

Discursive Representation of Teacher Identity in News Media Articles

Trecia Lynn P. Bayate¹, Jessa G. Delos Reyes², Sofel Joy C. Payao³, Phyll Jhann E. Gildore⁴
^{1 2 3 4} College of Teacher Education, University of Mindanao, Davao City, Philippines

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ABSTRACT

Teacher identity is discursively represented in the discursive spaces of the news media, which influence the public opinion on teachers and the teaching profession in general. Informed by Systemic Functional Linguistics, specifically Halliday's transitivity analysis, this study analyzed these discursive representations in 30 news media articles from three of the largest news media outlets in the Philippines. It was found that teachers are ascribed to material, mental, verbal, relational, and behavioral processes. As participants in the process types, it was revealed that the teachers were discursively represented as perpetrators, victims, and role models. This reveals the discursive representations of teacher identity in media that are perpetuated in the public discourse consumed by educational stakeholders.

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Corresponding Author:

Jessa G. Delos Reyes

College of Teacher Education, University of Mindanao, Davao City, Philippines

Email: r.delos.484564@umindanao.edu.ph

1. INTRODUCTION

News media represent teacher identities in many ways, from different lens, and with various agenda. Teachers in the society are set to a certain level of ethical and moral standards as they are expected to practice their profession with so. Their actions supported by a sense of confidence, affection, appreciation, and satisfaction become models of students' behavior [1] [2]. However, teachers' identity representation in media is often linked with misconduct, incompetence, and the overall reason why schools have shortcomings [3]. This negative teacher representation elicits a strong reaction from public and influences the people's perception of the profession. National reports of impropriety and misconduct have fueled public concerns about teachers' representations of unethical behavior, including the unsuitable connection between teachers and students [4].

Media significantly influences the perceptions of society, their concerns, and their anticipation about public matters, which also include how teachers in practice are being covered by the media [5] [6] [7] [8]. A study in fact found that teachers are portrayed with an unfavorable image in the news articles [9]. They are represented as perpetrators who act on their suspicious and wrong activities. They are also described as positive (i.e., professional, idealist, companion, noble), unbiased (i.e., coach, love object), and are associated with dismissive action (i.e., offender, opponent, sex-crazed, victim). In fact, the media reports that there has been a significant number of

teachers who consider their inappropriate engagement in an online community makes them unfit to teach learners and continue working in public institutions [10].

Despite the standards provided to teachers, misconduct among educators is a problematic issue nationwide [11] [12]. One PH [13] reports a controversial video taken by a teacher who was dancing inappropriately in class suggesting child abuse was seriously investigated by the Department of Education. In the Philippine context, there have been several reported cases regarding the delinquency of school employees that may have detrimental effects on people's perception of the educators and the school. GMA Regional TV [14] reported on a viral video of a senior high school teacher in Cebu City who humiliated a student verbally for alleged cheating causing trauma to the child. These teacher behavior reflects research observations stating that the misconduct of teachers often includes truancy, insobriety, sexual abuse, and abusive language, which are unethical behaviors [15].

Although transitivity has been used as a framework to analyze representation and identity constructions in the news media [16] [17] [18], we have yet to encounter studies that dwell on using transitivity in analyzing teachers' identity representation in media discourse. The negative portrayal of teachers has real-life consequences that lead to its negative impact on the audience's perception of the teaching profession, which also influence the students and the school community. Hence, it is likely to lessen the possibility of the Code of Ethics for Teachers being tainted. Ethics is well-established in educational practice throughout the country [19] [20]. Unfortunately, cases of teacher misconduct were reportedly on the rise despite and that such misconduct pervade the news media spaces. Therefore, this study is urgent to analyze how the teachers are represented in news media.

This study explores the representation of the teachers' identity in news media in the Philippines. The transitivity analysis is based on Halliday and Matthiessen [21], a clause system that analyzes participants, processes, and circumstances. The process is central to transitivity, typically realized by a verb. Specifically, the study aims to achieve the following research objective: analyze the transitivity processes ascribed to teachers in the news media outlets, and reveal how the teachers are represented in the news media articles.

