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Exploring Multifaceted Expectations from Teachers: An Analysis from Guardians' and Students' Perspective

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ABSTRACT

The teachers' role extends beyond academics, including sharing knowledge and imparting moral values and ethics to students. However, guardians and students have multi-dimensional expectations from their teachers, encompassing several facts and figures. Considering the context, this study investigates those multifaceted expectations aiming to bridge the gap and propose measures for enhancing the teachers' ability to meet the expectations of guardians and students. This study has collected data through a structured questionnaire survey. The sample population of this study includes guardians, students, and teachers from primary to tertiary education levels. A total of 384 samples were selected from unknown populations. A descriptive statistical technique (percentage analysis) was applied to identify patterns and trends in the quantitative data. This study finds that the expectations of guardians and students emphasize the teacher's role as a good human being, guide, and role model. Skills for motivation, thirst for knowledge, empathy, and communication are considered the necessary qualities for an ideal teacher. Moreover, respondents argue that effective teacher-student relationships depend on fairness, openness, accessibility, and compassion. They emphasize enhancing teachers' humility, neutrality, clear communication, and ability to realize the expectations of students. The study recommends measures that may help teachers meet the intricate expectations of guardians and students, such as providing training, opportunities for higher education, ensuring academic support, teacher autonomy and flexibility, and depoliticizing educational institutions. It concludes that enhanced support and teacher training are vital in meeting the complex expectations of guardians and students. The findings of this study contribute to the enhancement of teaching-learning practices and the delivery of quality education.

1. Introduction

Teachers are the torchbearers of the nation who illuminate the path of knowledge for their students. Beyond academic instruction, they extend their role in molding character, fostering growth, and inspiring love for learning. An ideal teacher can change society and the state through his/her teaching. Teachers play significant roles in shaping our way towards success in both career and life. A good teacher guides us in attaining professional skills and moral values to become good human beings and responsible citizens (Manju, 2018). His/her contribution significantly shapes citizens with excellent and capable leadership qualities in the national and international arenas. A teacher's external support has a crucial impact on students' learning and innate desire to learn. By creating a conducive learning environment and providing positive feedback, teachers motivate students to learn better (Bain, 2004; Johnson, 2017), and they also influence students to learn by building positive relationships with their students (Ferlazzo, 2015). Teachers influence their students' lives and build a better future (Bhattacharjee, 2021). Guardians and students have multi-dimensional expectations of their teachers, exposing the significant role played by the teacher in fostering nation-building through imparting quality education. Potential deviations between the expectations and existent qualities held by the teachers are the sources of concern. Recognizing and analyzing those expectations is crucial in enhancing the process of achieving better outcomes from pedagogical practices. However, there is a visible research gap in understanding guardians' and students' expectations from a teacher, especially from a Bangladesh perspective, which may vary from a global perspective in many cases. Existing studies, like those by Azer (2005), Dar (2022), Ferlazzo (2015), Maiers (2012), Mursaleen et al. (2022), Mustary (2020); Voynova (2017) illustrate the qualities of a good teacher, the impact of the teacher-student relationship, effective classroom management and some other related concepts primarily based on the students' viewpoints.

There is no thorough examination in the existing literature of what makes a good teacher who incorporates the expectations and views of students and their guardians. So, a planned study is being conducted to address these challenges and solve these gaps. It aims to embark on a comprehensive exploration of the intricate expectations of guardians and students from teachers. It has acknowledged the nuanced expectations and diverse perspectives of guardians and students while investigating the teachers' influence on students. The focus of this study extends beyond the immediate impact on students to the broader areas of teacher attributes. It identifies the necessary qualities for an ideal teacher, encompassing academic skills, ethics, empathy, motivation, and effective communication. The study tries to unravel the facts that strongly influence the teachers' ability to meet expectations by recognizing and realizing the complex interaction of social dynamics, instructional challenges, and educational policies. The novelty of this research lies in its comprehensive approach to addressing an often-overlooked aspect of education. Moreover, it seeks to bridge the gap in understanding the intricate expectations of guardians and students, provide thoughtful proposals that can be accommodated in the teachers' training programs and policy measures, and contribute to enhancing teaching-learning practices and delivering quality education.

A Thorough examination of the available literature has been undertaken to acquire a comprehensive understanding of the subject matter. The inquiry uncovered a scarcity of literature concerning the relationship between guardians' and students' expectations from teachers within the relevant discipline. However, there are notable and pertinent works in this domain. This literature review explores existing research on teachers' expectations, drawing insights from both guardians' and students' perspectives.

1.1. Teacher's Qualities

The qualities of a teacher shape students' and guardians' expectations significantly. Azer (2005) identifies twelve significant qualities of a good teacher, including commitment, encouraging and appreciating diversity, interacting and communicating effectively, motivating students, acquiring a wide range of skills and teaching talents, leadership, encouraging students to learn from mistakes, fostering critical thinking, encouraging creative works, emphasizing teamwork, incorporating new skills, and providing positive feedback. These attributes help students realize their potential, act as role models, and have an impact on career decisions. Similarly, Benekos (2016) found that "good teachers have engaging personality, knowledge, and pedagogical skills that are demonstrated with passion and enthusiasm." Koh and Razak (2024) stressed teachers' talent management and personal qualities such as extraversion, agreeableness, conscientiousness, emotional stability, and openness. Hamza et al. (2010) also recognize other essential attributes of an ideal teacher, such as emotional and mental stability, subjective knowledge, and the ability to teach and explain the lesson differently. Moreover, Mursaleen et al. (2022) highlight the importance of listening to students and considering their viewpoints, emphasizing the significance of students' perspectives on teachers' attributes.

