). Filipino teachers as world-class educators. URL: <https://businessmirror.com.ph/filipino-teachers-as-world-class-educators/>.
- [15] Camara, J. S. (2016). A Validated Module in Biological Science for College Students in the Philippines. *Southeast Asian Journal of Science and Technology*, Vol 1. No. 1, Available at sajst.org
- [16] Orlanda-Ventayen, C. C., & Ventayen, R. J. M. (2017). Role of social media in education: A teachers' perspective. *ASEAN Journal of Open and Distance Learning*, 9(2).
- [17] Ventayen, R. J. M., Estira, K. L. A., De Guzman, M. J., Cabaluna, C. M., & Espinosa, N. N. (2018). Usability evaluation of google classroom: Basis for the adaptation of gsuite e-learning platform. *Asia Pacific Journal of Education, Arts and Sciences*, 5(1), 47-51.
- [18] Ventayen, R. J. M., & Orlanda-Ventayen, C. C. (2018). Graduate Students' Perspective on the Usability of Grammarly® in one ASEAN State University. *Asian ESP Journal*, 14(7.2).

