'PERCEPTION OF TEACHERS AS PERCEIVED BY THE STAKE HOLDERS'

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Abstract: The present study is about the perception of teachers as perceived by stake holders namely students, parents and administrators. Teachers are an important asset and tool in the society. Teaching is therefore the core profession, the key agent of change in today's knowledge society. Teachers occupy a multifaceted role within society, embodying diverse responsibilities that resonate with various stakeholders. Teachers are essential members of society, playing a multitude of roles that extend far beyond the classroom. The data provided offers a comprehensive insight into the teacher-student dynamic and perceptions within educational contexts. Across various dimensions, including mentoring, role modeling, social leadership, and academic counseling, teachers emerge as pivotal figures in students' academic and personal development. Teachers also exhibit a strong self-perception as social leaders, viewing themselves as such to some degree, indicating their awareness of their potential to shape students' social development. Additionally, teachers serve as primary sources of academic counseling for most students, relying on them always or often, emphasizing the need to equip teachers with the necessary skills and resources for effective student support. The research underscores the importance of supporting and empowering teachers to maximize their impact on student success and holistic development. Investing in teacher mentoring programs, promoting positive student-teacher relationships, and facilitating open communication are crucial steps toward creating an educational environment where all students feel supported, empowered, and equipped to thrive academically and personally.

Key words: (Perception, Teachers, Stake holders)

"Teachers can change lives with just the right mix of chalk and challenges."

– Joyce Meyer.

Teacher's role in student's life

Educators: Teachers are primarily responsible for imparting knowledge and fostering intellectual growth in students. They design and deliver lessons that cater to students' learning needs, explaining complex concepts in ways that are understandable and engaging. Through their teaching, they help students develop critical thinking, problem-solving, and analytical skills necessary for success in academics and beyond.

Mentors: In addition to academic guidance, teachers often serve as mentors to students, offering support and advice on personal and social matters. They provide a listening ear, offer encouragement, and serve as trusted confidants for students facing challenges or seeking guidance. Teachers build meaningful relationships with their students, fostering a sense of trust and respect that goes beyond the classroom.

Inspirational Figures: Teachers have the power to inspire and motivate students to achieve their full potential. Through their passion for teaching and dedication to their students' success, they instill a love for learning and

a desire for excellence. By setting high expectations and providing positive reinforcement, teachers encourage students to strive for greatness and believe in their abilities.

Character Builders: Beyond academic achievement, teachers play a crucial role in shaping students' character and values. They model positive behaviors and attitudes, teaching students' important virtues such as honesty, integrity, empathy, and responsibility. Through their actions and interactions, teachers help students develop strong moral compasses and become caring, compassionate individuals.

Life Skills Instructors: While academic knowledge is important, teachers also recognize the importance of teaching practical life skills that are essential for success in the real world. They incorporate lessons on communication, problem-solving, time management, and teamwork into their curriculum, preparing students for the challenges they will face in their personal and professional lives.

Safe Environment Creators: Teachers create a supportive and inclusive learning environment where students feel safe, valued, and respected. They foster a sense of belonging and encourage open communication, creating opportunities for students to express themselves and share their ideas without fear of judgment. By promoting a positive classroom culture, teachers empower students to take risks, make mistakes, and learn from their experiences.

Individualized Support Providers: Recognizing that every student is unique, teachers strive to meet the individual needs and abilities of each student. They differentiate instruction, provide personalized feedback, and offer additional support to students who may be struggling academically or emotionally. By tailoring their approach to meet the diverse needs of their students, teachers ensure that every child has the opportunity to succeed.

Preparers for the Future: Teachers play a critical role in preparing students for success in the future, both academically and professionally. They equip students with the knowledge, skills, and confidence needed to pursue their goals and aspirations, whether it be further education, career advancement, or personal growth. By fostering a love for learning and instilling a strong work ethic, teachers empower students to become lifelong learners and productive members of society.

Community Builders: Teachers foster a sense of community within the classroom, encouraging collaboration, cooperation, and mutual respect among students. They create opportunities for students to work together, share ideas, and learn from one another, promoting a supportive and inclusive learning environment. By building positive relationships and promoting teamwork, teachers help students develop important social and interpersonal skills that are essential for success in the 21st century.

