

NON-ACADEMIC CONSTRUCTS OF THE 21ST CENTURY THAI AND FILIPINO TEACHERS IN THE MOVIE “TEACHER’S DIARY”

Aljon Delmo Galang*

Education Sciences Cluster, College of Graduate Studies and Teacher Education Research, Philippine Normal University, Taft Avenue, Manila 1000, Philippines

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ABSTRACT

Until the 21st Century, teachers are still seen in different constructs in countries such as the Philippines and Thailand. Though teachers' academic and non-academic roles are indispensably intertwined in the students' holistic development, the former roles are mostly the topic of query, clarification, and improvement, leaving the latter unclear. Nonetheless, the non-academic ones must be equally highlighted to educate the teaching force to achieve students' learning targets. Moreover, these roles lead to constructs, and these are seen in the modern representation of literary texts – films. In the Thai movie "Teacher's Diary," these non-academic constructs were perceived by the students. In analyzing the movie, to appreciate the literature world's cultural and aesthetic diversity, the participants identified these constructs emerging from their critical reflections. This study was made to discern and present non-academic constructs of the Thai and Filipino 21st Century teachers based on their written reflections. By using a qualitative approach, particularly content analysis, the non-academic constructs are revealed by students' critical reflection such as parental, vocational, epitomical, fortitudinous, and motivational constructs. In conclusion, teachers are seen as parents, servers, epitomes, enduring, encouraging, and inspiring. These provide insights to improve the teaching profession.

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* Corresponding Author:

Email address: galang.ad@pnu.edu.ph (A. D. Galang)

A. Introduction

From the previous until the 21st Century classroom, teachers play a vital role in the learners' edification. Though singular in form, the word 'role' is often taken as a multidimensional and dynamic construct.¹ In other words, educators have

different responsibilities in students' holistic development. Teachers have two significant targets to develop, (a) students' mastery of knowledge and skills and (b)

of Teachers in an Era of High-Stakes Accountability," *American Educational Research Journal* 44, no. 3 (2007): 519–58, <https://doi.org/10.3102/0002831207306859>.

¹ Linda Valli and Daria Buese, "The Changing Roles

the values to maintain humanity.²

Today, educational research focuses on the students' academic success, giving more weight to the teachers' academic roles. In the Philippines, good academic performance leads to a successful life.³ In a study conducted among athletic students in Philippine universities, academic achievement is implicitly deemed on top of sports attainment. The latter is simply seen as a hindrance to the former, and balancing the two is a challenge.⁴ Moreover, in Thailand, education focuses on academic and practical skills. It is also regarded as a way of modernization.⁵ Thais believe that education is crucial to the country's future success. Hence, the improvements in academics are claimed to be the key to achieve such.

In fact, the development in education is based on the assessment of Programme for International Student

Assessment (PISA) and in Trends in Mathematics and Science Studies (TIMSS), which hit on students' intellectual domains.⁶ These become Thai teachers' concerns. This mindset reflects that the 21st Century teachers' non-academic role beyond academics remains less studied and unclear.

Teachers may go beyond being figures of scholastic masters. It is due to their job's nature that aims to hone the students' holistic development. The teacher entails the non-academic roles. The term 'academic' refers to school, and university-related works focusing on studying practical and technical skills.⁷ When combined with the prefix 'non', it means not relating to a school or formal education.⁸ To explore more about the term 'construct,' ten (10) related researches published in the 21st Century are analyzed to highlight the existence of non-academic roles. The scopes range from childhood to adult learning and beyond. However, though the focus is on non-academic roles, it is inevitable to touch on some academic roles since the two go together in the teaching profession.

² Ministry of Education of Guyana, "Roles of a Teacher in the Classroom," accessed November 4, 2020, <https://www.education.gov.gy/web/index.php/teachers/tips-for-teaching/item/1603-roles-of-a-teacher-in-the-classroom>.

³ Rebecca M. Alcuizar, "Determinants of Low Academic Performance for Pupils in Upland Barangays, Iligan City, Philippines," *International Journal of Physical Education, Sports and Health* 3, no. 2 (2016): 321–25, <https://www.kheljournal.com/archives/2016/vol3issue2/PartF/3-2-52.pdf>.

⁴ Rona Montecalbo-Ignacio, Rodolfo Iii, and Merites Buot, "Academic Achievement as Influenced by Sports Participation in Selected Universities in the Philippines," *Education* 7, no. 3 (2017): 53–57, <https://doi.org/10.5923/j.edu.20170703.03>.

⁵ Waraiporn Sangnapaboworn, "The Development of Primary Education in Thailand and Its Present Challenges: From Quantity to Quality through Effective Management," in *Case Studies in Southeast Asia*, vol. 3, 2007, 259–303.

⁶ World Bank, "Learning Outcomes in Thailand: What Can We Learn from International Assessments?," *East Asia and the Pacific Region and Human Development Network, Education*, 2012, <https://openknowledge.worldbank.org/handle/10986/2723>.

⁷ Collins English Dictionary, "Academic Definition and Meaning," accessed October 24, 2020, <https://www.collinsdictionary.com/dictionary/english/academic>.

⁸ Merriam-Webster, "Definition of Nonacademic," accessed October 24, 2020, <https://www.merriam-webster.com/dictionary/nonacademic>.

