

Ang Teacher ko ay Mamaw: A Children's Animated Story Book on Understanding a Teacher's Love

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Abstract

Teachers play a significant role in shaping students' academic, social, and emotional development. However, in early educational settings, students may misinterpret teachers' disciplinary actions as signs of anger, harshness, or lack of care. Such misconceptions can create fear and distance in the teacher-student relationship, thereby affecting communication, trust, and classroom engagement. In response to this concern, the present study developed *Ang Teacher Ko ay Mamaw: A Children's Animated Story Book on Understanding a Teacher's Love*, a digital storybook intended to help young learners understand the caring intentions behind teacher discipline and guidance. The study employed a quantitative descriptive-evaluative research design. Using random sampling, 30 elementary teachers handling Grade 1 to Grade 3 pupils from public and private schools were selected as respondents. Data were collected through a survey questionnaire consisting of closed-ended questions and five-point Likert-scale evaluation items. Frequency, percentage, and mean were used to analyze the data. The results showed that the most common misconception identified by the respondents was that teachers easily get angry (63.30%). The respondents also indicated that what they most wanted students to understand was that teachers love their students in different ways (63.30%). In the evaluation of the digital storybook, the aesthetic dimension obtained an overall mean of 4.51, interpreted as Highly Satisfied, while the content dimension obtained an overall mean of 4.35, interpreted as Very Satisfied. These findings indicated that the storybook was visually appealing, educationally meaningful, and effective in communicating its intended message. The study concluded that the digital storybook was a suitable and effective material for helping children better understand teachers' behavior and intentions. It also demonstrated the potential of visual storytelling as a tool for promoting empathy, strengthening teacher-student relationships, and supporting positive learning environments in early education.

Keywords: digital storybook, teacher-student relationship, children's literature, visual learning, teacher perceptions, early childhood education, educational media

1. Introduction

In recent years, the relationship between students and teachers has been increasingly shaped by negative public narratives that contribute to misunderstanding and social distance between these two groups. In various forms of media, teachers are sometimes portrayed as harsh, authoritarian, and unreasonable, while students are often characterized as disobedient, overly critical, and disrespectful. Although such portrayals do not reflect the experiences of all teachers and learners, they nevertheless contribute to the formation of misleading assumptions about how teachers and students relate to one another. These misconceptions are further intensified by anecdotal and, at times, unverified accounts circulated through social media, online videos, and news platforms. As a result, the gap in teacher-student relationships may widen, affecting mutual understanding and trust within the educational environment.

Learning has long been recognized as a fundamental component of human development, and individual learning styles are among the factors that influence how students acquire and process knowledge. Because learners differ in their needs, preferences, and capacities, they likewise vary in the strategies through which they learn most effectively (Maria Rezaeinejad et al. 2015). In the contemporary educational landscape, young learners are increasingly exposed to visual technologies through mobile phones, computers, and internet-based platforms such as Facebook, YouTube, and other social media applications. This constant exposure has contributed to the emergence of highly visual learners who respond more readily to image-based and multimedia content. Consequently, books are sometimes overlooked as sources of both knowledge and entertainment. Despite this shift, books have historically remained essential educational tools, serving generations of learners and educators. Even in prehistoric times, visual expression through cave illustrations functioned as an early form of communication through images and symbols.

Visual materials provide a strong foundation for learning and comprehension in ways that text and audio alone may not always achieve. Studies have shown that the brain processes substantial amounts of information through visual

communication and that visual content is often mapped and retained more effectively in learners' minds (Williams, 2009). Visual learning, therefore, may be understood as the assimilation of information presented in visual formats, enabling learners to grasp classroom content more effectively when concepts are supported by imagery. In this context, the present study proposes the development of a children's digital storybook that emphasizes the role of teachers in shaping students' character and understanding. Through the integration of illustrations, text, and audio narration, the storybook seeks to help young learners recognize that teachers' strictness may stem not from hostility, but from care, guidance, and a genuine concern for student growth and discipline.

This study aims to develop a digital storybook that enables readers to better understand a teacher's love and caring intentions, as evaluated by the respondents. Specifically, the study seeks to describe the demographic profile of the respondents in terms of age, sex, grade level handled, and school type. It also intends to identify the common misconceptions about teachers that may cause fear among students and to determine what teachers want students to understand about their behavior, intentions, and role in the learning process. In addition, the study aims to assess the developed digital storybook in terms of its aesthetic quality, content, and overall quality.