Lifelong Impact Makers: The influence of teachers extends far beyond the classroom and can have a lasting impact on students' lives. Teachers inspire, motivate, and empower students to reach their full potential, shaping their perspectives, aspirations, and choices for years to come. The lessons learned from teachers often stay with students long after they have left school, influencing their personal and professional development and contributing to their overall success and happiness in life.

Role of teachers in society

The role of teachers in society is multifaceted and crucial for the development and progress of individuals and communities.

Educational Facilitators: Teachers are primarily responsible for imparting knowledge and skills to students, ensuring they acquire the academic foundation necessary for success in their personal and professional lives. They design and deliver lessons, create engaging learning environments, and provide guidance and support to students as they navigate their educational journey.

Agents of Socialization: Teachers play a significant role in socializing students, helping them develop the values, attitudes, and behaviors necessary to become responsible and contributing members of society. Through their interactions with students, teachers model positive social norms, promote empathy and respect for diversity, and foster a sense of civic responsibility.

Promoters of Critical Thinking: In an increasingly complex and interconnected world, teachers serve as guides for students in developing critical thinking, problem-solving, and analytical skills. They encourage students to

question, analyze, and evaluate information critically, empowering them to make informed decisions and participate actively in society.

Cultural Stewards: Teachers play a vital role in preserving and transmitting cultural heritage and knowledge to future generations. They introduce students to diverse perspectives, histories, and traditions, fostering appreciation and understanding of different cultures and identities. Through literature, history, and the arts, teachers promote cultural literacy and encourage students to explore their own cultural identities.

Community Builders: Teachers contribute to the cohesion and well-being of communities by fostering connections and partnerships between schools, families, and local organizations. They collaborate with parents, community members, and stakeholders to create a supportive network of resources and opportunities for students, promoting a sense of belonging and collective responsibility for education.

Innovators and Change Agents: Teachers are at the forefront of educational innovation, constantly seeking new and effective ways to engage students and enhance learning outcomes. They embrace technology, research-based practices, and pedagogical innovations to adapt to the evolving needs of students and society. By fostering a culture of innovation and continuous improvement, teachers drive positive change in education and society.

Advocates for Equity and Social Justice: Teachers play a critical role in promoting equity and social justice in education by advocating for inclusive policies, resources, and opportunities for all students. They work to address systemic barriers to learning, such as poverty, discrimination, and inequitable access to quality education, and strive to create inclusive learning environments where every student can thrive.

Role Models and Mentors: Teachers serve as role models and mentors for students, inspiring them to set high goals, persevere in the face of challenges, and pursue their passions. They provide guidance, encouragement, and support to students, helping them develop confidence, resilience, and self-esteem. Through their words and actions, teachers demonstrate the importance of lifelong learning, integrity, and empathy.

In conclusion, the role of teachers in both society and students' lives is paramount and multifaceted. Teachers serve as the backbone of education, shaping the minds of future generations and contributing to the progress and development of society as a whole. They are not only educators but also mentors, guides, and advocates for their students.

In society, teachers play a crucial role in preserving and transmitting knowledge, fostering critical thinking skills, and promoting social cohesion and harmony. They are instrumental in preparing individuals to become active and engaged citizens who contribute positively to their communities

In students' lives, teachers serve as mentors and role models, providing guidance, support, and inspiration. They create nurturing and inclusive learning environments where students feel valued, respected, and empowered to reach their full potential. Teachers instill important values, skills, and virtues in students, preparing them for success academically, professionally, and personally.

Overall, the impact of teachers extends far beyond the classroom, leaving a lasting impression on the lives of their students and the fabric of society. Their dedication, passion, and commitment to their profession make them indispensable pillars of education and invaluable assets to the communities they serve. As we reflect on the vital role of teachers, it becomes clear that investing in education and supporting teachers is essential for building a brighter and more prosperous future for all.