In the analyzed studies, it is seen that teachers are primarily literacy developers and instruction innovators.⁹ Their roles are to make students' literacy rate progress by presenting new ways to hone their academic prowess and develop skill. However, the studies also reveal that teachers also perform out-of-the-classroom roles. In fact, teachers are employees, too. They are relationship-building agents in the workplace.¹⁰ They are also professionals in their own respect.¹¹ With their co-professionals, they chisel themselves together. When teachers are experienced, they become mentors to other teachers.¹² They also

⁹ Olivia N. Saracho, "Teachers' Roles in Promoting Literacy in the Context of Play," *Early Child Development and Care* 172, no. 1 (2002): 23–34, <https://doi.org/10.1080/03004430210877>; Sarah Ohi, "The Teacher's Role in the Research-Policy-Praxis Nexus," *Australian Journal of Education* 52, no. 1 (2008): 95–109.

¹⁰ Leah Wasburn-Moses, "Roles and Responsibilities of Secondary Special Education Teachers in an Age of Reform," *Remedial and Special Education* 26, no. 3 (2005): 151–58, <https://doi.org/10.1177/07419325050260030301>.

¹¹ Indira Vijaysimha, "Teachers as Professionals: Accountable and Autonomous? Review of the Report of the Justice Verma Commission on Teacher Education. August 2012. Department of School Education and Literacy, Ministry of Human Resource Development, Government of India," *Contemporary Education Dialogue* 10, no. 2 (2013): 293–99, <https://doi.org/10.1177/0973184913485021>.

¹² Urs Jäger, Guillermo Cardoza, and Luis Umaña-Timms, "Teachers as Mentors: An Entrepreneurial Approach to Experience-Based Learning at the Base of the Pyramid (An Exploratory Essay)," *Journal of Entrepreneurship and Innovation in Emerging Economies* 1 (2015): 99–113, <https://doi.org/10.1177/2393957514555051>; Hosun Kang, "The Role of Mentor Teacher-Mediated Experiences for Preservice Teachers," *Journal of Teacher Education* 71, no. 3 (2020): 3, <https://doi.org/10.1177/0022487120930663>.

help to enhance the educational system. When qualified, they are involved in educational policy-making since they are immersed in the field; hence, they know what to improve on.¹³

Furthermore, teachers also promote cultural harmony in the instruction.¹⁴ They lead the class to unity through cultural difference recognition and appreciation through their harmonizing lessons, making them immersed with the students most of the time. Since they always get in touch with their learners, they also identify students' needs. Hence, it follows that teachers become learners' support system body, especially for the abused.¹⁵ From attending to students' specific needs, they also participate in local and global society development. They promote social progress and globalization. To become such, they need to be effective and efficient in enlivening the teaching profession within and beyond the classroom.¹⁶

¹³ Benta A. Abuya et al., "Free Primary Education and Implementation in Kenya: The Role of Primary School Teachers in Addressing the Policy Gap," *SAGE Open* 5, no. 1 (2015): 215824401557148, <https://doi.org/10.1177/2158244015571488>.

¹⁴ Bogum Yoon, "Uninvited Guests: The Influence of Teachers' Roles and Pedagogies on the Positioning of English Language Learners in the Regular Classroom," *American Educational Research Journal* 45, no. 2 (2008): 495–522, <https://doi.org/10.3102/0002831208316200>.

¹⁵ Tlakale Nareadi Phasha, "The Role of the Teacher in Helping Learners Overcome the Negative Impact of Child Sexual Abuse: A South African Perspective," *School Psychology International* 29, no. 3 (2008): 303–27, <https://doi.org/10.1177/0143034308093671>.

¹⁶ Christina Hajisoteriou and Panayiotis Angelides, "Efficiency versus Social Justice? Teachers' Roles in the Epoch of Globalisation," *Education, Citizenship and Social Justice* 15, no. 3 (2020):

The teachers' roles in the analyzed studies set the assumption that there are teachers' non-academic constructs to be explored. To illuminate further the term 'construct', it is deemed associated with perception and mental imagery.¹⁷ In philosophy, people may sense an individual in different ways.¹⁸ Specifically, 'perception' refers to how one is understood, regarded, and/or interpreted.¹⁹ However, the complex 'mental imagery' made, along with the impression based on one's experience, instantaneously becomes a construct. An individual shows an image implicitly and explicitly through an experience. These people observe one's portrayals and build constructs in their minds.²⁰

It is true in a teacher. As teachers do their roles, they create constructs in others' minds. Nonetheless, the study's target is to identify those non-academic constructs, and this is possible in an English language class through literature and film analysis through critical reflection.

274–89,
<https://doi.org/10.1177/1746197919852564>.

¹⁷ Nigel J.T. Thomas, "Mental Imagery," in *The Stanford Encyclopedia of Philosophy*, ed. Edward N. Zalta, Fall 2020 (Stanford: Metaphysics Research Lab, Stanford University, 2020), 1.

¹⁸ Robert A. Wicklund, "Multiple Perspectives in Person Perception and Theorizing," *Theory & Psychology* 9, no. 5 (October 1999): 667–78, <https://doi.org/10.1177/0959354399095005>.