2. METHOD

Explaining In this section, the writers delineate the parts of method. The parts cover research design, research data, and data analysis.

2.1. Research Design

The methodological framework of the study is heavily informed by transitivity analysis of the ideation metafunction of the Systemic Functional Linguistics [22]. The ideation metafunction of language serves to represent situations and events in the world and the entities, actions and processes involved which is realized in transitivity system. The transitivity system is made up of processes namely: material process, mental process, relational process, behavioral process, verbal process, verbal process, and existential process [21]. According to Halliday [22], "transitivity is a fundamental property of language that enables human beings to build a mental picture of reality, to make sense of their experience of what goes on around them and inside them." These goings-ons are arranged in the semantic system of the language and realized through the grammar of the clause, specifically the transitivity. In the context of the study, the researchers used the transitivity analysis to explore what processes are ascribed to teachers as participants of the clauses and under what specific circumstances are these processes performed by the teachers. The linguistic patterns of the ascription of the processes to the teachers as participants were eventually used to unravel the representation and identities of teachers in news media.

2.2. Research Data

The study focuses on the data from the three most prominent news media outlets in the Philippines: ABS-CBN, GMA, and RAPPLER. We gathered ten recent news articles from each news media outlet, totaling 30 news articles. We specifically chose the most recent news articles concerning teachers as topic of the news. News articles gathered may feature the same news and

context from other articles from different news outlets. We excluded the blogs and journal posts that also represented the teacher. The researchers gathered the data in the last week of December of 2022 and ended in January of 2023.

2.3. Data Analysis

The data analysis began by identifying sentences and clauses in the articles that involve teachers as participants. Codes were then assigned to these clauses based on the process types which were then categorized. This process specifically involves determining which process types the verbs in each clause belong to. The participants of the categorized clauses were then labeled as actors, sensors, sayers, behavers, and carriers or tokens based on the clause type. The circumstances of the categorized clauses were then analyzed to provide contexts of the processes performed by the teachers as participants. This data was organized in a table to organize better and categorize each process, as seen in the tables on transitivity processes ascribed to the teachers. The tables then shows the summarized data, showcasing the participant theme, participant rheme, process verbs, and circumstances of each transitivity process. The patterns that were unraveled based on the analysis of the process types, participants, and circumstances were then used to build the representation of teachers in these clauses, and essentially in the news articles.

3. RESULTS AND DISCUSSION

This section presents the findings of the study from the transitivity analysis of the clauses in the news articles and the discursive representation that emerged from the analysis of clauses. The results are presented in tables followed by the transitivity analysis of selected clauses. The discursive representation of teacher identity based on the clauses are then discussed.

3.1. Transitivity Processes Ascribed to Teachers as Participants

The transitivity analysis of the teachers' representation in the news media showed the process types, participants, and circumstances in the clauses. The analysis here centered on teachers as a specific type of clause participant, the process type they perform or act on, and the context in which they stimulate these processes. The text only shows material, verbal, mental, relational, and behavioral processes among the six process types in the transitivity system. Representing actions and events is the focus of material processes [23] [22]. Among the types of mental processes are those that express consciousness or processes of sensing [22]. Verbal processes are defined as verbal action [22] [23] [24]. Lastly, relational processes are less concerned with both inner and outer experience, but rather serve to build a connection between two entities all ascribed to teachers [22] [23] [24].

3.1.1. Material Processes Ascribed to Teachers

In the news articles, teachers as actors in the clauses are ascribed to material processes which, according to Halliday and Matthiessen [24], clauses with material processes unfold a dynamic physical action made by an entity. It means that teachers in the news articles are ascribed to acts of doing as the actor of the clause. They are seen to either do these acts to someone or for someone. Table 1 shows the process verbs ascribed to teachers as participants and the circumstances by which teachers perform these processes.