Teachers perceived by the stake holders

The 'Teacher' was once considered to be a 'friend' philosopher and guide' to all the other members of society. Are teachers of the day conscious and sensitive to their roles – several roles expected of them by society? How do 'others' perceive teacher role performance?

Teachers occupy a multifaceted role within society, embodying diverse responsibilities that resonate with various stakeholders. Teachers are essential members of society, playing a multitude of roles that extend far beyond the classroom.

Students, perhaps, perceive teachers most intimately, viewing them not just as purveyors of knowledge but as mentors and guides on their educational journey. Positive interactions with teachers can foster admiration and respect, while negative experiences may lead to disillusionment or resentment.

Parents, teachers represent crucial partners in their children's educational development. They value educators who communicate effectively, provide support, and demonstrate genuine care for their child's progress. Conversely, encounters with teachers perceived as disengaged or unsupportive may provoke concern or frustration. Among colleagues, teachers are esteemed for their professionalism and collaborative spirit. Those who actively contribute to the school community through sharing expertise, mentoring peers, or leading initiatives earn respect and admiration.

Administrators evaluate teachers based on their instructional effectiveness, adherence to policies, and potential for leadership roles. Teachers who demonstrate excellence in pedagogy and a commitment to continuous improvement are prized assets within the school community. In the broader community, teachers are often revered for their role in shaping future generations. Their dedication and influence extend beyond the classroom, earning them admiration and appreciation from local residents. However, societal perceptions of teachers may vary, influenced by cultural, socioeconomic, and political factors. Nevertheless, teachers remain vital pillars of society, shaping minds, nurturing potential, and inspiring positive change.

Teachers as perceived by teachers

In the current world, teachers perceive themselves as frontline workers in education, adapting to the evolving challenges and opportunities presented by technology, globalization, and diverse student 5 populations. They see themselves as agents of change, navigating rapidly changing educational landscapes and addressing the needs of 21st-century learners. Teachers recognize the importance of embracing innovation and incorporating digital tools and resources to enhance teaching and learning experiences. They perceive themselves as lifelong learners, continuously seeking professional development opportunities to stay updated with the latest pedagogical practices and educational trends. Additionally, teachers view themselves as advocates for equity and social justice, working to create inclusive and culturally responsive classrooms where all students feel valued and supported. Despite the many challenges they face, teachers remain committed to their vocation, seeing themselves as catalysts for positive transformation in the lives of their students and communities.

In today's ever-changing educational landscape, teachers perceive themselves as frontline warriors, leading the charge in shaping the minds of tomorrow. They navigate through a dynamic environment shaped by technological advancements, globalization, and the increasing diversity among student populations. Despite these challenges, teachers see themselves as agents of change, embracing innovation to meet the needs of 21st-century learners.

Recognizing the pivotal role of technology in modern education, teachers eagerly incorporate digital tools and resources into their teaching practices. They harness the power of technology to create engaging and interactive learning experiences that cater to the diverse learning styles and preferences of their students. By embracing innovation, teachers strive to cultivate a learning environment that fosters creativity, critical thinking, and collaboration.

Moreover, teachers perceive themselves as lifelong learners, constantly seeking opportunities for professional development to enhance their teaching skills and stay abreast of the latest pedagogical practices and educational trends. They attend workshops, conferences, and training sessions to refine their craft and adapt their teaching methods to the evolving needs of their students.

In addition to their role as educators, teachers view themselves as advocates for equity and social justice in education. They work tirelessly to create inclusive and culturally responsive classrooms where every student feels valued, respected, and supported. By addressing systemic barriers to learning and promoting diversity, equity, and inclusion, teachers strive to create a more equitable educational system that provides equal opportunities for all students.

Despite the numerous challenges they face, teachers remain steadfast in their commitment to their vocation. They see themselves as catalysts for positive transformation in the lives of their students and communities, empowering individuals to reach their full potential and contributing to the betterment of society as a whole. With unwavering dedication and passion, teachers continue to inspire, motivate, and uplift those they serve, leaving an indelible mark on the world.