¹⁹ Manish Dhingra and Vaishali Dhingra, "Perception: Scriptures' Perspective," *Journal of Human Values* 17, no. 1 (2011): 63–72, <https://doi.org/10.1177/097168581001700104>.

²⁰ Jai B P Sinha et al., "Societal Beliefs, Organizational Climate, and Managers' Self-Perceptions," *Vikalpa: The Journal for Decision Makers* 26, no. 1 (2001): 33–48, <https://doi.org/10.1177/0256090920010104>.

In the study entitled Integrating Local Literature in Teaching English to First Graders under K-12 Curriculum, it is emphasized that the Literature-Based Approach (LBA) is added to the instruction in English language classes in the Philippine academe due to its nature that promotes reading, speaking, and writing skills integration.²¹ Foreign and local literature is used as a springboard to improve the students' linguistic proficiency by discussing concepts in the target language.²² Moreover, when language is taught with literature and film, it appeals to students making learning evident.

In his 2019 study on learning the Korean language as a foreign language, Ancho argues that films are preferable media in such classes.²³ Thus, since the two types of language classes share a similar nature in reinforcing target learning, films' pedagogical utilization with a well-designed classroom and teaching instruction is advantageous for achieving the learning targets. When correctly analyzed through critical reflection, films also become insight sources to the related fields.

²¹ Lota O. Florentino, "Integrating Local Literature in Teaching English to First Graders under K-12 Curriculum," *Theory and Practice in Language Studies* 4, no. 7 (2014): 1344–51, <https://doi.org/10.4304/tpls.4.7.1344-1351>.

²² Murat Hismanoglu, "Teaching English through Literature," *Journal of Language and Linguistic Studies* 1 (2005): 53–66.

²³ Inero Valbuena Ancho, "Learning Korean as a Foreign Language: The Case of a Teacher Education Institution in the Philippines," *Human Behavior, Development and Society* 20, no. 2 (2019): 80–81, <https://so01.tci-thaijo.org/index.php/hbds/article/view/158819/133643>.

A 'critical reflection' primarily calls for uncovering and challenging an ideology or concept.²⁴ The critical reflection was used in the LBA-anchored class allows the facilitation of students' cognitive development and language skill enhancement.²⁵ Literature analysis widens the students' horizons in understanding human culture and behavior's commonality and diversity as they learn and acquire language.²⁶ Learning language through literature widen the students' perspectives and break cultural boundaries.²⁷

This study recognizes the literature presentation's usefulness through the film as a critical reflection source. In educational science, the facilitation of films' critical reflection in a class provides beneficial insights into the instruction itself, such as its improvement. Movies as discussion tools in facilitating critical reflection become an educational literature trend and a research method.²⁸

²⁴ Stephen Brookfield, "The Concept of Critical Reflection: Promises and Contradictions," *European Journal of Social Work* 12, no. 3 (2009): 293–304,

<https://doi.org/10.1080/13691450902945215>.

²⁵ Christine Kaye Kenney and Melissa Sreckovic, "Examining Language in Higher Education Courses," *Journal of Effective Teaching in Higher Education* 2, no. 2 (2019): 85–101.

²⁶ Ayesha Heble and Sandhya Rao Mehta, "A Tale of Two Cultures: The Omani–Indian Encounter in the Literature Classroom," *Arts and Humanities in Higher Education* 12, no. 4 (2013): 382–90, <https://doi.org/10.1177/1474022212469787>.

²⁷ Inero Valbuena Ancho, "Meaning and Value of Learning Korean Language in the Graduate School," *Thai Journal of East Asian Studies* 23, no. 2 (2019): 12–25, <https://so02.tci-thaijo.org/index.php/easttu/article/view/241332>.

²⁸ Liz Jones and Olwen McNamara, "The Possibilities and Constraints of Multimedia as a

In the researcher's 21st Century Literature from the Philippines and the World-class, students were taught about Thai Literature aiming to achieve the curriculum's learning competency 'to appreciate the cultural and aesthetic diversity of literature of the world'.²⁹ The Thai movie entitled "Teacher's Diary" was used as a springboard to learn the subjects' target concepts because it presents foreign culture to appreciate the literature's diversity and reflects the Thai school realities relevant to the learners. These include teachers' non-academic constructs. To attain the target, the students were asked to develop critical reflections on themes presented in the film. Eventually, the non-academic constructs emerged from the outputs.

Similarly, in previous studies, the diverse teachers' constructs (images) were scrutinized and highlighted through perceptions and representations. In a European study, teachers' ecological construct was dealt with based on experts' perspectives, emphasizing the teacher's interactions from intra-individual to social levels.³⁰ In a Japanese study, the student

Basis for Critical Reflection," *Cambridge Journal of Education* 34, no. 3 (2004): 279–96, <https://doi.org/10.1080/0305764042000289929>.

²⁹ Philippine Department of Education, "K to 12 Basic Education Curriculum Senior Highschool - Core Subject" (2013), https://www.deped.gov.ph/wp-content/uploads/2019/01/SHS-Core_21st-Century-Literature-from-the-Philippines-and-the-World-CG.pdf.