1.2. Teacher's Role

The role of teachers extends beyond mere academic instruction. They develop their students by serving as mentors, motivators, and role models and imparting knowledge (Anwar & Ijie, 2023; Sumo & Koryataini, 2023). Teachers are responsible for constructing students' ethical base, guiding them toward achieving it, and inculcating positive values through their words, attitudes, and measures (Rahayu et al., 2023). Moreover, they required advancing their teaching methods to become more student-centered, encouraging lifelong learning and enabling students to play an active role in their education (Jacobs & Lie, 2022). However, the teacher's role is defined by sociocultural events and environment, and this role faces challenges to the teacher's efficiency level in work performance, mainly when educational resources are limited (Danijela, 2018; Kaur, 2019).

1.3. Student Motivation

Student motivation is closely linked to the teacher's role and qualities. These capabilities play a significant role in enhancing students' motivation by building effective learning strategies, realizing student's needs, and presenting ideas in a participating manner (Cahyanti et al., 2024). Ferlazzo (2013) demonstrates some significant techniques that may help schoolteachers develop self-motivated and high-achieving students, including handling rudeness in class, best classroom management, developing students' thinking skills, and making students interested in reading and writing. Similarly, Dar (2022) identifies teacher behavior as a pivotal factor influencing student performance, highlighting the importance of positive feedback and instructional strategies in developing self-confidence and motivation.

1.4. Classroom Environment

The classroom environment is essential for the students engaging in the learning process. Ritchhart et al. (2011) illustrate the way to make the classrooms a place of intellectual stimulation where students are encouraged to develop their thinking and understanding rather than completing homework and achieving grades. The flipped classroom model proposed by Bergmann and Sams (2012) swapped traditional homework and lectures. This creative approach encourages effective in-person learning during class, which leads to developing a deeper understanding. Maiers (2012) outlines seven crucial habits that modern educators should foster in their classrooms: imagination, curiosity, self-awareness, courage,

perseverance, passion, and adaptability. Such habits provide a framework for the teacher to communicate with an unwavering belief in their students and their ability to do great things. Burgess (2012) enables teachers to bring enthusiasm and passion to their teachings by integrating technological tools with the cutting-edge "PIRATE" teaching philosophy, turning classrooms into engaging learning environments.

1.5. Ethics and Moral Education

Teachers are key players in shaping students' ethics and moral education (Gasimova, 2023; Rahayu et al., 2023; Sumo & Koryataini, 2023). They positively impact students' character development by serving as role models and demonstrating values such as politeness, responsibility, and honesty. They guide students' behavior through their ethical values, developing a favorable environment for character growth. Moreover, Teachers' moral sensitivity and motivation are necessary to address moral dilemmas effectively (Tirri, 2023). Teachers' role in inculcating ethics and morality is significant in the context of global transition and society's changing needs to improve education's effectiveness (Teshaboev & Karimov, 2022).

1.6. Teacher-Student Relationship

Strong teacher-student relationship significantly affects academic success and positive perception of learning. Voynova (2017) explores the influence of teacher-student interactions on students' dedication to academic achievement. She emphasized small class sizes and personalized tutoring that help teachers build strong relationships with their students and demonstrate a solid commitment to their academic success. Mustary (2020) also finds a positive correlation between teacher-student relationships and academic performance, where positive relations have a positive impact; conversely, a negative relationship is linked to a decline in academic performance. She argues to actively seek and respect the students' opinions and collect their feedback, acknowledging its significance. The author suggests that teachers should strive to enhance positive connections with their students, which will contribute to developing a supportive learning environment.

2. Methods

2.1. Research Design

The study has used a quantitative approach to explore the expectations of guardians and students from teachers. It allows for collecting numerical data that can be statistically analyzed to identify patterns and trends. This approach helps to ensure objectivity and reliability in measuring the expectations of a large sample of guardians and students.

2.2. Data Collection

The primary data was collected through the administration of a structured questionnaire survey, where each question was a five-point Likert-type question with an open-ended option to indicate the descriptive views of the respondents. The survey aimed to gather data on various aspects of guardians' and students' expectations. This study has also collected secondary data from different sources such as books, newspapers, blogs, websites, and journal articles, providing a comprehensive understanding of the multi-dimensional context of the research problem.

Table 1 Secondary data collection sources

Materials	Number	Source
Books	06	Library and online
Journal Articles	21	Online (Google Scholar, Scopus & Others)
Website/Blog	03	Online
Newspaper	01	Online

2.3. Sampling

A simple random sampling technique was utilized to determine the sample size from the population to ensure a representative sample. 384 respondents were surveyed from an unknown population following the formula provided by Shete et al. (2020). The survey was operationalized from October 2023 to February 2024. The survey sample included three categories of respondents: guardians, students, and teachers. Though this study intended to explore the expectations of guardians and students, it realized teachers' views were also significant in this regard. All guardians, students, and teachers are from primary to tertiary education. This study has selected diverse respondents, encompassing guardians, students, and teachers from primary to tertiary education levels aligned with the study's objectives.
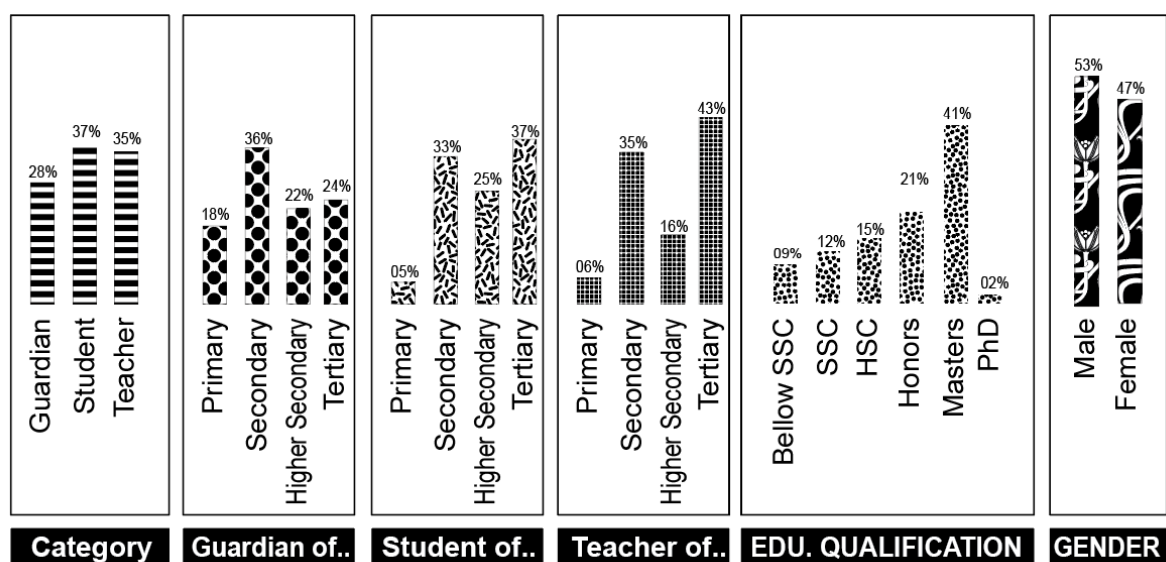