In conclusion, teachers' perceptions of themselves and their role in the current world are intertwined with how they are perceived by others. Teachers see themselves as dedicated professionals, frontline workers in education, and agents of positive change. They view their role as multifaceted, encompassing not only academic instruction but also mentorship, advocacy, and fostering a sense of community and belonging.

In the current world, teachers are recognized as essential contributors to society, navigating complex challenges such as technological advancements, globalization, and increasing diversity among student populations. They are valued for their adaptability, innovation, and commitment to lifelong learning. However, despite their critical role, teachers continue to face various challenges, including inadequate resources, societal pressures, and the need for greater support and recognition.

Overall, the perception of teachers in the current world reflects their indispensable role in shaping the future and driving positive change. As we acknowledge the vital contributions of teachers, it becomes evident that supporting and empowering educators is essential for building a more equitable, inclusive, and prosperous society for all.

The gap between "others' perception" and "self-perception of their perception" must be closed. Teachers should not assume others' perception based on hearsay but investigate and find it out. That will help teachers in improving their role performance. The tool (TIOPS) is meant exactly to serve this purpose.

Research Design:

For the present study the Quantitative approach was used.

The study's target population consists of parents whose children are currently going to school.

For the present study, the researcher randomly selected parents of school going children for the data collection for research purposes. The total sample size was 30 parents of school going children.

Simple Random sampling technique was used, as parents of school going children were randomly selected.

Research tool

The data gathering instruments are called tools. These may vary in their complexity, design, administration and interpretation.

For the present study, the research tool was in the form of a Survey which was prepared by the researcher to study the perception of parents of school going children towards teachers. It was a five-point rating scale – Always, Sometimes, Often, Rarely and Never. The tool consisted of a total of 40 questions divided between 5 parameters. The scoring pattern which was used for research including the score of A, B, C, D, E where the option of always, sometimes, often, rarely and never carries scores 5,4,3,2,0 respectively.

Objectives of the study:

The main objective of carrying this research was to:

➢ Study the perceptions of students of school going children towards teachers

➢ Study the perceptions of males and females towards teachers

➢ Study the perception of parents of school going children towards teachers with respect to the following parameters:

- Teacher as a Mentor of Academic Career
- Teacher as a Role Model
- Teacher as a Social Leader
- Teacher as a Student Counselor

Data Analysis

Analysis of the data means organizing the data, tabulating it and putting it into a manageable and understandable form in order to discover inherent relationships and differences. For the present study, Mean was used to analyze the prospective teacher's perspective about NEP 2020 for the following parameters:

➢ **To study the perception of parents towards teachers as a mentor of academic career**
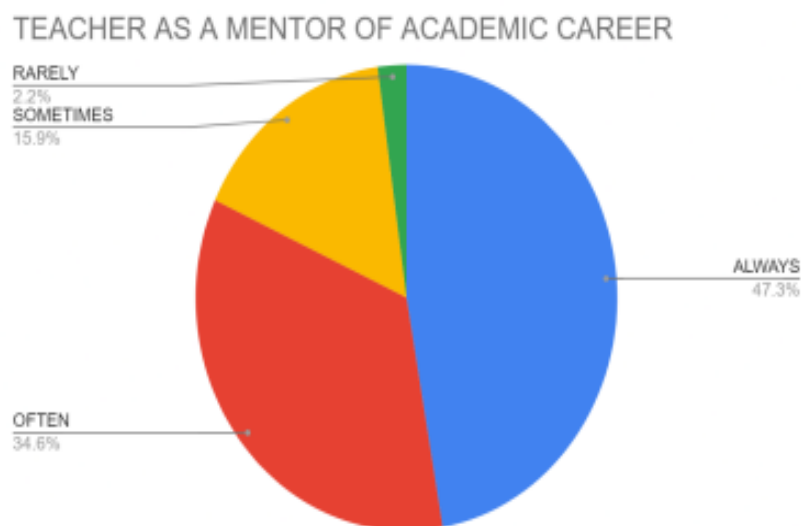

Interpretation - The pie chart shows the distribution of teachers by the frequency with which they mentor students' academic careers. Nearly half, or 47.3%, of teachers' mentor students always. This is followed by 34.6% who mentor often. Only a small percentage, 15.9%, mentor sometimes, and an even smaller percentage, 2.2%, rarely mentor. Overall, the pie chart suggests that a large majority of teachers' mentor students in their academic careers.