³⁰ Amélia Lopes, "Teachers as Professionals and Teachers' Identity Construction as an Ecological Construct: An Agenda for Research and Training Drawing upon a Biographical Research Process," *European Educational Research Journal* 8, no. 3

teachers' perception towards images of teachers was gauged right after their student teaching experience, and the Japanese teachers changing images were also emphasized through teachers' and parents' perceptions.³¹ Another study also focused on the substitute teachers' representations as reflected in popular cultural media such as newspapers, television, film, and literature.³² In another American study, teachers' professional self-images were also accentuated.³³ However, this current study focuses on teachers' non-academic constructs based on how the literature student participants perceive 21st Century teachers after watching the focal film in which teacher characterizations are shown.

Furthermore, this study targets to gauge if the roles are similar to the participants' perceived constructs. The establishment of these constructs can eliminate the conflicts between the teachers' real tasks and how they are perceived by their clients as portrayed in a motion film. Moreover, as this research helps to triangulate and identify the

teachers' lessons in praxis, it provides inputs to the apprentice teachers who want to do their jobs better. In other words, this study becomes an important tool to grasp the non-academic constructs of the 21st Century Teachers, leading to the improvement of the teaching profession.

Having the aforementioned purposes, this study aimed to study students' perception of non-academic constructs of 21st Century Thai and Filipino teachers based on the Thai movie "Teacher's Diary."

B. Method

Due to the nature of the data and the study's target to explore the constructs' semantic depth and breadth, the research design used was qualitative research. To analyze and present appropriately the participants' responses taken from their point of view and experiences, content analysis was made in this investigation. Furthermore, review of related various studies published in the 21st Century regarding the teachers' roles are also made to triangulate further the data leading to the identification and explication of the teachers' non-academic roles of this Century are.

Initially, to capture the non-academic construct of a 21st Century teacher through the perception of the students, Grade 12 Senior High School Students who took the subject '21st Century Literature from the Philippines and the World' were asked to watch the Thai movie "Teacher's Diary" as a performance task in their Contemporary

(2009): 461–75, <https://doi.org/10.2304/eeerj.2009.8.3.461>.

³¹ Tomotaka Mishima, Akihiro Horimoto, and Toshiaki Mori, "Changes in the Images of Teaching, Teachers, and Children Expressed by Student Teachers before and after Student Teaching," *Psychological Reports* 106, no. 3 (2010): 769–84, <https://doi.org/10.2466/pr0.106.3.769-784>.

³² Lisa Weems, "Representations of Substitute Teachers and the Paradoxes of Professionalism," *Journal of Teacher Education* 54, no. 3 (2003): 254–65, <https://doi.org/10.1177/0022487103054003007>.

³³ Miriam Ben-Peretz, "The Impossible Role of Teacher Educators in a Changing World," *Journal of Teacher Education* 52, no. 1 (2001): 48–56, <https://doi.org/10.1177/0022487101052001005>.

Thai Literature lesson. Eventually, they were required to come up with critical reflections focusing on the emerging themes in the film. The thirty (30) students came up with one (1) output each.

In the thirty (30) critical reflections, the student participants were able to capture the themes presenting the culture of love, friendship, fidelity, profession, etc. However, out of the outputs, only ten (10) of them captured the non-academic constructs of the 21st Century Thai and Filipino teachers. In other words, the students' works were chosen as a source of data because they were deemed relevant to the research's parameters, objectives, and questions.

Furthermore, the selected outputs' descriptions were analyzed for the responses' emergent codes, interpreted to capture their meanings, categorized, and presented into themes. Eventually, the non-academic constructs of a 21st Century teacher were identified.

C. Results

Taken from the critical reflections of the student participants, *related excerpts* are analyzed and presented to explicate the identified five (5) non-academic constructs of Thai and Filipino 21st Century teachers. These are the parental, vocational, epitomical, fortitudinous, and motivational constructs. Each is extrapolated in the following themes discussed in this section.

1. The Rods of Learning and Love: Parental Construct of Teachers

Teaching has always been linked with parenting. It does not only connote that teachers educate learners with parents, but it also signifies that teachers themselves are also parents to their students. In the Philippines, the law supports this endeavor and even mandates teachers, along with school heads, to act as a substitute parental authority.³⁴ However, mandated or not, a teacher's parental construct is deemed explicit and implicit even in the 21st Century classroom. This is shown in the focal movie.

As clearly shown in Excerpts 1 to 3 below, one can never claim that being a parent is easy. This entails that being a teacher is indeed challenging. It seems that they forget themselves. Teachers step back and move their students on top of the list. Intentionally or unintentionally, they manage to be selfless. This is the first element of this construct, altruism. This element is reflected in the Thai teacher culture as shown in the movie as stated by the participants below.

