

Navigating Expectations: Understanding Stakeholder Demands on Teachers in Modern Education

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Abstract

The role of teachers is multifaceted, requiring them to meet the expectations of various stakeholders, including students, parents, administrators, and the community at large. This research paper aims to explore these expectations comprehensively, examining how they influence teaching practices and educational outcomes. By analysing data from surveys, interviews, and literature, this study identifies key expectations such as effective communication, fostering student engagement, maintaining professional development, and contributing to a positive school culture. The findings highlight the need for teachers to balance these diverse demands, suggesting strategies for professional development and policy reforms to support teachers in fulfilling their roles effectively. The paper concludes with recommendations for stakeholders to collaborate in creating an environment that nurtures the growth and success of both teachers and students.

Keywords: Stakeholders, Teachers

1. INTRODUCTION

In the realm of education, teachers serve as the cornerstone of the learning environment, shaping the minds and futures of students. However, the role of teachers extends far beyond delivering content; it encompasses a wide array of expectations from various stakeholders. These stakeholders—students, parents, school administrators, policymakers, and the community at large—have diverse and sometimes conflicting expectations from teachers. Understanding these expectations is crucial for teachers to navigate their professional responsibilities effectively and for educational institutions to support teachers in meeting these multifaceted demands. Expectations of these Stakeholders are also changing due to the education revolution due to new technologies. These changes need to be studied and analyzed. Ultimately the stakeholder satisfaction will benefit the business and education [1], [2]

Expectations from Students

1. Academic Excellence: Students primarily expect teachers to deliver high-quality education that enhances their understanding of subjects and equips them with the knowledge needed to succeed academically. This includes clear explanations, engaging lessons, and the ability to address diverse learning needs through differentiated instruction.
2. Emotional Support: Beyond academic instruction, students look to teachers for emotional support and

mentorship. Teachers are often seen as role models and confidants, providing guidance through personal and academic challenges. This relationship is essential for creating a safe and nurturing learning environment.

3. Fair Assessment: Students expect fairness in assessment and grading. They look for transparency in how their performance is evaluated and expect constructive feedback that helps them improve. This requires teachers to maintain objectivity and consistency in their assessment practices.

Expectations from Parents

1. Academic Achievement: Parents place a high value on academic achievement, viewing it as a pathway to future opportunities for their children. They expect teachers to challenge students intellectually, provide rigorous instruction, and prepare students for standardized tests and higher education.
2. Communication and Collaboration: Effective communication between teachers and parents is crucial. Parents expect regular updates on their child's progress, including strengths, areas for improvement, and any behavioural issues. They also expect teachers to be approachable and responsive to their concerns and inquiries.
3. Values and Discipline: Parents often expect teachers to instil values such as responsibility, respect, and discipline in their children. They look for teachers to enforce school rules consistently and to model positive behaviour, contributing to the overall character development of students.

Expectations from School Administrators

1. Professional Competence: School administrators expect teachers to demonstrate a high level of professional competence. This includes staying current with educational research, utilizing effective teaching strategies, and engaging in continuous professional development.
2. Collaboration and Teamwork: Teachers are expected to work collaboratively with their colleagues, contributing to a cohesive and supportive school culture. This includes participating in professional learning communities, sharing resources, and supporting school initiatives and goals.
3. Accountability and Performance: Administrators hold teachers accountable for student performance and school improvement. This involves meeting performance standards, achieving student growth targets, and contributing to school-wide success. Teachers are often evaluated based on student outcomes, classroom management, and adherence to curriculum standards.

Expectations from Policymakers

1. Curriculum Implementation: Policymakers expect teachers to implement the prescribed curriculum effectively. This includes adhering to educational standards, integrating mandated content, and preparing students for standardized assessments that measure educational outcomes at local, state, and national levels.
2. Innovation and Adaptability: In an era of rapid technological and societal change, policymakers expect teachers to be innovative and adaptable. This involves integrating technology into the classroom, adopting new pedagogical approaches, and preparing students for the demands of the 21st-century workforce.
3. Equity and Inclusion: Policymakers emphasize the importance of equity and inclusion in education. Teachers are expected to create inclusive classrooms that accommodate diverse student populations, including those with special needs, and to promote equity in educational opportunities and outcomes.