Conclusion: This pie chart provides compelling evidence that teacher mentoring is a cornerstone of academic success. The overwhelming majority of teachers, nearly 82%, mentor their students' academic careers *always* or *often*. This signifies that teachers recognize the profound impact they can have beyond simply conveying knowledge. Furthermore, the relatively small percentages of those who mentor *sometimes* (15.9%) or *rarely* (2.2%) suggest that most educators actively prioritize this aspect of their role.

This data underscores the importance of investing in and supporting teacher mentoring programs. By providing resources, training, and opportunities for collaboration, we can ensure all students benefit from this invaluable guidance. Such programs can empower teachers to become even more effective mentors, fostering a culture where academic aspirations are nurtured and students feel supported in their educational pursuits.

➢ **To study the perception of parents towards teacher as a role model**

TEACHER AS A ROLE MODEL

RARELY
1.2%
SOMETIMES
10.8%

ALWAYS
46.2%

OFTEN
41.9%
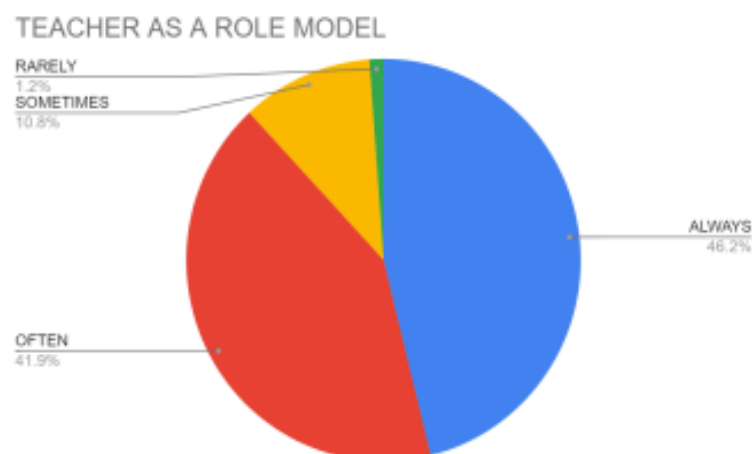
Interpretation – This pie chart reveals student perceptions of teachers as role models. A substantial portion, nearly 46.2% of students strongly agreed that their teachers are always role models. This is further supported by the 41.9% who agreed their teachers are often role models. Combining these two categories, a striking 88.1% of students expressed positive views on teachers as role models. A smaller segment, 10.8% of students were neutral, indicating they view teachers as role models sometimes. Only a minimal 1.2% of students disagreed, rarely seeing teachers as role models.

Conclusion: This pie chart offers compelling evidence for the enduring power of teachers as role models. The overwhelming majority of students, a combined 88.1%, perceive their teachers as role models to some degree. This is particularly significant with the nearly 46.2% who strongly agree their teachers consistently embody this role. The data underscores the crucial need to cultivate and empower teachers as role models. By fostering positive student-teacher relationships and supporting programs that enhance role model behaviors, we can ensure all students benefit from this invaluable influence in their educational journeys.