"They (teachers) will do everything for their students just to educate them that even sometimes, they forget about their personal life..." (Excerpt 1, Participant 1)

"It was shown in the movie that teachers are great, dedicated, and selfless. They tend to work hard for the

³⁴ Official Gazette of the Republic of the Philippines, "An Act to Ordain and Institute the Civil Code of the Philippines," Pub. L. No. Republic Act No. 386 (1949), <https://www.officialgazette.gov.ph/1949/06/18/republic-act-no-386/>.

students to learn despite the personal challenges they are facing and especially, they provide students so much love and care..." (Excerpt 2, Participant 2)

"First is being a selfless person. A teacher can even sacrifice his/her own happiness just for the sake of his students..." (Excerpt 3, Participant 3)

Explicit in the preceding data, the participants perceived that teachers are ready to put aside their own personal life and happiness to fulfill their duties as second parents to their students. They are ready to give up their own nirvanic endeavors. Moreover, like other individuals, they may have their own inner battle, but they are still willing to offer themselves to the students. It is indeed challenging for everyone to juggle with professional and personal lives. Due to this reason, only a few can manage to do so, and teachers are some of them. Thus, this quality bridges to another element in this construct, unconditional love, and care.

Upon analyzing Excerpts 4-6, it is revealed that being loving and caring is another emergent element shown in the movie. Loving or caring for another person, unconditionally does not always succeed when one meets another. However, the responses imply that teachers can love even unlikeable. They choose not to choose. It is an option for teachers to love their students or not, but they still do so. They love their students the way they love themselves.

"... They tend to work hard for the students to learn despite the personal challenges they are facing and

especially, they provide students so much love and care..." (Excerpt 4, Participant 2)

"...They love their students as much as they love themselves." (Excerpt 5, Participant 3)

"...They know how to appreciate even the simplest things. In addition to that, they can make their students happy..." (Excerpt 6, Participant 10)

Along with the altruistic, loving, and caring, soft figures of a parent is the strong one, the parental construct of reward and discipline. As teachers show selflessness, love, and care to their students, they are also aware that they are chisellers of students' behavior. In Excerpts 7-8, it is revealed that the same as parents, they reward good deeds and get rid of unwanted demeanors. They highlight and appreciate the vital accomplishments in the academe and educate the unruly to promote desirable discipline. The participants realize those upon contemplating Thai and Filipino teachers' similarities based on the focal movie and their own experience.

"...They discipline us when we did something wrong, they give moral support and encourage us..." (Excerpt 7, Participant 6)

"...They give rewards to those students who are good in their class." (Excerpt 8, Participant 7)

Thai teachers, as portrayed in the movie, are also considerate and sympathetic. They have a full grasp of their students' capabilities, socio-economically, and academically. Though the teachers consider students' socio-economic and academic capabilities, they

seem to care less of what students have and can do; these educators focus on what more they can give to the learners instead, to fulfill their dharma. They are the same as Filipino teachers. The majority of the population in the Philippines lives below the poverty line that they have no enough means to have food and non-food needs,³⁵ And this directly affects the students' access to education. Philippine Statistics Authority said that 9% of Filipinos aged 6 to 24 are out of school, and 17.9% of them are such because of financial constraints.³⁶ This circumstance shapes the role of the teachers to be more understanding.

Furthermore, teachers have a dharmic responsibility of contributing to the future of the students. Though literally unseen in the present, the participants have figured out that Thai and Filipino teachers contribute tremendously to their students' lives. Each lesson of academic mastery and formation of imprinted values is undeniably part of the students' holistic development targeting a better and stable professional and personal standing in the future. The habit of always reminding the students about what they can do more

³⁵ Dennis S. Mapa, "Updated 2015 and 2018 Full Year Official Poverty Statistics," Republic of the Philippines: Philippine Statistics Authority, accessed November 4, 2020, <https://psa.gov.ph/poverty-press-releases/nid/162559>.

³⁶ Lisa Grace S. Bersales, "Nine Percent of Filipinos Aged 6 to 24 Years Are Out of School (Results from the 2017 Annual Poverty Indicators Survey)," Republic of the Philippines: Philippine Statistics Authority, accessed November 4, 2020, <https://psa.gov.ph/content/nine-percent-filipinos-aged-6-24-years-are-out-school-results-2017-annual-poverty-indicators>.

and how they can do it is apparently parental. This is common for a parent and a child. These are all unveiled in Excerpts 9 to 11.

"...They will do everything for their students just to educate them..." (Excerpt 9, Participant 1)

"...They will motivate and push the limits of the student. They find ways to make everything seems to be fine for their students..." (Excerpt 10, Participant 5)

"The teachers do more than educate us, that they contribute significantly on what we will become..." (Excerpt 11, Participant 6)

The traits as mentioned earlier lead to another encompassing element, family. Thai and Filipino teachers are considered to be a family for students. They are treated as such since they show altruism, unconditional love and care, rewarding and disciplining, understanding, and contributing to the students' future. These are implied in Excerpts 12-14.

"...They are loving and caring because they all want us to be in good condition." (Excerpt 12, Participant 2)

"Teachers serve as our second parents in the school. They will do anything just for the sake of students..." (Excerpt 13, Participant 3)

"...They are like your mother or your father in school that will comfort and listen to you through your hard times." (Excerpt 14, Participant 5)

Thus, in this kind of familial setup, the students are the children, and teachers are parent-like. In other words, this brings forth the parental construct of the teacher. These are common in both nations.