Expectations from the Community

1. Civic Engagement: The community expects teachers to foster civic engagement and social responsibility among students. This includes teaching about civic duties, encouraging community

service, and promoting an understanding of democratic values and societal issues.

2. **Lifelong Learning:** Community members value education as a lifelong process. They expect teachers to instill a love for learning in students, preparing them to be critical thinkers and active participants in their communities throughout their lives.
3. **Cultural Competence:** Given the increasing diversity in many communities, teachers are expected to demonstrate cultural competence. This involves respecting and incorporating students' cultural backgrounds into the classroom, promoting multicultural education, and addressing any biases or stereotypes.

2. Review of literature

A literature review on the dynamic relationship between teachers, society, and educational policies in India should encompass several key themes and perspectives. Below are an outline and summary of relevant topics and findings based on existing literature:

Studies highlight how societal expectations shape the roles teachers play, including their involvement in community building and social change [3].

Expectations vs. Reality: Research shows a gap between societal expectations and the realities faced by teachers, including challenges like inadequate resources, administrative burdens, and societal pressures [4].

Studies have documented the difficulties in policy implementation, particularly in rural areas, where infrastructure, training, and support systems are often lacking [5].

Research indicates that caste and socio-economic status significantly impact expectations from teachers, affecting student-teacher relationships and educational outcomes [6].

Parental Involvement: The role of parents and communities in shaping educational expectations is crucial. Increased parental engagement is associated with higher student achievement, yet many teachers face challenges in fostering this collaboration [7].

The literature emphasizes the need for comprehensive teacher training programs that align with societal expectations and educational reforms [8].

Continuous professional development opportunities are essential for teachers to adapt to changing pedagogical demands.

Many studies highlight the increasing workload and stress faced by teachers, which can hinder their ability to meet societal and policy expectations [9].

A review of literature indicates that there are often gaps between policy formulation and ground realities, resulting in ineffective educational practices [10].

Research emphasizes the importance of involving teachers, parents, and community members in policy-making processes to create more relevant and effective educational policies [11].

3. Objective

"Navigating Expectations: Understanding Stakeholder Demands on Teachers in Modern Education" explores the uncharted territory of stakeholder expectations from teachers. This study delves into diverse perspectives—from students, parents, administrators, and communities—regarding crucial aspects such as teaching methods, communication, classroom management, and inclusivity. By illuminating these demands, the research aims to provide insights into the evolving role of teachers and facilitate effective strategies for meeting varied expectations in contemporary educational settings.

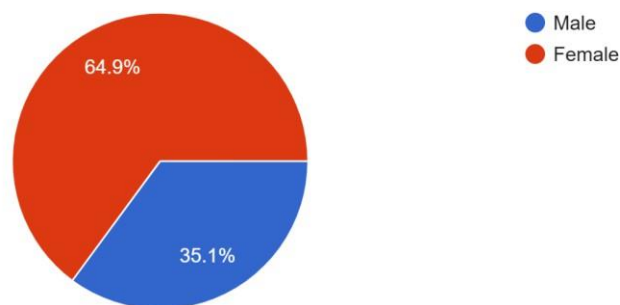
- **Identify Key Stakeholder Expectations:** To analyze and document the specific expectations of various stakeholders (students, parents, administrators, and the community) from teachers in modern education settings.
- **Examine Impact on Teaching Practices:** To explore how these diverse expectations influence teachers' instructional methods, classroom management, and overall professional responsibilities.
- **Assess Professional Development Needs:** To determine the professional development requirements for teachers to effectively meet stakeholder demands and enhance their teaching competencies.
- **Suggest Policy Reforms:** To propose policy recommendations and strategic initiatives that can support teachers in balancing and fulfilling the expectations of different stakeholders.
- **Promote Collaborative Solutions:** To encourage collaboration among stakeholders to create a supportive educational environment that benefits both teachers and students.

4. Methodology

A questionnaire consisting of 10 questions was designed to gather perspectives from various stakeholders regarding their expectations from teachers. Questions focused on aspects such as teaching methods, communication with students and parents, classroom management, and fostering inclusive environments. Stakeholders including students, parents, administrators, and community members were surveyed to understand their viewpoints on what qualities and actions they deem essential for effective teaching and educational support.