2. Material and methods

This section described the methods employed in carrying out the study, including the research design, target population, sample size, sampling technique, respondents of the study, research instrument, data gathering procedure, and statistical treatment of data. It also outlined the methodological processes used in developing and evaluating the digital storybook. The study employed a quantitative research design to gather the data needed for the development and evaluation of the digital storybook. Specifically, it utilized a descriptive-evaluative approach. The descriptive aspect of the study was used to identify and present the relevant characteristics, perceptions, and responses of the participants, while the evaluative aspect was applied to assess the digital storybook developed by the researcher. This design was considered appropriate because the study aimed to systematically describe teachers' perspectives and evaluate the storybook in terms of its aesthetic appeal, content, and overall quality.

A random sampling technique was employed in selecting the respondents of the study. The participants consisted of 30 elementary teachers who were handling Grade 1 to Grade 3 pupils. Their ages ranged from 20 to 45 years old. These respondents were considered appropriate for the study because the digital storybook was intended for young learners and could be used by teachers as an instructional or supplementary reading material in the primary grade levels.

The respondents of the study were composed of elementary teachers from both public and private schools who were currently teaching Grade 1 to Grade 3 classes. Their participation provided relevant insights into common student misconceptions about teachers and the messages that teachers wished students to better understand. Since the storybook was designed for younger learners, the perspectives of teachers handling early grade levels were particularly important in informing the development and evaluation of the material.

The primary research instrument used in the study was a survey questionnaire composed of closed-ended questions and evaluation items based on a five-point Likert scale. The questionnaire was designed to collect data regarding the respondents' demographic profile, their perceptions of the common misconceptions about teachers that may frighten students, and the ideas they wanted students to understand about teachers. It also gathered respondents' assessments of the developed digital storybook. For the interpretation of the evaluation scores, the following verbal interpretations were applied: a mean rating of 4.50 to 5.00 was interpreted as Highly Satisfied; 3.50 to 4.49 as Very Satisfied; 2.50 to 3.49 as Satisfied; 1.50 to 2.49 as Slightly Satisfied; and 0.00 to 1.49 as Not Satisfied.

In the data gathering process, survey questionnaires were distributed to 30 elementary teachers from public and private schools who were teaching Grade 1 to Grade 3 classes. The respondents were selected and asked to answer the questionnaire in order to provide the necessary data for the study. After the retrieval of the completed questionnaires, the responses were manually tallied by the researchers and organized according to the relevant categories needed for analysis, such as demographic profile and survey responses.

The data gathered from the respondents were analyzed using descriptive statistics. Frequency and percentage were used to describe the respondents' demographic profile and identify the most common responses to the survey questions. The percentage of respondents selecting a particular response was computed using the frequency percentage formula: $\% = (f / N) \times 100$, where % referred to the percentage, f referred to the frequency, and N referred to the total number of occurrences. To interpret the respondents' evaluation of the digital storybook, the mean was computed for each criterion. The resulting mean scores were then interpreted using the corresponding verbal description based on the five-point scale.

3. Results and discussion

The survey questionnaire was completed by 30 respondents, all of whom were currently teaching at the elementary level. The results of the study are presented and discussed according to the respondents' demographic profile, their perceptions of common misconceptions about teachers, the views they wanted students to understand, and their evaluation of the digital storybook *Ang Teacher Kong Mamaw* in terms of aesthetics and content.

3.1. Demographic Profile of the Respondents

The demographic findings showed that the respondents represented a range of age groups, sexes, grade-level assignments, and school types. In terms of age, the largest group of respondents consisted of teachers aged 20 to 25 years old, with 11 respondents or 36.70% of the total sample. This was followed by teachers aged 36 to 40 years old, with 6 respondents or 20.00%. Teachers aged 40 to 45 years old accounted for 5 respondents or 16.70%, while those aged 26 to 30 years old and 30 to 35 years old each comprised 4 respondents or 13.30%. These findings indicated that the study included respondents from both relatively younger and more experienced age groups, which provided a range of perspectives relevant to early-grade teaching. In terms of sex, the majority of the respondents were female. Out of the 30 respondents, 22 or 73.30% were female, while 8 or 26.70% were male. This distribution suggested that the respondent group was predominantly composed of female elementary school teachers, which is consistent with the composition commonly observed in primary education settings. With respect to grade-level assignment, 13 respondents or 43.30% were teaching Grade 1, making this the largest group among the respondents. Meanwhile, 9 respondents or 30.00% were handling Grade 2, and 8 respondents or 27.00% were teaching Grade 3. These results showed that the participants were fairly distributed across the lower elementary grade levels, thereby making their responses relevant to the intended audience of the digital storybook. As to school type, most of the respondents were teaching in public schools. Specifically, 21 respondents or 70.00% came from public schools, while 9 respondents or 30.00% were from private schools. This indicated that the findings were informed largely by the perspectives of teachers working in the public school setting, while still incorporating views from private school teachers.