Figure 1 Respondents' Demography

Among all the respondents, 28% are guardians, 37% are students, and 35% are teachers who were students earlier, and many of them are guardians of students. Guardians are directly involved in their children's educational journey, so their perspective on expectations from teachers is crucial from a parental standpoint. Students' unique expectations and experiences from the primary to tertiary level reflect their changing needs and demands. Moreover, teachers offer valuable insights into their professional experiences and challenges within their institutional settings. Respondents have been chosen from different educational backgrounds, where 9% are below Secondary School Certificate (SSC), 12% have passed SSC, 15% have a Higher Secondary Certificate (HSC), 21% have an honors degree, a majority of 41% have a master's degree, and only 2% have a PhD degree. There are both male and female respondents; 53% are male, and 47% are female. Encompassing both genders helped me acquire a comprehensive understanding of the multifaceted expectations of teachers.

2.4. Data Analysis

The collected data were analyzed using SPSS and MS Excel, and a descriptive statistical technique (Percentage analysis) was employed to identify patterns and trends in the quantitative data. This approach allowed for a comprehensive dataset understanding, highlighting key patterns and trends. The results were then interpreted to draw meaningful conclusions and inform subsequent decision-making processes. Charts and graphs were generated to visually represent the findings, facilitating more straightforward interpretation of the results. This comprehensive approach ensured a thorough analysis, revealing significant insights into the study's critical variables.

3. Results and Discussion

3.1. Results

3.1.1. Teachers' Impact: Reflections on Students' Lives

Education is a cornerstone of human development, and teachers play a pivotal role in shaping young minds and fostering a love for learning. "No education system can be better than its teachers" (Ahmed, 2020) is an aphorism that remains meaningful. A total of 81% of the respondents to this study argued that teachers are the torchbearers of the nation who illuminate the path of knowledge for their students. An ideal teacher can change society and the state through teaching.
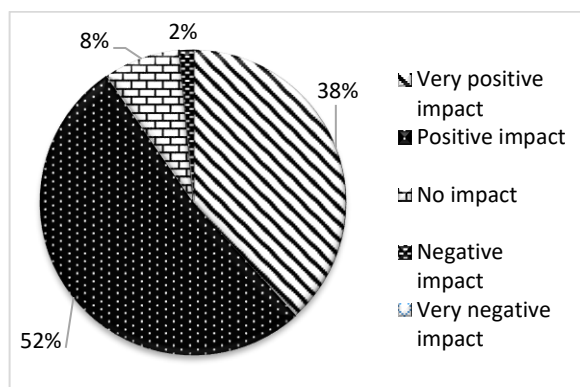

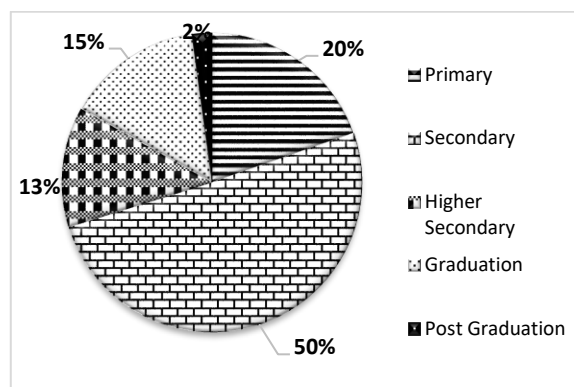Figure 2 Teacher impact on students' life

Figure 3 Class/level where impact most

A significant majority, covering 90% of the respondents, stated that they have either a very positive (38%) or positive impact of teachers on their lives. This result denotes that teachers have a predominantly favorable influence on students' lives. However, a relatively smaller portion, 8%, stated no impact, and only 2% reported a negative impact, underscoring a teacher's incredible role in enhancing students' future. In the case of the class or level of education where teachers' teaching/ love/ guidance/behavior inspired students most, notably 50% of respondents stated teachers of Secondary education level inspired most. In contrast, about 20% stated for primary level, 15% for graduation level, 13% for Higher Secondary level and only 2% for post-graduation level.