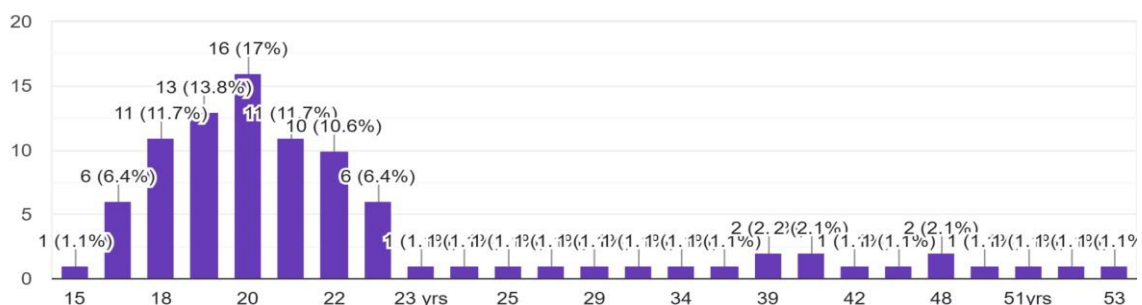
5. Result

Gender
94 responses



The analysis report reveals significant insights from a diverse participant pool, consisting of 65% female and 35% male respondents. This gender distribution underscores varied perspectives, highlighting the multifaceted expectations and challenges teachers face in contemporary educational settings.

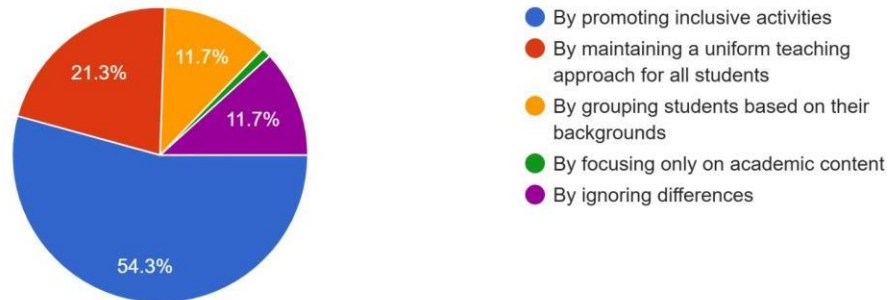
Age
94 responses



with emotional intelligence cited by 8%. This indicates a varied emphasis on expertise, organization, interpersonal abilities, and emotional understanding in effective teaching.

How should teachers handle diversity in the classroom?

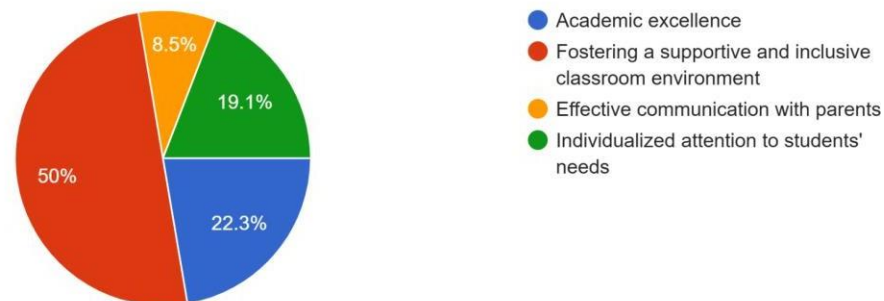
94 responses



The analysis indicates a majority (54%) advocate for promoting inclusive activities to handle diversity in classrooms effectively. However, a notable 21% prefer maintaining a uniform teaching approach, while 12% suggest grouping students based on background and another 12% suggest ignoring differences altogether, reflecting diverse perspectives on managing classroom diversity.

What do you consider the most important aspect for teachers to focus on?