Table 1. Materials processes ascribed to teachers

Process Type	Participant Theme	Process Verbs	Participant Rheme	Circumstance
Material Process	Teacher (actor)	filed, had been messaging, chats, to get together, gave, posting, making, was just	complaints, students, research papers, benefits, students, peace of mind, undercover agent, President	in Cebu City, Friday, December 23, with the Department of Education Central Visayas (DepEd-7) Regional Office; on a barangay road; past 10

checking, asking, sending, have been buying, filing, showed, resigned, harassing, has, pushes, took, killed, joined, was arrested, hitting, kicked	Rodrigo Duterte, illegal drugs, teacher, a teacher and her husband	pm; In 2017; during a science class; Negros Occidental; Tuesday morning; on Sunday; August, April; in Cagayan de Oro City
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As seen in the few clauses below that involve teachers as actors, the material process predominantly represents the actors doing either active, violent acts or passive, non-violent. The results are drawn from the following clauses:

At night, he [teacher] pushes illegal drugs.

He	pushes	Illegal drugs	At night
Participant: Actor	Process: Material	Participant: Goal	Circumstance: Time

MaPC 1

A high school teacher kicked one of his students in Cagayan de Oro City.

high school teacher	kicked	one of his students	in Cagayan de Oro City
Participant: Actor	Process: Material	Participant: Goal	Circumstance: Time

MaPC2

Provisional teachers filed complaints Friday, December 23, with the Department of Education Central Visayas (DepEd-7) Regional Office.

Provisional teachers	filed	complaints	Friday, December 23, with the Department of Education Central Visayas (DepEd-7) Regional Office
Participant: Actor	Process: Material	Participant: Goal	Circumstance: Time, Accompaniment

MaPC3

In MaPC1 and MaPC2, the teachers as the actors are seen committing questionable and violent acts. The process verb *pushes* with the goal *illegal drugs* is ascribed to the teacher as the actor of the clause, which shows that the teacher is committing the act of pushing illegal drugs during the night. In MaPC2, the teacher is ascribed to the process verb of *kicking* a student, which shows that the teacher is seen as being violent towards his student. On the other hand, in MaPC3, the teacher is acting upon a non-aggressive act, such as complaining. The teacher in the sentence is still seen as an actor ascribed to the material process verb of *filing* a complaint in the DepEd Regional Office.

3.1.2. Mental Processes Ascribed to Teachers

In the news articles, teachers as sensors in the clauses are ascribed to mental processes. Halliday and Matthiessen [21] stated that mental processes are related to our experiences of our consciousness's world. In other words, mental processes are characterized by not a material activity but occurrences better characterized as mental states or psychological events..., which are recognized through verbs such as think, like, and know [25]. It means that teachers in the clauses are ascribed to thinking, feeling, and perceiving. Table 2 shows the process verbs ascribed to teachers as participants and the circumstances by which teachers perform these processes.

Table 2. Mental processes ascribed to teachers

Process Type	Participant Theme	Process Verbs	Participant Rheme	Circumstance
Mental Process	Teacher (Senser)	failed to receive, are worried, had already received, riddled, supposed, are appalled, were accused, decided, is very sorry, will face, believe, found out, understand, was arrested	some of us, the violence against the teaching profession, Lumad “child warriors”, to stop teaching, administrative proceedings, students, the online groups, his students	their salaries and incentives in time for the Christmas season; might not have any money to pay for handa (noche buena) for Christmas; their salaries and incentives on the evening of December 23;

A few of the clauses below involve teachers as sensors of the mental process, mainly representing that the sensors are either thinking cognitively, feeling emotions effectively, or perceiving perceptions. The results are drawn from the following clauses:

He (teacher) then found out about the online groups

He	found out	about the online groups.
Participant: Senser	Process: Mental (Thinking)	Participant: Phenomenon

MePC1

He (teacher) decided to stop teaching

He	decided	to stop teaching
Participant: Senser	Process: Mental (Thinking)	Participant: Phenomenon

MePC2

We (teachers) are appalled by the violence against the teaching profession.