The following figure shows that students often regard teachers with higher esteem than other members of society when it comes to showing respect.
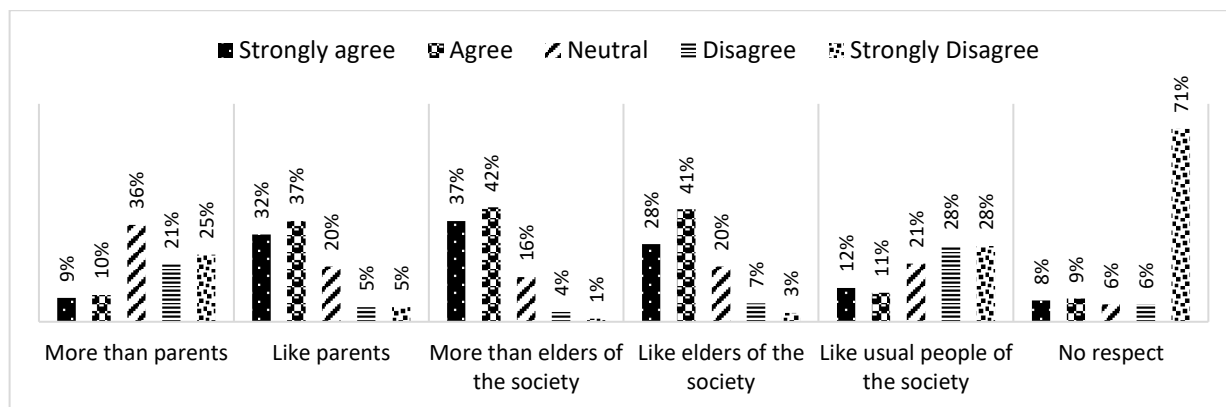
Figure 4 Students' Perspectives on the Placement of Teachers in terms of Respect

Respondents have shown a different perspective on the placement of teachers in terms of respect. Notably, 69% of respondents said they respect their teachers like parents. Furthermore, the same 69% perceive teachers as akin to society's elders. Interestingly, a significant 79% respect teachers more than society's elders. Comparatively, fewer respondents (19%) opined that they respect their teachers more than their parents; however, only 17% of the respondents expressed no respect for teachers.

3.1.2. Our Expectations from Teachers as Guardians and Students

Guardians and students, the critical stakeholders in the educational process, have diverse and interconnected expectations from the teachers, who are the primary influencers in students' educational journey. However, their expectations may vary depending on the circumstances and sociocultural context.
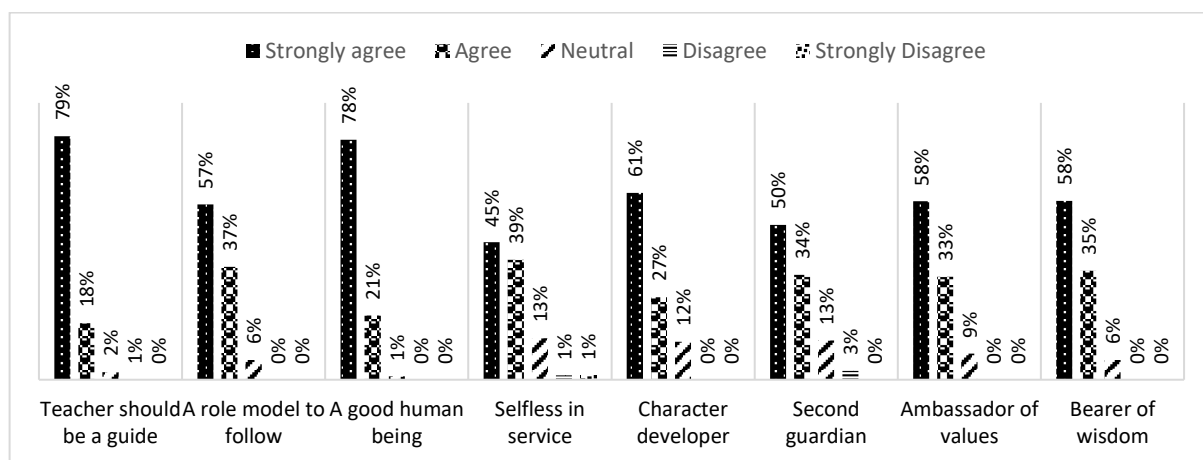

Figure 5 Expectations from Teachers as Guardians and Students.

The findings of this study present a comprehensive overview of guardians' and student's expectations of teachers. Most respondents (99%) strongly agree or agree that teachers should be good human beings. They think a good human being influences his fellows with a good posture. Another significant portion of respondents (97%) opines that teachers should guide students, and 94% state that teachers should be role models in maintaining personal dignity, patience, professionalism, compassion, moral authority, and fairness. Moreover, 93% of the respondents support teachers should be bearers of wisdom, 91% for ambassadors of values, 88% express that teachers should be character developers, 84% emphasize selfless service and second guardian. The tremendously positive responses of the respondents reveal a collective

understanding among the guardians and students that teachers have multiple roles to play beyond imparting academic knowledge.
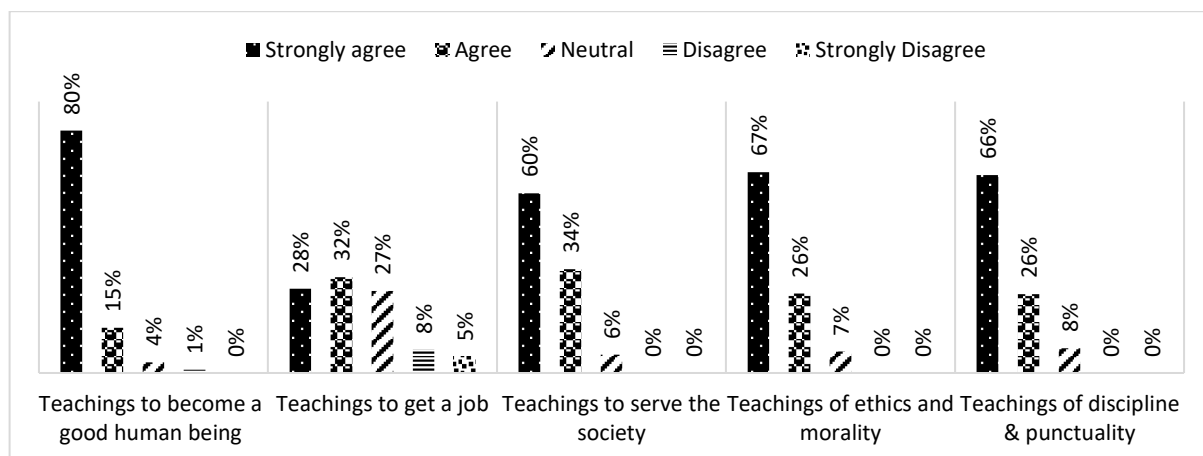