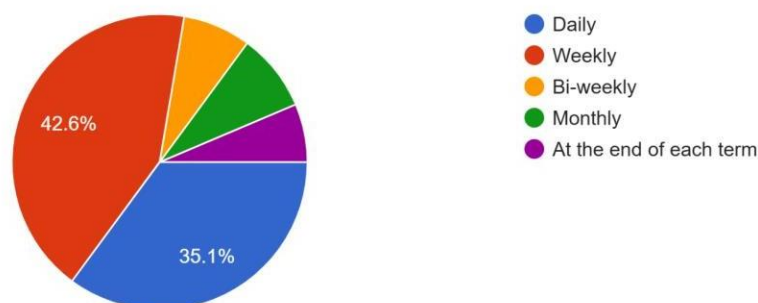
94 responses



According to the analysis, 50% emphasize the importance of cultivating a supportive and inclusive classroom environment. This is followed by 22% prioritizing academic excellence, 19% focusing on individualized attention to students' needs, and 9% highlighting communication with parents. These findings underscore the central role of a positive classroom atmosphere in fostering effective teaching and learning experiences.

How frequently should teachers provide feedback on students' work?

94 responses



According to the analysis, 43% of respondents prefer weekly feedback from teachers on students' work, while 35% advocate for daily feedback. A minority suggests bi-weekly or monthly feedback, with some preferring feedback at the end of the term. These preferences highlight varied opinions on the frequency of constructive feedback in educational settings.

What is the most effective way for teachers to motivate students?

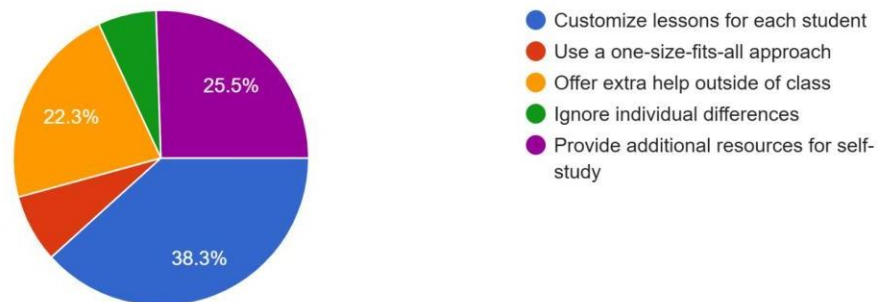
94 responses



According to the analysis, 39% believe fostering self-motivation is the most effective way to motivate students. Additionally, 22% advocate for rewards and incentives, 19% endorse regular praise, and 15% support setting challenging goals. These findings emphasize the importance of intrinsic motivation and positive reinforcement strategies in promoting student engagement and achievement.

How should teachers address students' individual learning needs?

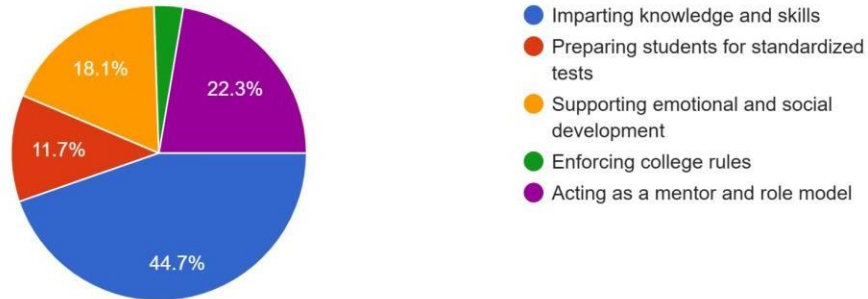
94 responses



The analysis reveals varied approaches to addressing students' individual learning needs: 38% advocate customizing lessons per student, 22% recommend providing extra help outside class, and 26% suggest offering additional self-study resources. However, a minority dismisses individual differences, favouring a one-size-fits-all approach. These findings highlight the importance of personalized education strategies in fostering effective learning outcomes.

What is the primary role of a teacher in a student's education?

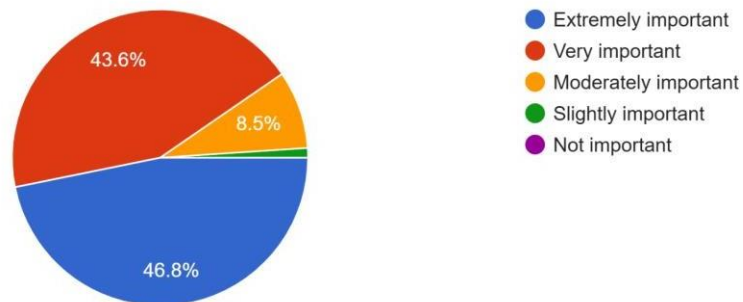
94 responses



According to the analysis, 45% view the primary role of teachers as imparting knowledge and skills. Additionally, 22% emphasize their role as mentors and role models, while 18% highlight their impact on emotional and social development. A smaller percentage (12%) focuses on preparing students for standardized tests, reflecting diverse perceptions of teachers' educational roles.