2. The Respondents of Service Calling: Vocational Construct of Teachers

Vocation is defined as 'a calling' to serve one's purpose in society.³⁷ It is also defined as one's endeavor in life, leading to personal fulfillment and meaningful social engagement.³⁸ In other words, if a person is a teacher and he or she serves that role in society, then it is his or her vocation. Full dedication and passion are expected of them since these are the demands of the calling.³⁹ These require wholehearted acceptance of the responsibility. Furthermore, this role is identified by the participants in the focal film. This leads to the next encompassing figure, the vocational construct of a teacher.

In the academe, teaching is never seen easy. It is treated as a complicated task since it requires one's full attention and effort to hone the learners' intellect and behavior. It may seem hard due to inevitable challenges, but teachers still put their job on top of their priorities. They seem to set aside their other personal targets and focus more on the edification of their students. As reflected in Excerpts 15 to 17, this is observed among the Thai and Filipino teachers. They give

themselves to do their job. Hence, the first element of this construct emerges, dedication.

"It was shown in the movie that teachers are great, dedicated, and selfless. They tend to work hard for the students to learn despite the personal challenges they are facing and especially, they provide students so much love and care..." (Excerpt 15, Participant 2)

"...The teachers are determined to their work to the best that they can." (Excerpt 16, Participant 5)

"Dedicated, teaching rural kids in a remote floating houseboat school with no electricity, phone service or the Internet, already shouts that she (Ms. Ann) is dedicated and passionate..." (Excerpt 17, Participant 6)

Any forms of challenges can put down the confidence of an individual. It can hamper his or her enthusiasm for her vocation, but if he or she has an intense love for what he does, then he or she shall continue doing what he or she loves. Explicit in Excerpts 18 to 20, These traits are seen to be true among Thai and Filipino teachers. They really love their job even it consumes a lot of their time and effort. Thus, this kind of love leads to another element of the construct, passion.

"...They (Thai and Filipino teachers) love their job, and they don't even do it just for the sake of income." (Excerpt 18, Participant 3)

"...being passionate on their profession despite being deployed to a school that inadequate in facilities and equipment they stay to teach on that school because of their passion." (Excerpt 19, Participant 4)

"Very dedicated and is passionate about teaching. They (Filipino teachers) don't need to also teach at

³⁷ A. J. Conyers, "The Meaning of Vocation," *The Center for Christian Ethics at Baylor University*, 2004, 11–19, <https://www.baylor.edu/ifl/christianreflection/VocationarticleConyers.pdf>.

³⁸ Bryan J. Dik and Ryan D. Duffy, "Calling and Vocation at Work: Definitions and Prospects for Research and Practice," *The Counseling Psychologist* 37, no. 3 (2009): 424–50, <https://doi.org/10.1177/0011000008316430>.

³⁹ Mark R. Schwehn, "Teaching as Profession and Vocation," *Theology Today* 59, no. 3 (2002): 396–407, <https://doi.org/10.1177/004057360205900305>.

the houseboat just to say that they are very dedicated and passionate because they were at our side when we needed guidance, they discipline us when we did something wrong, they give moral support and encourage us to do more, and to learn more..." (Excerpt 20, Participant 5)

When one is dedicated and passionate about his or her role in society, they shall work hard in turn. Teachers are seen to do tasks that sometimes are beyond their limits. As seen in Excerpts 21 to 22, the participants see how teachers push through with their endeavors in the spirit of industry. Though their bodies are tired, their spirits are willing to do their ultimate duty as agents of the educational revolution. This trait leads to another element of this construct, hard work.

"...Even though teaching is a hard profession, they didn't quit, and they chose to continue just for the sake of the students. Teachers in the Philippines and Thailand are passionate, hardworking and determined..." (Excerpt 21, Participant 3)

"The commendable passion, laboriousness and all the sacrifices done of the teachers in the movie strongly depict a Filipino teacher." (Excerpt 22, Participant 9)

Dedication, passion, and hard work make the construct of vocation that is seen among the Thai teachers and their Filipino counterparts.

3. The Prime Agents of Good Examples: Epitomical Construct of Teachers

Since then, the teaching profession is revered as a noble job.⁴⁰ Teachers are considered as important role models especially for the young ones to achieve sound mind and body.⁴¹ Thus, once one comes into the profession, they are responsible for showing what a good citizen should be. It is given that he or she must set the best example for the students and the whole community no matter how hard it is. It is one of the social roles of a teacher that has always been relevant until today. This figure of a teacher is also captured in the focal movie, as reported by the participants. Therefore, this leads to coin the epitomical construct of a teacher.

The first element of the construct reflects social behavior under a given circumstance. Though in pressure, teachers are seen as an example of patience. Though they may be under vexation because of their disciplinary and academic tasks, they are still seen in their best composure to guide their students. As revealed in Excerpts 23 to 24, it is clear that the calm demeanor they show is

⁴⁰ Joseph Lasway Angelista, "Teaching as a Noble Work: Why People Join the Teaching Profession? A Case Study of Undergraduate Students in Education Programme at Mwenge Catholic University in Tanzania," *International Journal of Contemporary Applied Research* 5, no. 9 (2018): 1–22, <http://ijcar.net/assets/pdf/Vol5-No9-September2018/01.pdf>.

⁴¹ Peggy Cheung, "Teachers as Role Models for Physical Activity: Are Preschool Children more Active when Their Teachers are Active?," *European Physical Education Review* 26, no. 1 (2020): 101–10, <https://doi.org/10.1177/1356336X19835240>.

the best figure they can portray. This trait is captured in the movie.