Figure 6 Kinds of Teaching Students Expect from Their Teachers

Regarding the kind of teaching students expect from their teachers, most of the respondents argue for teaching to become a good human being (95%), teaching to serve society (94%), teaching ethics and morality (93%), and teaching discipline and punctuality (92). However, a lower portion of the respondents (60%) sought teaching to get a job. The minimal disagreement percentage refers to a strong consensus regarding the above-discussed expectations. The findings underline the importance of teachers not only as educators but also as mentors, exemplars, and influencers in shaping the comprehensive development of the students' lives.

3.1.3. Required Qualities for a Good Teacher

An ideal teacher possesses qualities that go beyond imparting knowledge and can change a society and state through his teaching. They possess a unique set of qualities and skills that create a nurturing and engaging learning environment. Teachers are also lifelong students. Their thirst for knowledge should be immense. They ought to be obliged to develop themselves with a knowledge-hungry attitude. They are expected to know everything about one thing and something about everything. They should develop themselves to develop their pupils.
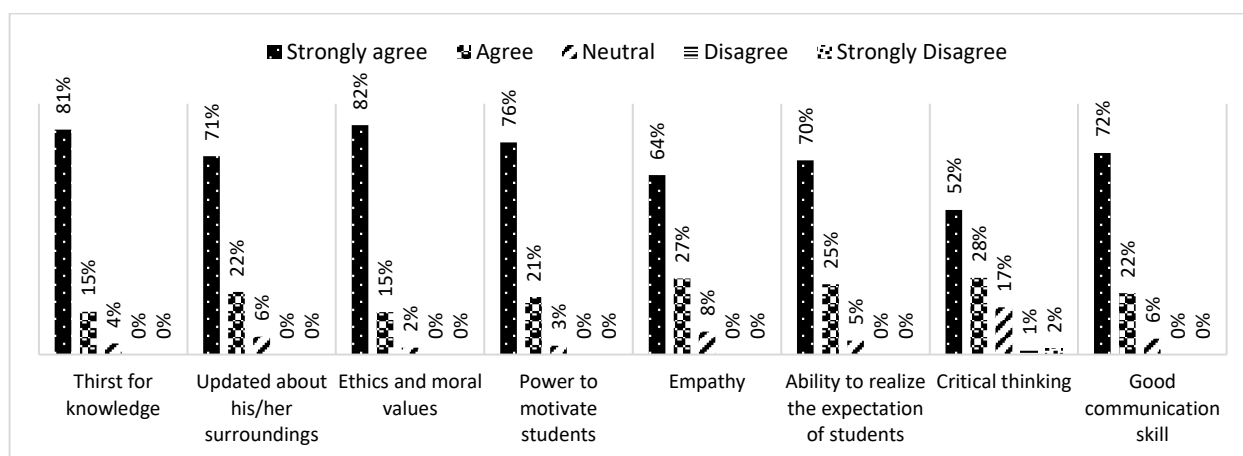

Figure 7 Qualities of a Good Teacher

Respondents' consistent pattern of high agreement regarding the qualities required for a good teacher is noticeable. A significant percentage of the respondents (97%) emphasized

teachers' ethical and moral values and their power to motivate people. 96% of the respondents argue that teachers should have a thirst for knowledge, while 95% emphasize the teacher's ability to realize the expectations of the students, and 91% stressed empathy. They argue that teachers should realize the expectations of students with empathy. Responding to students with empathy helps them to be motivated. It also increases self-awareness and encourages the students to advocate for themselves.

Similarly, a substantial majority (94%) values good communication skills as fundamental for any teacher. Teachers should possess excellent verbal and nonverbal communication skills, enabling them to convey ideas, instructions, and feedback effectively. 93% of the respondents argue that teachers should be updated about their surroundings, and a minimum of 80% seek teachers' critical thinking capacity.
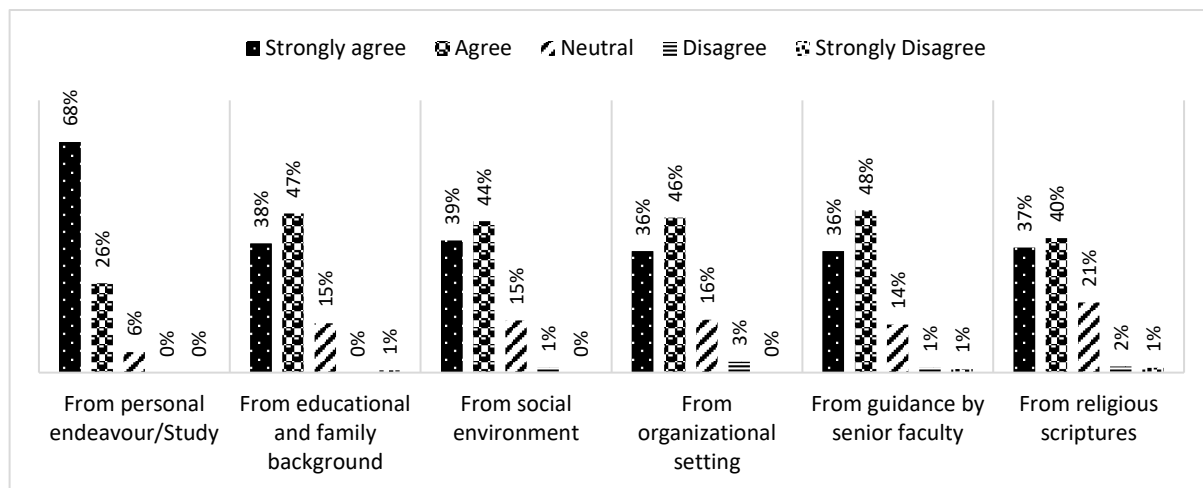

Figure 8 Ways to Acquire Necessary Qualities

A majority of 94% of the respondents argue that teachers should acquire the necessary qualities from personal endeavor, study, and research activities. Here, individual commitment to professional development is essential. Furthermore, respondents also stressed educational and family background (85%), guidance by senior faculty (84%), social environment (83%), organizational setting (82%), and a minimum of 77% emphasizes religious scripture. The finding shows respondents' predominant emphasis on personal efforts and educational and family background as the sources of attaining essential qualities for a good teacher.