We (teachers)	are appalled	by the violence against the teaching profession
Participant: Senser	Process: Mental (Feeling)	Participant: Phenomenon

MePC3

He became suspicious after his students could not explain what they wrote during the thesis defense.

He (teacher)	became suspicious	his students could not explain what they wrote during the thesis defense
Participant: Senser	Process: Mental (Feeling)	Participant: Phenomenon

MePC4

They (provisional teachers) failed to receive their salaries and incentives in time for the Christmas season.

They (teachers)	failed to receive	their salaries and incentives	in time for the Christmas season.
Participant: Senser	Process: Mental (Perceiving)	Participant: Phenomenon	Circumstance: Matter

MePC5

In MePC1 and MePC2, the teachers perform the process type as sensors. In MePC1, the teacher is ascribed to sensing that he found out that his students are part of an online group. More

so, in MePC2, the teacher thought of deciding, which is the process verb connected to his decision that he will be stopping his career in teaching due to the allegations he is involved with. In MePC3, the teacher as a sayer is ascribed to the feeling of being appalled, which pertains to the process verb with the phenomenon of violence against the teaching profession, which shows the teachers' feelings concerning the violence they might experience. Similarly, in MePC4, the teacher is ascribed to the mental process of sensing or feeling suspicious of his students after seeing them unable to explain what they wrote in their thesis during their defense. Lastly, in MePC4, as the sensors of the clause, the teachers are ascribed to perceiving that they, unfortunately, failed to receive their salaries and incentives, the phenomenon being in time for the Christmas season.

3.1.3. Verbal Processes Ascribed to Teachers

In the news articles, teachers are also sayers ascribed to the verbal processes. Halliday [22] describes a verbal process usually containing three participants: Sayer, Receiver, and Verbiage. The Sayer is the participant in charge of the verbal process. It means that teachers are ascribed to saying specific verbiage to a recipient or a target. Table 3 shows the process verbs ascribed to teachers as participants and the circumstances by which teachers perform these processes.

Table 3. Verbal processes ascribed to teachers

Process Type	Participant Theme	Process Verbs	Participant Rheme	Circumstance
Verbal Process	Teacher (Sayer)	said (11), stated, added, thanked, tells, responded, asked, reminded (2), advised, shared, have complained, commented, urged, telling	Provisional teachers, their salaries, the Cebu City Schools Division Superintendent's Office, accounting department, and DepEd Cebu City cash section Jimenez, student, the underaged student, their students,	on Instagram, For years, during class hours, are not like regularized employees, delayed, that they have already tried reaching out, for ensuring the processing of payrolls, paperwork that hinders their lesson preparation, spending time, continue working with educational institutions, some derogatory words

As seen in the clauses below that involve teachers as sayers, the verbal process predominately shows the teachers either informing necessary information to clarify a topic or complaining about the profession's difficulties that put them at a disadvantage. The results are drawn from the following clauses below:

Quibido (teacher) said that provisional teachers are not like regularized employees.

Quibido (teacher)	said	that provisional teachers	are not like regularized employees
Participant: Sayer	Process: Verbal	Participant: Target	Participant: Verbiage

VePC1

Angeles said the children are all enrolled in school, and he only gives them supplemental lessons to enhance their mastery of a subject.

Angeles (teacher)	said	the children	he only gives them supplemental lessons to enhance their mastery of a subject.
Participant: Sayer	Process: Verbal	Participant: Target	Participant: Verbiage

VePC2

For years, teachers have complained of piling paperwork that hinders their lesson preparation.