"...Patient, kind and caring. The teachers (Ms. Ann and Mr. Song) never quit on the students and in the school..." (Excerpt 23, Participant 4)

"...They (Thai and Filipino teachers) both have a long patience despite students' misbehavior." (Excerpt 24, Participant 7)

Accomplishing a task, herculean or easy, needs determination and perseverance. These are the construct's other elements. Without these, one does not have the drive to finish any responsibility given, leading to an unclosed business. These are needed whether the task is short-term or long-term. Showing the two may sound difficult, but these are shown by the Thai teachers in the movie, as reflected by the participants in Excerpts 25 to 27. As reported, these are considered the same among their Filipino counterparts. It is claimed that they do their best for the love of their students and their profession itself.

"For me, they (Thai and Filipino teachers) are almost the same in terms of caring and showing love for their students. They are dedicated to their profession and teach the students with all their heart..." (Excerpt 25, Participant 2)

"The similarities between them (Thai and Filipino teachers) are the dedication on teaching. Like in Thailand, there are also teachers in the Philippines who are willing to sacrifice all just to teach students..." (Excerpt 26, Participant 4)

"The teachers in the movie shows perseverance and passion. They are so persistent that no matter what happens, they keep on surviving each

day. Making the best out of it even though there are a lot of scenarios had already tested their patience and will..." (Excerpt 27, Participant 8)

Another figure of epitome is fair treatment. It is indeed a challenge for any individuals to be fair at all times since one has his or her biases. As a teacher who works with students of different behaviors and upbringing, he or she must manage how to treat them fairly. This kind of attitude is reflected among Thai teachers as reported by the participants in Excerpts 28 to 29. Furthermore, in their observation, this is also evident among Filipino teachers.

"...Moreover, they are doing their best to give their children the fair treatment that everyone should have." (Excerpt 28, Participant 5)

"...They are doing their best to teach and to know or to understand each of their students..." (Excerpt 29, Participant 7)

The elements of showing patience, determination, perseverance, and fair treatment create this construct that highlights teachers as the role models of the 21st Century.

4. The Enduring Heroes in Adversity: Fortitudinous Construct of Teachers

Life is seen as an arena of challenges, and one must have an optimal adversity quotient to overcome those.⁴² In other words, problems inevitably occur in one's profession or personal life, and an individual must be strong to win over these obstacles. Teaching demands much

⁴² Lea Daradal Canivel, "Principals' Adversity Quotient: Styles, Performance and Practices" (MA Thesis, University of the Philippines, 2020).

interaction with the key stakeholders leading to burnout, job dissatisfaction, and decreased enthusiasm.⁴³ Teachers even in other countries show resilience in the face of adversity. They positively treat the challenges as obstacles to overcome.⁴⁴ In Thailand, teachers need to deliver the best education to their students in the existence of socio-economic and academic problems. Though Thailand expands its compulsory education, cases of illiteracy are still evident in rural areas.⁴⁵ However, as reported in the data gathered, teachers are seen to manifest fortitude in defying their personal problems and the perennial problem of poverty affecting education delivery to the Youth of the 21st Century. Thus, this leads to another figure, the fortitudinous construct of a teacher.

Dealing on the details of the focal movie, the Thai teachers were sent to a houseboat to teach poor students as a form of punishment and challenge. In their stay, they faced danger brought by the place's intermittent inclement weather condition. They protected their students with all their might. Out of these scenes,

⁴³ Ye Hoon Lee, "Emotional Labor, Teacher Burnout, and Turnover Intention in High-School Physical Education Teaching," *European Physical Education Review* 25, no. 1 (2019): 236–53, <https://doi.org/10.1177/1356336X17719559>.

⁴⁴ Sonja Coetzee et al., "Disquiet Voices Foretelling Hope: Rural Teachers' Resilience Experiences of Past and Present Chronic Adversity," *Journal of Asian and African Studies* 52, no. 2 (2017): 201–16, <https://doi.org/10.1177/0021909615570955>.

⁴⁵ World Bank, "Wanted – A Quality Education for All in Thailand," Text/HTML, World Bank, accessed November 4, 2020, <https://www.worldbank.org/en/country/thailand/publication/wanted---a-quality-education-for-all-in-thailand>.

the first element of this construct is realized, valor. Moreover, like their Thai counterparts, Filipino teachers also aim to overcome the challenges. They are ready to push through with their profession. These are captured in Excerpts 30 to 32.

"...Even though there are many struggles, challenges and difficulties in their personal life, they (Thai and Filipino teachers) have the courage to keep going, keep moving forward and not to stop on their profession for the students to learn..." (Excerpt 30, Participant 3)

"...Teachers will do anything for their students in spite of knowing that they would put in danger..." (Excerpt 31, Participant 5)

"...Brave, capable of adapting her life at the houseboat school with the kids." (Excerpt 32, Participant 6)

In the face of adversity, along with valor, teachers must learn how to endure and defeat afflictions' reoccurrence without quitting their vocation. This trait of challenge endurance is reflected among the Thai and Filipino teachers as shown in the participants' responses. Though teaching students and learning context require bravery, persistence is also needed. As reflected in Excerpts 33 to 34, the teachers are persistent under any given circumstantial or instructional misfortunes. They are determined to educate their students no matter what comes into their way.