3.1.4. Factors the Teachers Should Consider for Conducting Effective Classes

Teachers should establish a classroom environment that promotes respect, empathy, and inclusivity (Impact Teacher, 2023). They should encourage open dialogue, where students can freely express their opinions while listening to others with respect and understanding. Teachers can incorporate moral lessons and values into their daily curriculum. Literature, history, and social studies offer ample opportunities to discuss and analyze ethical dilemmas and moral decision-making. Students can develop critical thinking skills and a solid moral compass by engaging in meaningful discussions.

Legend: ■ Strongly agree ▩ Agree ◪ Neutral ≡ Disagree ⊞ Strongly Disagree

Taking good preparation: 87%, 11%, 2%, 0%, 0%
Setting lesson objectives: 70%, 25%, 5%, 0%, 0%
Setting lecture outline: 63%, 31%, 5%, 0%, 1%
Giving real-life example: 73%, 20%, 8%, 0%, 0%
Listening from students: 67%, 25%, 8%, 0%, 0%
Ensuring discipline: 61%, 32%, 6%, 0%, 0%
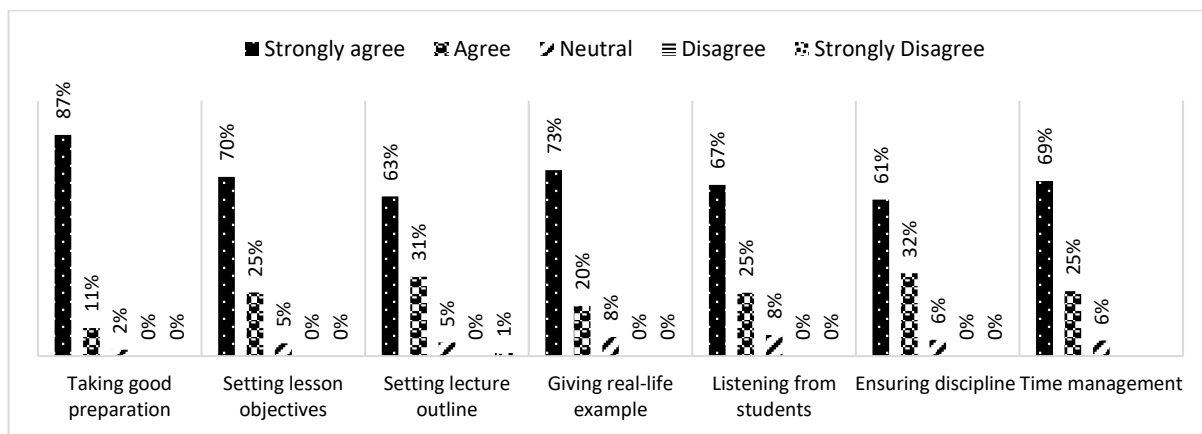Time management: 69%, 25%, 6%

Figure 9 Influential Factors for Conducting Effective Classes

Overwhelmingly, 98% of the respondents argue that taking good preparation is crucial for planning and delivering quality education. Another major portion (95%) of the respondents stressed setting lesson objectives. Setting lecture outlines and time management are also regarded highly, with 94% strong agreement and 93% of the respondents arguing for giving real-life examples and ensuring discipline. 92% of the respondents opine that they want to hear from students. So, meticulous preparation, clear lesson objectives, interactive learning mechanisms, and a favorable classroom environment are significant in fostering efficient student learning experiences.

3.1.5. Teachers' Behaviour that Foster Positive Teacher-Student Relationships

Teachers should demonstrate positive values and behavior that will be influential role models for their students. Establishing a positive teacher-student relationship is crucial for cultivating a thriving learning environment. Each student in the classroom has distinct experiences, personalities, and learning preferences, making it essential to understand these differences for effective teaching. When teachers exhibit their understanding, students actively recognize and validate their feelings and perspectives.