For years,	teachers	have	of piling paperwork that hinders
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		complained	their lesson preparation.
Circumstance: Extent: Time	Participant: Sayer	Process: Verbal	Participant: Verbiage

VePC3

The teachers stated that this was not the first time that the release of their salaries was delayed

The teachers	stated	their salaries	delayed
Participant: Sayer	Process: Verbal	Participant: Target	Participant: Verbiage

VePC4

In *VePC1*, the process verb *said* with the target *provisional teachers* and verbiage *are not like regularized employees* are ascribed to the teachers as sayers informing the masses of the difference between regular public-school teachers and provisional teachers, in the same context of informing the masses, in *VePC2*, Angeles, who is also a teacher and the sayer, said that he is only giving students supplemental lessons to help them enhance the mastery of his students in the subject matter. This sentence contextualized the teachers' need to inform and clarify their stances and opinions. On the other hand, teachers can also be ascribed to the verbal process due to the need to complain or communicate to the higher government officials, as seen in *VePC3* and *VePC4*. In *VePC3*, for example, the teachers ascribed to the process verb have complained due to the piling paperwork that hinders their lesson preparation, putting the teachers in a disadvantageous situation of being overworked because of other paper works aside from their preparations in the classroom setting. Similarly, as sayers in *VePC4*, the teachers also stated and let the masses know one of their complaints: the delayed release of their salaries.

3.1.4. Behavioral Processes Ascribed to Teachers

In the news articles, teachers are also behavers ascribed to behavioral processes. According to Halliday and Matthiessen [21], the participant in this process is called the "behave," which presents the scope of the mental and material processes. It means that the teachers are manifesting psychological processes through physiological means. Table 4 shows the process verbs ascribed to teachers as participants and the circumstances by which teachers perform these processes.

Table 4. Behavioral processes ascribed to teachers

Process Type	Participant Theme	Process Verbs	Participant Rheme	Circumstance
Behavioral Process	Teacher (behave)	had been red-tagged, had exposed, doesn't talk, repeatedly encouraged, urged, were placed, groom, befriended, to pay, persisted, also had, chose, have committed, has delighted, verbally abusing, was arrested	professionally [but] rather weirdly, preventive suspension, making sexual advances, insinuating, serve the Lumad youth as volunteer teachers, sexually predatory behavior, by teaching kids in his neighborhood, secretly, allegedly selling shabu to a police poseur-buyer	as a result of his work against disinformation and for his visual arts that served as his commentary on social ills., red-tagging which culminated in his brutal death., to meet up, 90 days, St. Theresa's College, Quezon City, with all the vulnerabilities and risks that come with it.,

The behavers in the clauses found below behave in a particular behavior, and it is either a noble and moral behavior or an immoral behavior. In other words, in the clauses that involve

teachers as behavers, the behavioral processes mainly represent the behavers either behaving positively towards others or behaving negatively toward the people around them. Below are the clauses whereby these results are drawn:

Chad and Jurain chose to serve the Lumad youth as volunteer teachers with all the vulnerabilities and risks that come with it.

Chad and Jurain (teachers)	chose	to serve the Lumad youth as volunteer teachers	with all the vulnerabilities and risks that come with it.
Participant: Behaver	Process: Behavior	Participant: Range	Circumstance: Accompaniment: Comitative

BePC1

The teacher seemed to groom the student.

The teacher	groom
Participant: Behaver	Process: Behavior

BePC2

The principal repeatedly encouraged the student to a meet up.

The principal	repeatedly encouraged
Participant: Behaver	Process: Behavior

BePC3

Found in BePC1, the teachers' Chad and Jurain are performing the process of *choosing* as a behavior since they chose to teach and serve the Lumad youth as volunteer teachers. In this particular clause, the behavior of Chad and Jurain became good since it is implied in the circumstance that they did this despite the vulnerabilities and risks that come with it. On the other hand, in BePC2 and BePC3, the behavers seemed to be acting immoral for a teacher. As seen in BePC2, the teacher is ascribed to the behavioral process verb of grooming a student, which is also the same case in BePC3, where the teacher is seen to be behaving persistently that he and his students should meet up. These behavioral process verbs are ascribed to the teachers behaving negatively.

3.1.5. Relational Processes Ascribed to Teachers

In the news articles gathered, teachers as either a token or carriers are ascribed to the relational processes. Matthiessen and Halliday [26] stated that relational clauses construe being and do this in two modes: attribution and identification. In attribution, attributive clauses constitute carrier and attribute. Furthermore, the identifying clauses have a token and a value in identification. The difference between attribute and value is that the former is more general while the latter is a more specific description. As carriers or tokens, teachers represent an attribute or value. Table 5 shows the process verbs ascribed to teachers as participants and the circumstances by which teachers perform these processes.

