

## Exploring Insights and Prospectives of Local Teachers towards Teaching Profession at Community School of Nepal

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### Abstract

*The perception of local teachers within a community plays a pivotal role in shaping educational experiences and outcomes. Local teachers are recognized as regional leaders and engage in community functions besides family work. This study intends to explore the multifaceted nature of community perception and teachers' experience, delving into the factors that influence such perception and their broader implications. A qualitative research method with a phenomenological research design has been adopted for this study. Four community school teachers were purposively selected as research participants from the community school located in Morang district, and in-depth interviews were conducted via semi structured interview guidelines. The interview responses were transcribed verbatim, and thematic analysis techniques were employed to conclude this study. The transcription was coded and organized with profound reading. The global themes were extracted with the intersection of commonalities within the organized codes arrived from the quotation of participants. The findings include that the academic prowess of teachers does not solely influence community perception but also encompasses their interpersonal skills, dedication, and engagement with students and families. Socioeconomic background, cultural values, and prior experience contribute to a community's diverse spectrum of opinions. Understanding this perception is crucial for educational institutions and policymakers as they strive to enhance teaching quality, foster positive community relationships, and create an inclusive and supportive learning environment. The study findings underscore the significance of fostering strong teacher-community rapport and the need for ongoing dialogue to align educational practice with community expectations.*

**Keywords:** community perception, family engagement, socioeconomic background, supportive learning environment

### Introduction

Community schools and institutional schools are serving children with suitable knowledge and skills. The government entirely funds community schools, and institutional schools are run by their own sources. The government facilitates the community schoolteacher and provides a transfer facility to their local community school. The local teacher is more familiar with the community people and is involved in community activities. After the handover

of education to the local government, the teacher gets the transfer facility from one school to another with the school's consent.

The community's perception of local teachers within our school plays a pivotal role in shaping the educational environment and nurturing the development of our students (Boyle-Baise & Sleeeter, 2000). These teachers are more than just educators; they are the bedrock of our community, inspiring and guiding the next generation towards a brighter future. How the community perceives our local teachers significantly impacts parental involvement, student engagement, and overall trust in the educational system (Zeichner et al., 2016). Positive perceptions can foster a sense of belonging, encouraging collaboration among parents, students, and teachers, ultimately leading to a well-rounded and supportive learning ecosystem. On the other hand, negative perceptions can undermine these relationships, potentially resulting in disengagement and missed opportunities for effective education. Therefore, understanding and actively shaping the community's perception of our local teachers is a vital endeavour that influences the foundation of our school and its impact on the students it serves (Nguyen & Trent, 2020).

Studying the community's perception of local teachers is a fundamental undertaking with multifaceted implications for the educational system and the broader community. The purpose of delving into this realm lies in its potential to enhance the quality of education and strengthen the bonds between educators, students, parents, and the community at large (Barrett, 2005). By systematically assessing how the community views local teachers, educational institutions can identify areas of strength and areas that may require improvement. This knowledge empowers schools to tailor their approaches to teaching and engagement, aligning them more closely with the community's expectations and aspirations. Furthermore, understanding community perception can facilitate open and constructive communication between all stakeholders, fostering an environment where feedback is valued and acted upon (Barrett, 2005). Ultimately, the purpose of studying the community perception of local teachers is to create a harmonious and collaborative educational ecosystem that optimally supports the growth, development, and success of both students and the community as a whole.

### **Objectives**

1. To explore the perceptions of local teachers while performing their duty at the community school
2. To identify the key relationship of teachers with the local people's affiliated organisation

### **Research Question**

1. How do local teachers perceive accomplishing their duties within the school?
2. What relation does the local teacher maintain with the community person that shows the key relationship with the learning activity?

### **Methodology**

This study employed a qualitative research design with hermeneutic phenomenology, which constructs meaning from the lived shared experience in a social setting (Creswell, 2013). The adopted study design intends to extract insightful knowledge of the accomplishments of the local community (Neuberger et al., 2019). The expertise and narratives are drawn from the social setting of the community experience based on values and beliefs (Van Lankveld et al., 2017). The teachers who participated in this study took advantage of the school, directly and indirectly, connecting with school personnel. The teacher is affiliated with various organizations and is responsible for school time. The participant teacher wants to engage with

community people and family members as a result time allotment for teaching and learning is declining. Furthermore, they participated in a teaching environment for a few working hours. Purposively, four local teachers from the secondary level were selected as a participant from the community school of Dhankuta district, Koshi province.