"...Even though teaching is a hard profession, they didn't quit and they chose to continue just for the sake of the students..." (Excerpt 33, Participant 3)

"Teachers in the Philippines don't receive the proper wage that they

worked hard for. Like how the teachers in the movie from Thailand, it is amazing how Filipino teachers manage to keep on going despite the unfair circumstances..." (Excerpt 34, Participant 8)

Nevertheless, persistence will be nonexistent without optimism. This is another element of this construct. As perceived by the participants, Thai and Filipino teachers are both positive thinkers. They can manage to be happy and optimistic even when trials come in. They learn how to be adaptable to ensure the survival of the teaching and learning process. These are apparent in Excerpts 35 to 36.

"...The teachers (Ms. Ann and Mr. Song) love their job so that they enjoy the way how they teach the children and be happy with them." (Excerpt 35, Participant 7)

"...No matter how hard the situation is, they (Thai and Filipino teachers) can manage to be happy and to be a positive thinker." (Excerpt 36, Participant 10)

Thus, the fortitudinous construct is derived from the emergent elements of valor, persistence, determination, and optimism. Thai and Filipino teachers are seen to possess such.

5. The Driving Forces of Success: Motivational Construct of Teachers

Motivation is a driving force shown and done for leading an individual to do an act.⁴⁶ It has always been the teaching profession's goal to motivate students to

⁴⁶ Ellen Criss, "Dance All Night Motivation in Education," *Music Educators Journal* 97, no. 3 (2011): 61–66, <https://doi.org/10.1177/0027432110393022>.

perform in class, excel in endeavors, and succeed in some if not all aspects in life. Teachers who always support their students promote motivation.⁴⁷ However, being a teacher is indeed of great weight since he or she is the source of how students perceive education crucial to the students' success in the future.⁴⁸ This teacher's tool is the key that can open a lot of success avenues to students. Therefore, this leads to the last construct identified, the motivational construct of a teacher.

As identified in Excerpts 37 to 39, Thai and Filipino teachers encourage their students in their own unique ways. They push their students to study hard since it is the best way to graduate and succeed in the future. They drive the students to perform and learn more. Moreover, as teachers do not give up in times of adversity, they also want their students to fight and survive the challenges they encounter along the way. Teachers boost the morale of the students means a lot to them. This gives them the confidence to push through with their dreams surpassing even their physical, mental, and socio-economic limits. Thus, this

⁴⁷ Idit Katz and Bat-Hen Shahar, "What Makes a Motivating Teacher? Teachers' Motivation and Beliefs as Predictors of Their Autonomy-Supportive Style," *School Psychology International* 36, no. 6 (2015): 575–88, <https://doi.org/10.1177/0143034315609969>.

⁴⁸ Melita Puklek Levpušček and Maja Zupančič, "Math Achievement in Early Adolescence: The Role of Parental Involvement, Teachers' Behavior, and Students' Motivational Beliefs About Math," *The Journal of Early Adolescence* 29, no. 4 (2009): 541–70, <https://doi.org/10.1177/0272431608324189>.

leads to the first element of this construct, encouragement.

“...They (Thai and Filipino teachers) both encourage the students to attend school, to make their students dream come true...” (Excerpt 37, Participant 1)

“They (Thai teachers) encourage students to study and graduate.” (Excerpt 38, Participant 4)

“...They (Thai and Filipino teachers) give moral support and encourage us to do more, and to learn more...” (Excerpt 39, Participant 6)

An act is undeniably a motivational intervention. As reflected in Excerpts 40 to 42, teachers perform their profession in the field, they exert their full effort to achieve their daily and long-term goals for themselves and for the students. Their gestures of determination and love for their job makes the other element, act as an inspiration.

“...They serve as an inspiration and motivation for their students...” (Excerpt 40, Participant 2)

“...Filipino and Thai teachers can motivate and inspire their students...” (Excerpt 41, Participant 8)

“...They motivate, inform and inspire their students to be a good person...” (Excerpt 42, Participant 10)

In other words, pushing students to do better through words and acts serves a pushing power to motivate the students leading to insurmountable heights. Encouragement and act as inspiration makes the last construct of a 21st Century teacher.

D. Conclusion

There are five (5) non-academic constructs of a 21st Century teacher identified in this study aside from the other constructs unveiled in the teachers' roles in the reviewed literature. They are parental, vocational, epitomical, fortitudinous, and motivational non-academic constructs. This study helps teachers, novice or tenured, to contemplate themselves to prepare and improve themselves in the teaching profession.

Teacher as parents means they must be ready for fathers or mothers for their children, the students. They are also agents of vocation. Therefore, they have the social responsibility of serving the community. Teachers are also reflected as epitomes. They must always be models of good manners and right conduct in and out of the campus. They are perceived as figure of strength in adversity. They must endure any challenges for the profession itself and the students. Lastly, because they are prime movers of Good Will, they must always drive their students to the best they can be. These notes of non-academic constructs of a 21st Century teacher can help many teachers and aspiring ones venture into the noblest profession teaching.

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