Table 5. Relational processes ascribed to teachers

Process Type	Participant Theme	Process Verbs	Participant Rheme	Circumstance
Relational Process	Teacher (Carrier)	is (4), was even described, had, was (5), can still sued, were not given, are, was,	He (teacher), a good citizen, and had no known enemies in the community, Kahil (teacher), got	with people by LLNHS students, in 2020, Community Technical College of Southern Mindanao in Barangay

are, are, have, as, were, will be, identified, has been placed	along as their favorite teacher, a good reputation, clean record, and was an excellent teacher and good example to the community, His (teacher), a big loss to the academic community, known to many as a good, peace-loving, and friendly teacher and person, an award-winning cartoonist, teacher,	Lapu-lapu, Maco, Davao de Oro., in Barangay Pook, Hinoba-an town
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In the clauses involving teachers as carriers or tokens, the relational processes represent the carriers and tokens related to attributes and values, respectively. The teachers are also seen being given the attribute or the identity of a reasonable person in the community or a person subject to allegations concerning a criminal offense. Below, the few clauses from which the results are taken are presented.

The victim (teacher) had a "good reputation, clean record, and was an excellent teacher and good example to the community".

The victim (teacher)	had	good reputation, clean record, and was an excellent teacher and good example to the community
Participant: Carrier	Process: Relational	Participant: Attribute

RePC 1

Sir Benharl who was known to many as a good, peace-loving, and friendly teacher and person

Sir Benharl	was known	as a good, peace-loving, and friendly teacher and person.
Participant: Carrier	Process: Relational	Participant: Attribute

RePC2

The teacher, the subject of complaint for grave misconduct, has been placed under suspension

The teacher	the subject of complaint	has been placed	under suspension
Participant: Token	Participant: Value	Process: Relational	Circumstance: Matter

RePC3

In RePC1, the teacher who is a carrier with the attribute good reputation, clean record, and excellent teacher and good example to the community is ascribed to the relational process verb had. It is one of the examples where the teacher's attribute is that of a reasonable person in the community. Similarly, in RePC2, the teacher, Sir Benharl, is given the attribute of a good, peace-loving, and friendly teacher and person with the relational process verb known. However, in RePC3, the teacher is said to have an identity of a person subjected to allegations of a criminal offense. The teacher in this clause is the token with the identity of being the subject of a complaint

and was ascribed to the relational process verb that has been placed to the circumstance under suspension.

3.2. Representation of Teachers in the News Articles

In analyzing the transitivity, the study uncovered the representations of the teachers' identities in the news media. The study's findings thereby elucidate the ideations of the teacher's portrayals in public. The study established that the news media articles represent the teachers as perpetrators, victims, communicators, and influencers. These representations are further discussed here on how the teachers are represented in the news media through the different representations.

3.2.1. Teachers as Perpetrators

Based on the data analyzed, teachers are represented as perpetrators, as evidenced in MaPC1, MaPC2, BePC2, and RePC3 clauses from the news articles. A perpetrator is a person who committed a crime or violence. In MaPC1, the teacher is seen as a drug pusher at night. It implies that due to the teacher's act of pushing drugs, he is indeed represented as a criminal or a perpetrator. Such representation of teachers as criminals are similar to teachers in news media reported with classic mugshot photos which sets the visual representation of teachers as criminals [27].

Teachers being perpetrators also means that teachers are involved in violent acts of punishing their students. MaPC2 presents a teacher who kicks a student. This perpetrating act of the teacher is also likened to the viral incident of a teacher inflicting corporal punishment through acts of abuse and violence on her students. In this case, the teacher is the subject of a complaint of grave misconduct by the Department of Education [28]. Articles and news media depicting these acts of teachers construct representations that they are criminals [27].