On behalf of the responsibility born by the local teacher, the participants were informed about the purpose of this project through a meeting in school. They voluntarily participated in the interview with confidentiality set up with pseudonyms. In-depth interviews via semi-structured questions were conducted to gather vital information. The teacher who participated in this study had experienced it for a long time in a community school. Data analysis revealed the themes of collaboration and interactions with the teacher. An audio recorder recorded interviews with the participants. Recorded interview responses were transcribed verbatim, and code was developed. Similar codes were organized to generate an organized theme. Likewise, themes were further reorganized to extract the global theme of the study. The ultimate themes were described by linking with an existing theory based on ground data, comparing and contrasting data with literature.

### **Result and Discussion**

This portion includes results from the profound analysis of information gathered from participants' narratives, with their motives. The extracted findings are intersectional with the construct of existing literature to fulfill the objectives of the study.

#### **Social Accountability**

The social accountability of local teachers in the community refers to the teacher's responsibility and role in fostering positive relationships, contributing to the community's educational development, and maintaining ethical conduct (Pearson et al., 2015). A local teacher is accountable for delivering high-quality education to students, ensuring they receive the knowledge and skills they need to succeed academically (Woollard et al., 2016). In this context, the participant T1 said,

I am an educated person in my community and must be a leader. By profession, I am a teacher of students, but as a human, I am a social being who needs to perform social tasks in my community. I support people with official work and various assignments. Sometimes, I need to miss school to accomplish community responsibilities.

Concerning the above, the teacher belongs to the educated people in the respective community and needs to play a leadership role. Most of the villagers are illiterate and take support from the teacher in the official work. In the case of denying the request of local people, he should be away from local support. Since the teacher is conscious of the community, he must respect local requests. In doing so, the teacher may sometimes be irregular and irresponsible in duty. In this way, the teacher's primary responsibility is to deliver knowledge to students and contribute to school development (Fox, 2015). They can only devote time to social work under the social premises in their leisure time. The Education Act obligates teachers not to perform any activities within school hours. So, the local teacher must prioritize teaching with preparation and contribute to community development. Another participant T2 said,

My first responsibility is to teach at school. Being a school as a social organization gives priority to teaching and doing social tasks in their leisure time. Since the teaching job has solved the hand-to-mouth problem and fulfilled my basic needs, I must devote time to students' learning and school development work.

On behalf of the above narration, the teacher emphasizes teaching first and takes responsibility for the community second. As the teacher, the main task is to deliver knowledge and skills to

students by encouraging them to become social beings. The teaching profession has supplied strength for basic needs, so he must dedicate himself and be accountable for his profession without hesitation. On the other hand, the teacher needs to be responsible for the community as well because he is the person who is conscious enough to lead society. The community expects fruitful input and sacrifice from the educated person to keep society on the path of social empowerment. Participant T3 said,

I have taught social studies at this school for two years. Most students are familiar with local festivals and are reluctant to participate in social studies classes. In every function, the students and I are getting together not to teach thoroughly in class on my subject. In the social study period, I allow the students to interact with each other, and I stay outside.

In the above concern, the local teacher frequently engages in community activities and devotes less time to school. The local teacher plays an ample role in community activities beyond the school premises because he does not personally comment but helps foster relationships between the school and the local community (Gaduh et al., 2021). Teachers can volunteer their time and skills to various community organizations, charities, or events. The teacher can initiate tutoring programs, environmental initiatives, local food banks, and community cleanup efforts. The teacher needs to organize and conduct workshops on topics of interest to the community, such as parenting, financial literacy, and health and wellness. The teacher can participate in a mentorship program for local youth or aspiring educators, providing guidance and support outside of the classroom setting. The teacher and local artist can organize a mural project in the neighborhood. Another teacher T3 said,

As an old teacher, I do not maintain lesson plans every day. Making a lesson plan is tedious and time-consuming, but creating a mindset before entering class and delivering the instruction is necessary. I cannot teach four or five subjects daily by creating lesson plans. The head teacher cannot impose on me to implement lesson plans daily because I am local and old teacher.

In the above concern, the teacher delivers instruction without a lesson plan. The teacher feels proud of their long-term experience. The confidence is developed to teach without a plan. The teacher believes training with a lesson plan is lengthy and time-consuming (Darling-Hammond, 2005). Generally, the local teacher has this type of mindset. However, teaching with a lesson plan is more constructive and systematic (Coenders & Verhoef, 2019). The teacher can hold the class using daily lesson plans. In lesson plans, instructional objectives, materials, and activities are predetermined (Cohan & Honigsfeld, 2007). So, the overall activity of the teacher is shaped and guided by the lesson plan. The local and other teachers need to prepare lesson plans for every class.