Legend: ■ Strongly agree ▩ Agree ◪ Neutral ≡ Disagree ⊞ Strongly Disagree

Demonstrating empathy: 61%, 29%, 9%, 1%, 0%
Being open for discussion: 66%, 28%, 6%, 0%, 0%
Being accessible to students: 59%, 33%, 7%, 0%, 1%
Treating all students fairly and equitably: 79%, 17%, 3%, 1%, 0%
Providing individualized support: 52%, 36%, 11%, 1%, 1%
Addressing conflicts or issues promptly: 40%, 42%, 15%, 1%, 1%
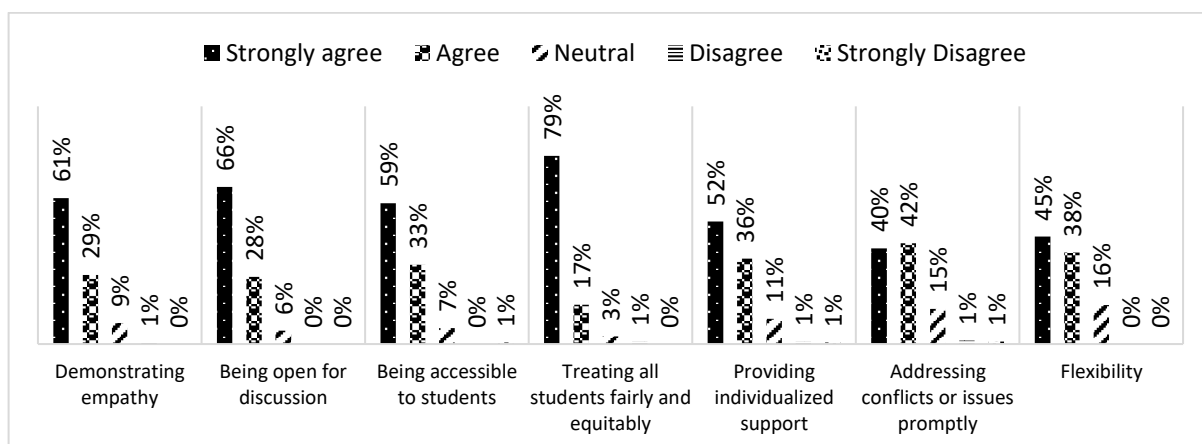Flexibility: 45%, 38%, 16%, 0%, 0%

Figure 10 Teachers' Behaviour that Fosters Positive Teacher-Student Relationships

Respondents emphasize treating all students fairly and equitably to developing positive teacher-student relationships. A majority of the respondents, 96%, support this statement. Furthermore, 94% of the respondents argue that teachers need to be open for discussion, and 92% opined that being accessible to the student affects the teacher-student relationship. Demonstrating empathy is acknowledged by 90%, providing individualized support by 88%, flexibility by 83%, and addressing conflict promptly is recognized by 82% of the respondents.

Teachers' empathetic, open-minded, equitable treatment and supportive behavior foster a positive teacher-student relationship and effective educational interactions.

3.1.6. Factors Affecting Teachers' Ability to Meet Guardians' and Students' Expectations

Several factors can influence a teacher's ability to meet the expectations of guardians and students. These factors may encompass low salary, workload, lack of professional development, limited academic freedom, political influence, etc.
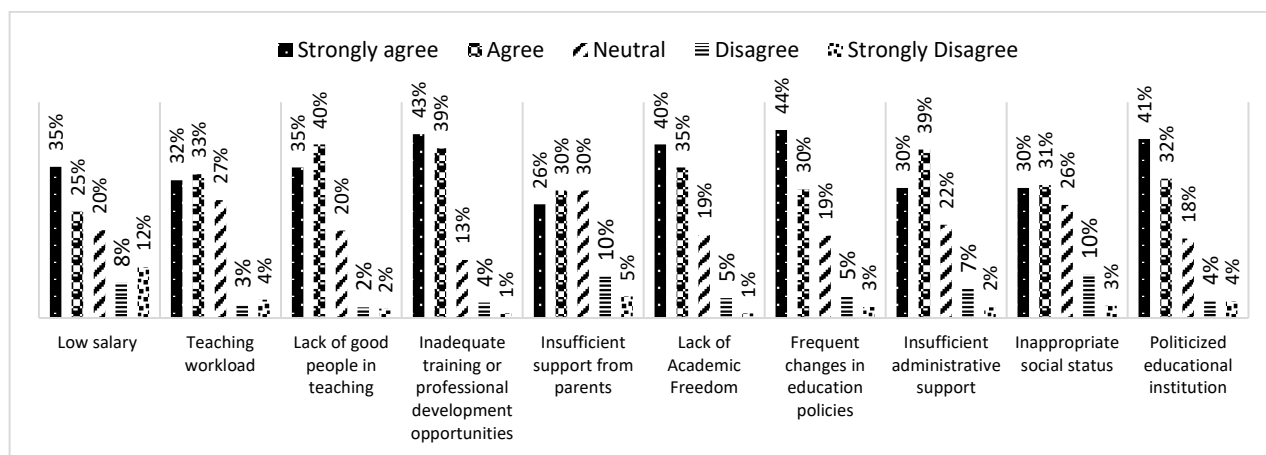

Figure 11 Factors Affecting Teachers' Ability to Meet Expectations

The finding shows a valuable insight into the perceptions of guardians and students regarding the teacher's inability to meet their expectations. 82% of the respondents argue that inadequate training or professional development opportunities can affect teachers' ability to meet their expectations. Additionally, 75% of the respondents opined that the lack of good people in teaching and limited academic freedom may be an influential factor in this regard. Frequent changes in education policies as a cause were supported by 74%, politicized educational institutions by 73%, and insufficient administrative assistance by 69% by the respondents. Comparatively, a lesser percentage of the respondents claim teaching workload (65%), inappropriate social status (61%), low salary (60%), and insufficient support from parents (56%) for teacher's inability. However, it is notable that many respondents remain neutral in cases of insufficient support from parents (30%), teaching workload (27%), and inappropriate social status (26%). The data highlights a complex relationship among the financial, professional, institutional, and social factors that may hinder teachers from meeting the expectations of both guardians and students.