3.2. Common Misconceptions About Teachers That Scare Students

One of the objectives of the study was to identify the common misconceptions about teachers that may frighten students. The findings revealed that the most frequently cited misconception was that teachers easily get angry. This response was selected by 19 respondents, representing 63.30% of the sample. This suggested that many teachers believed that students often associated teacher authority or correction with anger, which may contribute to fear or hesitation in the classroom. The second most common response was that teachers are strict for no reason, as indicated by 7 respondents or 23.30%. This finding implied that some students may misinterpret disciplinary practices as unnecessary harshness rather than as part of classroom management and character formation. Lastly, 4 respondents or 13.30% identified the misconception that teachers may physically hurt disobedient students. Although this was the least selected response, it remained a serious perception, as it reflected a fear-based view of teacher authority. Overall, these findings highlighted the presence of negative assumptions that may influence how students perceive their teachers and respond to them in the learning environment.

3.3. What Teachers Wanted Students to Understand About Them

The study also sought to determine what teachers wanted students to understand about their role and behavior. The findings showed that the most common response was that teachers love their students in different ways. This was selected by 19 respondents or 63.30%, indicating that most teachers wanted students to recognize that care and concern may be expressed in various forms, including discipline, guidance, correction, and encouragement. In addition, 9 respondents or 30.00% stated that teachers may be strict at times in order to teach discipline. This suggested that a significant number of teachers viewed strictness not as an expression of hostility, but as a necessary part of promoting order, responsibility, and good behavior among learners. Meanwhile, 2 respondents or 6.70% answered that teachers are normal people in society. Although this was the least selected response, it underscored the idea that teachers also possess ordinary human experiences, emotions, and limitations outside their professional roles. Taken together, these findings suggested that teachers wanted students to develop a more compassionate and informed understanding of their intentions, especially when discipline and structure are involved.

3.4. Evaluation of the Storybook in Terms of Aesthetics

The respondents also evaluated the digital storybook *Ang Teacher Kong Mamaw* in terms of aesthetics. The first aesthetic indicator measured whether the illustrations of the storybook were appealing for storytelling. The results showed that 20 respondents gave a rating of 5, while 10 respondents gave a rating of 4. This produced a mean score of 4.66, which was verbally interpreted as Highly Satisfied. This result indicated that the visual presentation of the storybook was perceived as highly effective in supporting the storytelling process and engaging the intended audience. The second aesthetic indicator focused on whether the characters were unique and charming. In this criterion, 15 respondents gave a rating of 5, 14 respondents gave a rating of 4, and 1 respondent gave a rating of 3. The resulting mean score was 4.46, which was interpreted as Very Satisfied. This finding suggested that the respondents generally found the characters visually appealing

and appropriate for a children's digital storybook, although the result fell slightly below the range for the highest verbal interpretation. The third aesthetic indicator assessed whether the scenario matched the narrative of the story. For this item, 13 respondents gave a rating of 5, 16 respondents gave a rating of 4, and 1 respondent gave a rating of 3. The computed mean score was 4.40, which was verbally interpreted as Very Satisfied. This indicated that the respondents generally agreed that the visual scenes and settings were consistent with and supportive of the story's message and progression. When the three aesthetic indicators were considered as a whole, the overall mean rating for aesthetics was 4.51. Based on the adopted interpretation scale, this was verbally interpreted as Highly Satisfied. This overall result suggested that the respondents positively evaluated the visual qualities of the storybook, particularly in terms of its illustrations, character design, and alignment between visual presentation and narrative content. The strong aesthetic evaluation implied that the storybook was successful in presenting child-friendly and story-appropriate visuals that could attract and sustain the attention of young readers.