### **Interaction with Local People**

For the local teacher, interaction with local people is crucial for building strong relationships and fostering community engagement. The teachers are held to high ethical standards. They must demonstrate honesty, integrity, and professionalism in interacting with students and locals. One participant T4 said,

I attend community events like festivals, cultural events, and community gatherings. This allows teachers to connect with people outside the school setting and show our support for community activities. I frequently need to engage in community service with volunteer service and skills for community projects or initiatives. This demonstrates our commitment to the community's well-being and can help you establish meaningful connections.

Concerning the above argument, the teachers can participate in and support local cultural events and festivals, celebrating diversity and promoting understanding among community members. The teachers must organize and conduct workshops on topics of interest to the community, such as parenting, financial literacy, and health and wellness. The teacher can participate in a mentorship program for local youth or aspiring educators, providing guidance and support outside of the classroom setting. The teacher and local artist can organize a mural project in the neighborhood. Teachers can incorporate community service learning projects into their curriculum, allowing students to actively engage in community activities and make a positive impact (Barrett, 2005). The local teacher can extend their influence beyond the school walls by participating in community activities and creating a more cohesive and supportive community. It also sets a positive example for students, encouraging them to become active and responsible citizens in their community. Another participant T1 said,

From the school side, I like collaborating with local organizations, businesses, nonprofits or social organizations to create mutually beneficial programs. I sometimes organize workshops, mentorship programs or guest speaker events that involve local experts and professionals regarding school development and enhancing learning achievement.

As the local teacher, he participates in every social function of the organization. Sometimes, he is leading a mentorship program organized by the community. He can initiate fundraising activities via a cooperative organization by performing productive work in agriculture, running a grocery store, and money laundering. Teachers can coach or support community sports teams, fostering a sense of teamwork and community spirit. Teachers can offer free or low-cost community education programs to help adults in the community improve their literacy, language skills, or access to technology (Woollard et al., 2016). Teachers can incorporate community service learning projects into their curriculum, allowing students to engage in community activities and make a positive impact actively. Another participant T2 said

For the overall development of the school, I would like to establish open communication channels with parents, guardians, and community members. I regularly share updates about classroom activity and student progress in the staff meeting for remedial teaching. I use communication channels like email and social media to keep everyone informed.

In the above concern, the local teacher can create a network of relationships with the community people and their frequency of attachment. Frequent communication with the local people can strengthen the capacity for professional efficiency (Hidayati et al., 2020). The local teacher can significantly engage with the community beyond their school activities (Wallace & Priestley, 2011). Teachers can build stronger connections with students, parents, and other community members by actively participating in community functions. Another participant T2 said,

I occasionally visit my students' homes to understand their living conditions, observe family dynamics with a community background, and communicate with parents about the support provided for their Child in learning. I request that parents supervise the Child's reading concerning home assignments.

This demonstrates the teacher's interest in their holistic well-being and allows for building stronger connections with both student and their families. The prospective teacher personally visits the community and understands the Child's learning. He shares feedback and counseling with the local parents to guide their children during their studies. This shows the local teacher can contribute to children's learning and society's development. A participant T3 urged as,



I participate in local meetings, a committee of neighborhood association meetings, and parents' teacher association (PTA) gatherings. I deliver my expertise and insights on education matters from the perspective of local community members. I invite local musicians to perform and regional artists to lead workshops about career skills.

In the above concern, the teacher is accountable for local responsibility and concern sharing with expertise and insights for community development. Overall, the social accountability of a local teacher goes beyond the classroom, encompassing their community responsibility and contributing to the growth and social well-being of the community as a whole (Jumriani et al., 2024). The local teachers should be responsible for transforming culture and ethnicity to create social harmony (James et al., 2013). The teachers must develop their knowledge from a multicultural perspective and promote ethnic tolerance. The local teacher must encourage students to preserve their culture, language, social values, and norms by exchanging natural ideas concerning constitutional provisions. In this context, the participant T2 said,

I am residing in the community where the school is located. As the teacher of this school, the community people ask about their Child's reading. I am associated with the local organization and local people. At any function of the regional festival, I am invited to participate and perform leading work.

In this concern, the local teacher is more accountable for the learning performance of children in the community regardless of his subjects. The community members are familiar with the teacher and frequently interact with the teacher during community functions (Haraldson, 1983). The teacher plays vital role for the dispute resolution within the community. The local teacher often keeps in touch with the community function as regulated by the society (Broadfoot et al., 1988). However, the local teachers are devoted to their family more often and are accountable for the school and community functions.