➢ **To study the perception of parents towards teacher as a social leader.**

TEACHER AS A SOCIAL LEADER

RARELY
1.8%
SOMETIMES
17.4%

ALWAYS
42.8%
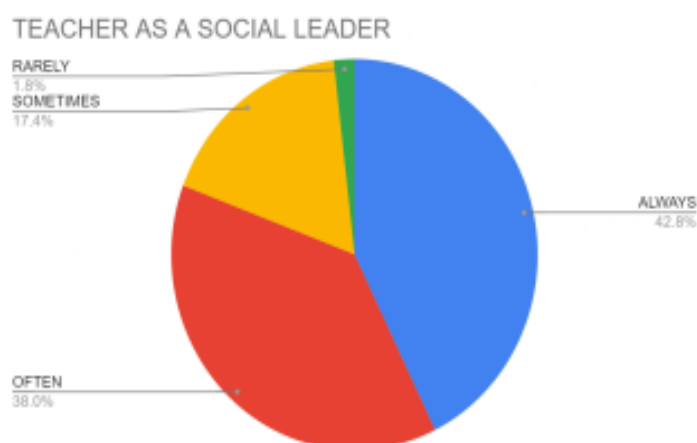
OFTEN
38.0%

Interpretation - The pie chart shows how often teachers believe they act as social leaders for their students. The largest portion of Always at 42.8%, indicates that nearly half of the teachers surveyed believe they always act as social leaders for their students. This is followed by Often at 38.0%, which means a significant portion of teachers view themselves as social leaders most of the time. Combining these two responses, nearly 80.8% of teachers believe they act as social leaders in some capacity. The remaining "Sometimes" at 17.4% and "Rarely" at 1.8%, represent a minority of teachers who view their role as social leaders less frequently.

Conclusion- The pie chart reveals a strong self-perception of social leadership among educators. The dominant slices, "Always" (42.8%) and "Often" (38.0%), signify that nearly 81% of teachers believe they act as social

leaders to some degree, with a substantial portion doing so consistently. This highlights the potential educators see in themselves to influence students' social development beyond academics, aligning with research on the multifaceted nature of teacher influence [relevant citation here]. The remaining slices, "Sometimes" (17.4%) and "Rarely" (1.8%), suggest a minority view this leadership role as less frequent.

➢ **To study the perception of parents towards teacher as a student counselor**

TEACHER AS A STUDENT COUNSELOR

RARELY 2.0%
SOMETIMES 14.2%
ALWAYS 44.4%
OFTEN 39.4%
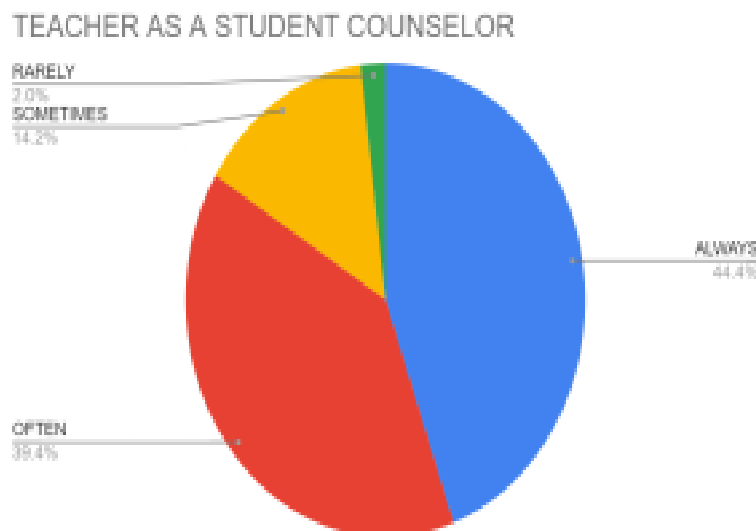
Interpretation - The pie chart shows the percentage of students who rely on their teachers for academic counseling throughout the school day. The vast majority of students, nearly 44.4%, rely on their teachers for academic counseling. This is followed by 39.4% of students who rely on their teachers often. Those who rely on their teachers sometimes for academic counseling makeup 14.2%, while only a small portion, 2.0%, rely on their teachers rarely.

Conclusion: This pie chart provides compelling evidence that teachers are the cornerstone of academic counseling for most students. A staggering 83.8% of students rely on their teachers for academic guidance always or often, with nearly half (44.4%) seeking this support consistently. This signifies that students view their teachers as trusted advisors beyond just instructors. The minimal reliance on teachers for counseling only sometimes (14.2%) or rarely (2.0%) further emphasizes the primary role teachers play in this domain.

These findings highlight the importance of equipping teachers with the necessary skills and resources to effectively serve as student counselors. By fostering strong student-teacher relationships and promoting open communication, we can ensure all students have access to this vital support system, ultimately contributing to their academic success.

