

TEACHERS BEHIND THE FRIENDS NO MORE

by:

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Teachers build professionalism based on how students' relationships with their teachers, parents, and friends might differentially impact their academic experience and success (Sethi & Scales, 2020). However, keeping distance from students is also affirmed in "The Promotion of Professionalism in the Implementation and Delivery of Basic Education Programs and Services issued as DepEd Order (DO) No. 047, s. 2022. DepEd personnel, furthermore, instructed the DepED officials and employees to refrain from engaging in any relationship or activity that may affect their ability to make "objective decisions" related to their performance of their respective duties.

Given the importance of positive relationships in young people's lives to support a range of positive outcomes and the amount of time they spend in school, education is more accessible and convenient for teachers and students, but it is not without its challenges. The proper structure, technology, and course materials can better equip students to succeed (Sethi & Scales, 2020). Teachers need to establish a good relationship between teaching and learning. Education is more accessible and convenient for teachers and students but has challenges. It is essential to anticipate the potential impediment and give students the drive to overcome them. The proper structure, technology, and course materials can better equip students to succeed in the 21st century. In doing so, the disconnect between, on the one hand, established understandings of learning and, on the other hand, the social, cultural, political, and economic entrenched challenges in the pervasiveness of digital technologies in society. Rooting some background of his student that he knows will affect these students' learning. A teacher gains his student's confidence to maintain a healthy exchange of ideas in discussions that eliminate a teacher-centric

classroom. Students can openly share their ideas when they are building their confidence. Teachers should refrain from asking hard questions to their students. Look for a way to build rapport with students, especially the reserved ones. The questions could succor ascertain a problem or challenge facing a student. Some children have low self-esteem, and only a one-on-one session with a teacher helps them openly understand what is disturbing them. Have empathy. Empathy is an essential quality for teachers. Be patient. Every student will have distinctive, unique struggles. Drive for self-guided improvement. Effective teachers should be able to look at themselves objectively.

In a classroom, certain expectations may only meet sometimes by students or most teachers alike. Far from the decade-long-look image of teachers, with a tiger look behind the thick eyeglasses and seldom seen with smiles, the typical terror-teacher look with a stick in his hand that threatens his students. Teachers are so-called terror teachers who made us stand in class when we did not provide the correct answers. They also made us stutter whenever they confronted us also with our wrongdoings. Well, of course, they do these for no personal reason for them to be recognized. They strongly implement discipline in engaging part of the learning. Reinforcing an environment opportune to learning is an obligation we owe to learners. Some inflexible rules designed to deliver specific concerns applied equitably and persistently can recognize students with more productive inclinations and help us convey what experience tells us is indispensable for academic success (Trefzger, 2018).

This belief is the undisputed truth. Ironically, the not-so-friendly terror teachers during school made childhood memorable and meaningful, bringing a smile on throwbacks. Teachers could be comrades with their students, but we must realize not to be confused the word "friend" with "friendly." We must build a border in every interaction, we must remain teacher/student, mentor/mentee, not a true friend, and this idea is wise. We impose discipline that makes us terror sometimes. However, whatever

image appears must be an image of a person their student wants to be in the instructional time.

References:

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