### **Benefit from SMC**

Local teachers can benefit from active involvement in the school management committee (SMC). The SMC is a crucial platform that brings teachers, parents, community members, and school administrators together to collaborate on various aspects of school governance and development. In this context, the participant T4 said,

My family has resided in this community for 100 years, and I am familiar with every distinguished person. The members of the school management community belong to my community. School is like home for me. I recognize every student in this school. The school can forgive me for the minor mistakes in my duty.

In the above statements, the local teachers are socially and emotionally connected with the local people. Interacting with community leaders, parents, and other SMC professionals can provide valuable networking opportunities (Räsänen, 2010). These connections can open doors to resources, partnerships, and collaborative projects that benefit teachers and students. Active interaction with community members highlights a teacher's commitment to improving school and community (Räsänen, 2010). This involvement can enhance the teacher's reputation and recognition as a dedicated educator and community contributor. One of Participants T3 said,

I have been responsible for teacher representatives in the school management committee for the last ten years. I play an active role in dispute resolution among school members who have raised issues related to teachers' professional problems in the SMC. I try to find a solution myself by getting the consent of the School Management Committee.

In the above concern, the local teachers get priority in participating in the SMC as teacher representatives. The involvement in the SMC provides teachers with insights into the broader

educational landscape, helping them understand the needs of students beyond their classroom. This perspective encourages a holistic approach to education. As SMC members, teachers have a stake in the school's progress. This sense of ownership can boost morale and motivation, leading to increased dedication and efforts toward achieving academic excellence.

In summary, participation in the School Management Committee can benefit local teachers. It empowers them to influence decisions, contribute to school development, and foster positive relationships within the community. Through their involvement, teachers can create a lasting impact on their students' educational experience and the school's overall growth. Another participant T1 said,

I have been teaching mathematics in this school since I started teaching. The student takes extra tuition at my home. There are more students in school, and most students cannot understand. I am the tuition in the morning if they come to me. They have to pay extra money for me. The head teacher advised me to take extra tuition.

In the above concern, the local teachers take tuition to students who are unable to participate in school due to the family problem. The local teacher can serve students who are unable to regular at school. But this type of practices bring social inequality among the children in the local community. The local teachers can serve students at school with strong commitment and patience for the improvement of educational outcomes by social justice approach.

### **Devotion to Family**

The teacher's full participation in family-related activities, besides school hours, ensures family attachment. Being the nearby teacher from home, he can activate every family function within the community. The teacher can dedicate a lot of time to the initiation program. In this context, a participant T2 said,

I send my kids to private schools because there is no English environment in government schools. The teacher has a poor English background and cannot dedicate time to English improvement. Most teachers do not use English as a medium of instruction but rather teach as content. As a local teacher, I must allocate time for household chores like farming and festival engagement.

Concerning the above, the teachers send their children to institutionalized schools for the sake of English. Qualified and specialized teachers are recruited in schools to teach English, but are reluctant to implement English as a medium of instruction (Wallace & Priestley, 2011). The teacher teaches English as content rather than language. English is taught using the translation method, and the student intends to study by translating it into Nepali. Such an instructional approach cannot improve English. Sending children to private schools does not mean they believe in the instruction themselves. Today, teachers are worried about the scarce students at community schools but are reluctant to send their children to community schools (Hallinger\*, 2004). They must remember who sends children to school to protect their jobs. The government teachers are well-trained and qualified, but cannot use their knowledge and skills to enhance the quality of education. The teachers are declaring a movement for promotion and facilities, but are considering accountability and academic quality. So, teachers must be responsible for their performance to promote educational excellence. Another participant T3 said,

As social beings, teachers must perform various work in the community and cannot hold a job alone. I have a social responsibility and must devote time to my home and community. I think professional responsibility is to accomplish only four to four hours daily. The remaining time needs to be consumed by personal life.

The teacher's responsibility is not confined to teaching and learning in the above context. He needs to be involved in a variety of accomplishments besides school chores. Teachers, as social beings, devote adequate time to home and community. The teacher can offer workshops and seminars on various topics of interest to the community, such as parenting tips, study strategies, or career guidance (Wexler et al., 2014). The sharing of expertise can be valuable for parents and community members. The teacher can collaborate with local business partners to create opportunities for people to bring real-world experience into the classroom and expose students to potential career pathways. In this context participant T3 said,

I am the head teacher's relative, and I ask him if something needs to be done at home. I mainly focus on completing the course before the exam. In my class, most students are familiar with me and do not complain to the office about learning. The executive body of the school cannot raise the question about me because I am associated with an organization leading to community functions.