Moreover, in BePC2, the teacher is still seen as a perpetrator for grooming a child. It gives the teachers a representation of perpetrators in grooming a learner or partaking in sexual misconduct toward the learners. Further studies about educator sexual misconduct mainly relied on news articles that portray teachers seen taking part in ESM [29], and other researchers based their studies on publicly available records [30].

Lastly, in RePC2, a teacher is also portrayed as a perpetrator due to the misconduct that led to him being subjected to a complaint and under suspicion. Teachers are the media's focus in an environment of rising education corporatization [5] [31]. They are portrayed with an unfavorable image wherein, in the news articles, teachers are represented as perpetrators who act on their suspicious and wrong activities [9]. Furthermore, it is observed that the media disproportionately used episodic framing to convey a fore fronted message that "teachers are criminals" due to the mugshot photos of teachers and the snapshot photos of the punishments and shame that teachers receive after the misconduct they have committed [27]. Catalano and Gatti [27] argue that this image of teachers as perpetrators and criminals would forever be ingrained in the minds of the audience and the readership.

3.2.2. Teachers as Victims

Based on the data analyzed, teachers are also represented as victims. Aside from being perpetrators, teachers are victims of the circumstance, as seen in MaPC3, MePC3, MePC5, VePC3, and VePC4 clauses from the news articles. Recent studies show that news media suggests teachers are undervalued, underpaid, and overburdened. In fact, in the study of Lyimo [32], most educators reported that their wages, arrears, and allowances were not paid as scheduled, and many teachers believed their pay needed to be increased to cover their necessities. In the clauses, the teachers as seen as victims of being underpaid due to the standard narrative of the clauses that the teachers failed to receive their salaries and benefits. In this case, the teachers are suffering due to the delays in their salaries and are now casualties. It implies that teachers are fighting for their rights as employees to receive their salaries and incentives on time. Moreso, MePC2 implies that teachers cannot comprehend that they will be the target of violence, knowing that all they do is impart and help students in the ways they can. As the target of such violence, the teachers are represented victims.

Furthermore, in VePC3, wherein teachers have complained of the piled paperwork, it implies that they are victims of being overworked. Teachers felt the need to complain and urged the public to respond to their pleas. Teachers, as the complainant in this setting, are likened to victims since victims suffer from harmful actions such as being overworked or negative actions from the general masses or an institution. Zare-ee and Ghasedi [33] found that educators saw a lack of support from the administration as the most important in developing their professional identity. They believed that authorities that should help them find their way into schools did not support them as much as they expected. Such experiences is represented in the news articles analyzed in the study.

3.2.3. Teachers as Role Models

In RePC1 and RePC2 clauses from the news articles, the teachers are represented as good examples and role models to the community. This sets the example that of teachers commit to being good citizens, they become good examples to their students and eventually influence them to be good citizens as well. Teachers' moral and social roles are often associated with characteristics of the ideal teacher. Teachers as participants in the clauses are said to be good role models due to their outstanding commitment to teaching is influencing not just the students but the whole community. Teachers are viewed as role models to students; hence, they possess the qualities to become one [34]. Such representation, however, lead to the wide range of societal perceptions of educators compelled teachers to relinquish professional control and adopt the public image of a modern superhero-like educator [35] [36]. Thus, media discourse about teacher education and activities that "call into question current teachers' identities as professionals" [5] led educators to rethink their characters, professional identities, and even best practices.

4. CONCLUSION

Media is an influential discursive space. The representation of teachers in the news articles permeate the society and many public spaces. In our analysis of the news articles, we found that teachers are ascribed to material, mental, verbal, relational, and behavioral processes. In such ascriptions, the construction of teachers as perpetrators, victims, and role models were revealed. These representations of teacher identity reflect how teachers navigate their identities in the society. While the representation depict the misconduct and victimhood of teachers, their being role models and good community members are also portrayed. Considering the influence of media discourse to the society, these representations have undoubtedly pervaded the public opinion. It is therefore recommended that further research be conducted investigating the effects of such representation to the immediate stakeholders of education to understand the extent to which these representation of teacher identity in media has influenced the educational stakeholders.

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