How important is professional development for teachers?

94 responses



According to the analysis, professional development is deemed crucial by a significant majority, with 47% considering it extremely important and 44% rating it very important. This underscores the widespread recognition of ongoing training and learning opportunities as essential for teachers to enhance their skills, effectiveness, and adaptability in education.

What should be the focus of a teacher's classroom management strategy?

94 responses



According to the analysis, 51% prioritize discipline and order as the focus of a teacher's classroom management strategy. Additionally, 31% emphasize student collaboration and participation, while 12%

advocate for creating a flexible and adaptive learning space. These findings highlight varied approaches in managing classrooms to optimize learning environments and student engagement.

6. Challenges in Meeting Stakeholder Expectations

1. **Balancing Conflicting Demands:** Teachers often face the challenge of balancing conflicting expectations from different stakeholders. For example, the emphasis on standardized testing by policymakers may conflict with the desire for a more holistic education from parents and students. Teachers must navigate these tensions while maintaining their professional integrity and meeting educational goals.
2. **Resource Constraints:** Limited resources can impede teachers' ability to meet stakeholder expectations. Insufficient funding, large class sizes, and lack of access to professional development opportunities are common challenges that hinder teachers' effectiveness and ability to innovate.
3. **Burnout and Well-being:** The high expectations placed on teachers can lead to burnout and negatively impact their well-being. Teachers are expected to manage heavy workloads, provide emotional support to students, and continuously improve their practice. Supporting teachers' mental health and work-life balance is essential for sustaining a high-quality education system.

7. Future Study Scope

Although the current study offers insightful information about what stakeholders expect from teachers in contemporary educational environments, there are still a number of areas that could use more investigation.

1. Increased Geographic Diversity and Sample Size

A larger and more geographically diverse sample of rural and urban institutions from various nations and regions may be used in future research. This would improve the findings' generalizability and enable comparative analysis of stakeholder expectations in various educational and sociocultural contexts.

2. Design of Longitudinal Research

A longitudinal approach might look at how stakeholder expectations change over time, especially in reaction to societal shifts, technological breakthroughs, and educational reforms. Long-term effects on student outcomes, job satisfaction, and teacher performance may be revealed by such studies.

3. Teacher-Centered Viewpoint

Future studies may highlight teachers' self-perceptions and coping mechanisms, while the present study concentrates on stakeholder perceptions. Deeper insights into professional stress, motivation, and resilience can be gained by comprehending how educators internally negotiate and prioritize competing expectations.

4. Artificial Intelligence and Technology's Effect

Future studies can examine how stakeholder demands, classroom dynamics, and the role of the teacher are reshaped by technological expectations as digital tools, online learning platforms, and artificial intelligence are increasingly integrated into education.

5. Policy Assessment and Reform Research

Additional research could assess how well current professional development initiatives and educational policies meet stakeholder expectations. Policymakers could create more teacher-supportive frameworks with the aid of evidence-based recommendations.

6. Emphasis on Mental Health and Well-Being

Future studies can specifically examine the connection between stakeholder expectations and teachers' mental health, work-life balance, and retention in the profession in light of the issues of workload and burnout that have been identified.

7. Comparative Research at Different Educational Levels

Comparative research across primary, secondary, and higher education levels may reveal differences in stakeholder expectations and teaching challenges, contributing to level-specific strategies and interventions.

Conclusion

Teachers occupy a pivotal role in the educational ecosystem, with a vast array of expectations placed upon them by various stakeholders. Meeting these expectations requires a delicate balance of skills, dedication, and support. By understanding and addressing the diverse demands of students, parents, administrators, policymakers, and the community, teachers can navigate their complex roles more effectively. Additionally, it is crucial for educational institutions and policymakers to provide the necessary resources, professional development, and support systems to help teachers fulfil these expectations while maintaining their well-being. In doing so, the collective goal of providing high-quality education and fostering the holistic development of students can be achieved.

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