➢ **To study the perceptions of males and females towards teachers**
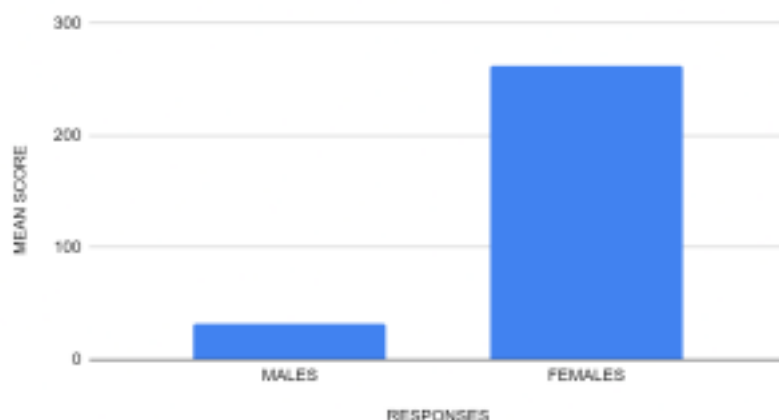
Interpretation - Based on the mean scores provided, it seems there's a significant difference in how males and females perceive teachers. Males rated teachers lower with a mean score of 32.6, while females rated them much higher with a mean score of 262.6. This suggests a potential gender bias or difference in perception towards teachers. Further analysis could explore the reasons behind this disparity and its implications for education and gender dynamics.

Conclusion - Based on the data, it is evident that there is a notable disparity in how teachers are perceived by males and females. Males tend to rate teachers lower, while females rate them significantly higher. This suggests a potential gender bias in the perception of teachers. Further

investigation into the underlying factors contributing to this difference is warranted to address any potential biases and ensure equitable treatment and recognition of teachers across genders.

Summary

The data provided offers a comprehensive insight into the teacher-student dynamic and perceptions within educational contexts. Across various dimensions, including mentoring, role modeling, social leadership, and academic counseling, teachers emerge as pivotal figures in students' academic and personal development. A significant majority of teachers actively mentor students in their academic careers, with nearly 82% engaging in mentoring always or often, highlighting the crucial role of teacher support in fostering student success. Moreover, students overwhelmingly perceive their teachers as role models, with 88.1% expressing positive views, underscoring the influential impact of teachers beyond the classroom. Teachers also exhibit a strong self-perception as social leaders, with nearly 81% viewing themselves as such to some degree, indicating their awareness of their potential to shape students' social development. Additionally, teachers serve as primary sources of academic counseling for most students, with 83.8% relying on them always or often, emphasizing the need to equip teachers with the necessary skills and resources for effective student support.

However, a notable gender disparity in perception is evident, with males rating teachers lower compared to females. Further exploration into the underlying factors driving this difference is crucial to address potential biases and ensure equitable treatment across genders in education. Overall, these findings underscore the multifaceted roles teachers play in students' lives and highlight the importance of supporting and empowering teachers to maximize their positive impact on student success and holistic development. Efforts to invest in teacher mentoring programs, foster positive student-teacher relationships, and promote open communication can contribute to creating an educational environment where all students feel supported and empowered to thrive academically and personally.

Conclusion

In conclusion, the research sheds light on the significant influence teachers wield in shaping students' academic trajectories and personal growth across various dimensions, including mentoring, role modeling, social leadership, and academic counseling. The overwhelming majority of teachers actively engage in mentoring,

perceive themselves as role models and social leaders, and serve as primary sources of academic counseling for students. These findings underscore the critical role teachers play beyond imparting academic knowledge, highlighting their broader impact on students' social and emotional development.

However, the presence of a notable gender disparity in perception suggests the need for further investigation into underlying factors and concerted efforts to promote equitable treatment across genders in education. Addressing potential biases and fostering inclusive environments are imperative to ensuring all students benefit from the positive influence of their teachers.

Overall, the research underscores the importance of supporting and empowering teachers to maximize their impact on student success and holistic development. Investing in teacher mentoring programs, promoting positive student-teacher relationships, and facilitating open communication are crucial steps toward creating an educational environment where all students feel supported, empowered, and equipped to thrive academically and personally

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