3.5. Evaluation of the Storybook in Terms of Content

The content of the digital storybook was likewise evaluated by the respondents. The first content indicator examined whether the storybook had an original plot. The responses showed that 8 respondents gave a rating of 5, 18 respondents gave a rating of 4, and 4 respondents gave a rating of 3. The computed mean score was 4.13, which was verbally interpreted as Very Satisfied. This indicated that the respondents generally perceived the storybook as having a satisfactory level of originality in its storyline and concept. The second content indicator assessed whether the storybook contained moral lessons that children would learn. In this area, 14 respondents gave a rating of 5, while 16 respondents gave a rating of 4. The resulting mean score was 4.46, which was verbally interpreted as Very Satisfied. This finding suggested that the respondents found the storybook effective in communicating values and lessons that were appropriate for young learners. The third content indicator measured whether the story gave important emphasis on understanding teachers. The responses showed that 14 respondents gave a rating of 5 and 16 respondents gave a rating of 4, resulting in a mean score of 4.46. This was likewise interpreted as Very Satisfied. The result indicated that the storybook clearly conveyed its central message of helping children better understand teachers, particularly the caring intentions behind discipline and guidance. Overall, the content dimension obtained a mean rating of 4.35, which was verbally interpreted as Very Satisfied. This meant that the respondents generally found the storybook meaningful, relevant, and effective in presenting a clear narrative with educational and moral value. The result also suggested that the storybook was able to communicate its intended message successfully, especially in promoting a deeper appreciation of teachers' roles in the lives of students.

3.6. Discussion of Findings

The findings of the study showed that the respondents viewed fear of teachers as largely rooted in misunderstanding, particularly the belief that teachers easily become angry or are strict without reason. At the same time, the respondents emphasized that teachers express care in different ways and that discipline is often motivated by a desire to guide students toward proper behavior and learning. These findings support the core concept of the digital storybook, which aimed to bridge the emotional and perceptual gap between students and teachers by presenting a more compassionate view of teacher behavior. The evaluation results further demonstrated that the digital storybook was well received by the respondents. The high rating for aesthetics indicated that the visual elements were effective and engaging, which is especially important for young learners who respond strongly to illustrated and visually rich materials. Meanwhile, the strong content ratings suggested that the storybook was successful in delivering its intended message, offering moral lessons, and encouraging children to understand teachers more positively. Taken together, these results indicated that *Ang Teacher Kong Mamaw* was able to meet its objective of developing a digital storybook that was both visually appealing and educationally meaningful.

4. Conclusion

The findings of the study showed that the development of the digital storybook *Ang Teacher Ko ay Mamaw: A Children's Animated Story Book on Understanding a Teacher's Love* successfully met the objective of the research. The study was able to identify the common misconceptions that may cause students to fear teachers, particularly the perception that teachers easily get angry, are strict without reason, or may cause harm to disobedient learners. At the same time, the results revealed that teachers wanted students to understand that discipline is often rooted in care, guidance, and concern for their development. These findings underscored the importance of creating instructional and literary materials that help young learners develop a more positive and empathetic understanding of their teachers. The evaluation results further demonstrated that the digital storybook was positively received by the respondents. The aesthetic dimension obtained an overall mean score of 4.51, which was interpreted as Highly Satisfied, indicating that the illustrations, characters, and visual scenes were found to be appealing and appropriate for storytelling. Meanwhile, the content dimension obtained an overall mean score of 4.35, which was interpreted as Very Satisfied, showing that the storybook was regarded as meaningful, educational, and effective in emphasizing understanding, moral learning, and appreciation of teachers' intentions. Taken together, these results suggested that the digital storybook was successful as both a creative output and an educational material for young learners. The study concluded that a children's animated digital storybook may serve as an effective

medium for addressing students' misconceptions about teachers and for promoting more positive teacher–student relationships. By presenting the image of a strict teacher through a compassionate and child-friendly narrative, the storybook contributed to a better understanding of teacher behavior in early education settings. The project therefore demonstrated its potential value in supporting emotional understanding, character formation, and a more nurturing classroom environment.

Compliance with ethical standards

The author declares that no external funding was received for this study and no conflict of interest exists. The study was conducted with the support of the affiliated institution and the voluntary participation of the respondents.

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Author's short biography

Mervin Sanding is a multimedia designer and educator specializing in graphic design, visual arts, illustration, and film. He holds a Master's degree in Graphics Technology from the Technological University of the Philippines–Manila and has over eight years of experience in multimedia arts education and academic leadership. He is also an Adobe Certified Professional, Autodesk Certified User in Maya, and holder of National TVET Trainer Certifications in visual graphic design, illustration, and animation. His current interests include film directing and screenwriting.