3.1.7. Ways to Overcome the Challenges

Overcoming the challenges identified in the study requires a multi-dimensional approach to develop the teachers' capabilities to meet the expectations of guardians and students.
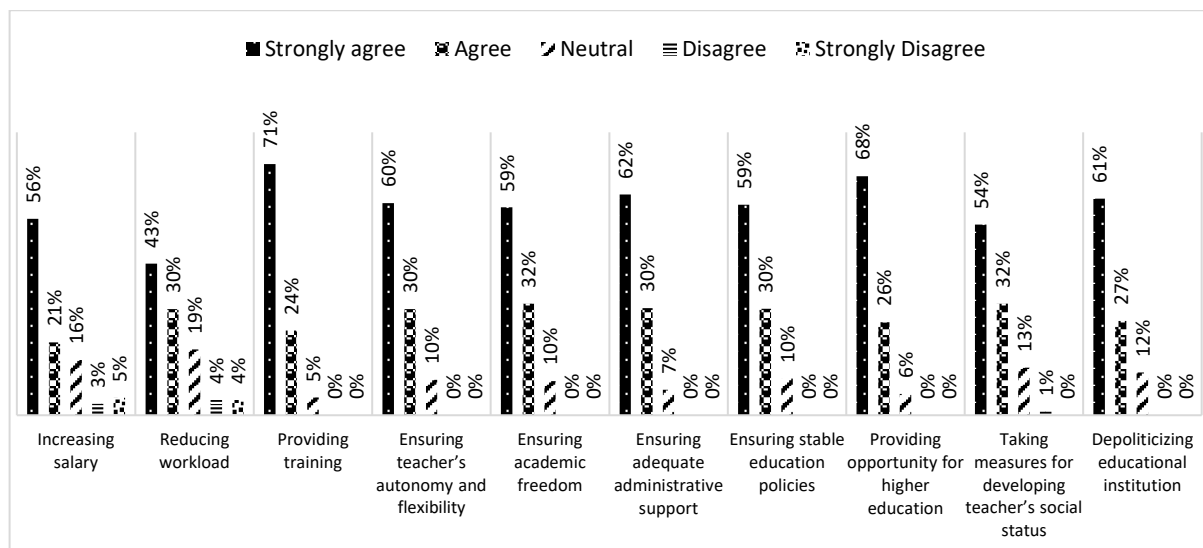
Figure 12 Steps Need to Be Taken to Overcome Challenges

Respondents' perceptions shed light on the diverse avenues through which our educators can overcome the perceived challenges regarding the expectations of guardians and students. A majority of 95% of the respondents suggest that providing training to the teachers is necessary to enhance their capabilities. Another majority, 94% of the respondents, emphasize that providing opportunities for higher education may help teachers significantly in professional development. Moreover, ensuring adequate administrative support was endorsed by 92% of the respondents, academic freedom by 91%, teachers' autonomy and flexibility by 90%, depoliticizing educational institutions by 88%, taking measures for developing teachers' social status by 86% of the respondents, and comparatively less percentage of the respondents stressed for increasing salary (77%) and reducing the workload (73%). However, there is a consensus among the respondents regarding overcoming the existing challenges to attain the ability to meet the expectations of guardians and students.

3.2. Discussion

Guardians' and students' expectations from teachers are extensive and reflective of the critical role played by the teachers beyond merely their academic instructions. Overwhelmingly, most expect teachers to be good human beings, guides, role models, and bearers of wisdom. They implied that teachers would imply their humility and willingness to enhance their knowledge through research and scholarship. They need to grow the habit of lifelong learning in addition to teaching. They should endeavor to keep students updated about the current global issues, especially those related to their domain, to incorporate real-world examples into their academic discourse. The findings of this study also indicated a holistic expectation that includes moral and ethical direction along with academic learning. It emphasized a collective understanding of the teacher's instrumental role in cultivating knowledgeable individuals and morally responsible and socially conscious citizens. In tune with today's context, teachers should give importance to need-based education incorporated with an outcome-based curriculum so that students can play a leading role in meeting the various needs of society. Social norms, moral values, attitudes, and responsibility to family and society are essential to inculcate into the minds of students, and these should be imparted at all levels of education.

Qualities deemed essential for a good teacher encompassing a thirst for knowledge, good communication skills, critical thinking with analytical power, empathy, and the ability to realize the needs of the students. Respondents highly agreed on developing teachers' qualities

through lifelong learning and being committed to their professional progress. This continuous development is essential for teachers to meet their students' evolving needs and expectations effectively. However, such development has some challenges, such as inadequate training, lack of opportunities for professional development, and limited academic freedom, which substantially impedes teachers' ability to perform their roles efficiently. So, it is essential to overcome these challenges through targeted measures such as training for teachers or a Faculty Development Programme, academic freedom, adequate administrative support, opportunities for higher education, and teachers' social status development that will motivate them to be a good teacher aligning with the needs and demands of the time.

The novelty of this study lies in its dual-perspective analysis since it incorporated both guardians' and students' perceptions to understand teachers' expectations comprehensively. While other studies have focused on teachers' impact on education from a singular perspective, this study uniquely fills the gap by analyzing the perceptions of two key stakeholders in this context. This study contributes important insights into educational research by addressing contemporary challenges and proposing targeted solutions.

4. Conclusion

An ideal teacher is more than a dispenser of knowledge; they are the guiding lights that shape the future of their students. The impact of teachers' moral values is profound, as they shape individuals who will contribute positively to society, perpetuating a cycle of ethical behavior and social progress. However, guardians and students have multifaceted expectations from teachers. The study culminates with a profound understanding of the teacher-student relationship and the intricate expectations. Such expectations encompass teachers' role as good human beings, guides, role models, motivation skills, thirst for knowledge, empathy, and communication powers. Hence, teachers' journey toward meeting expectations is open to obstacles. Significant challenges identified by the study, ranging from inadequate training to institutional constraints, present a complex tableau that demands nuanced solutions. It also outlines a multi-dimensional approach in the recommendations encompassing a need for systematic changes. The study proposed some key measures that may serve as pillars for overcoming the challenges, such as providing training and opportunities for higher education, ensuring academic support, ensuring teachers' autonomy and flexibility, and depoliticizing educational institutions. In essence, the study advocated for a paradigm shift that emphasizes not only teachers' academic proficiencies but also moral values, empathy, motivational skills, clear communication, discipline, and ethical decision-making skills. By embracing these dimensions, teachers can steer the evolving landscape of education with resilience and relevance, fulfilling the intricate expectations of both guardians and students, and that is the requirement of society combining outcome and need-based education.

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