As a local teacher, I need to take on social responsibility. The local students also understand the teacher's engagement and can subsidize classroom instruction. The teacher engages with community development activities like cleanup drives, volunteering at local charities, and supporting environmental initiatives (Budnyk, 2014). The school can allow teachers to contribute positively to the community and be role models for their students.

Another participant T4 said,

I am the teacher representative of the school management committee and the parents' teacher association, and connected with every parent and student. As per the rule of the school management committee, I need to keep the school's overall scenario for every meeting. The other teachers are careful towards me and sometimes serve me in engaging students.

The teacher representative is accountable to the school management committee and the parents' teacher association for this concern. Another teacher supports him because he can keep the positive aspect of the teacher in the meeting. Active involvement in PTAs enables teachers to collaborate closely with parents and guardians, fostering a stronger partnership between the school and the families (Wexler et al., 2014). This collaboration can lead to better student support and academic outcomes.

### **Opportunity for Family Time**

An opportunity to attend a family function refers to family time. Since the school is nearer to home, I can participate in every family work. He can play an active role in family gatherings. Devoting more time to family creates a healthy and happy environment for well-being. In this context, the participant T1 said,

Working in a local school is to grab opportunities for family engagement. Despite the school's responsibility, the teacher can be involved in most family work, like cultural procession and agricultural work. The leisure and off time of school can be utilized in the community as well as family functions.

In the above statement, aside from the school activity, the teacher can engage at home. The teacher can actively participate in cultural ceremonies like a wedding procession member. Teachers can organize outreach programs to address specific community needs, such as providing resources for underprivileged families or conducting workshops for community members. Another participant T2 said,

I actively participate in family tasks like cultural procession and agricultural work. Being a local teacher, I can actively participate in cultural ceremonies. Likewise, I am



engaging in the organization as per the responsibility handover. In addition to school hours, I collaborate closely with parents and guardians to foster stronger partnerships between the school and families. This collaboration can exactly lead to better student support and academic outcomes.

Concerning the above, teachers' involvement is confined to the teaching-learning activity and the social function. The teacher seems to be engaging in various organizations as an active member with visionary leadership. In this context, he must attend community council meetings, town halls or other public forums to stay informed about local issues and advocate for education-related matters. He can engage in joint projects with neighboring schools, colleges or community organizations that promote knowledge sharing and encourage community-wide initiatives. Similarly, another participant T3 said,

I actively participate in family tasks like cultural procession and agricultural work. Being a local teacher, I can actively participate in cultural ceremonies. Likewise, I am engaging in the organization as per the responsibility handover. In addition to the school hours, I collaborate closely with parents and guardians to foster stronger partnerships between the school and families. This collaboration can exactly lead to better student support and academic outcomes.

Local teachers can build strong bonds with the community by actively engaging in community functions, better understanding their students' backgrounds, and contributing to their neighborhoods' overall well-being and development. Such engagement benefits the community, enriches the teaching experience, and fosters a sense of fulfillment among teachers.

### **Holding Leadership**

The local teacher gets the opportunity to hold leadership positions in the school management community, as the local people do. The teacher residing in the local community can communicate with each person by recognition. If a local teacher receives a school headship, they can forward every school-related issue to the community for discussion. In this regard, one of the teachers T1 said,

When I came to this school, I had the opportunity to hold the headship. In this school, there was a vacancy for a head teacher. Most teachers are from outside the community and are reluctant to receive headship due to their different localities. In the beginning, the school management was not smooth, and community school collaboration was completely absent in this school. The academic progress of this school was running at a tortoise speed. The teachers were performing their duty as jobholders and seemed not accountable.

In the above concern, local teachers are prioritized to give the authority of the school's headmaster. The main reason is local teachers are more accountable and responsible to the community. The local teachers do not think about their job only; they are also accountable to the community. The local head teacher can communicate with every person regarding his or her Child's development. They can interact about how to link school education to societal needs (Budnyk, 2014). The local head teacher can create a collaborative environment with parents, and both can work on school development (Gillies, 2008). Since school is a miniature of society and community, culture is reflected in school. So the local head teacher can bridge between the school and society to uplift school education. In the same manner, another participant T2 said,

If the head teachers are recruited from the local teachers, they will be responsible and accountable for social development. The local teacher thinks that the school needs to produce social agents and activists for social transformation. School education should

supply human resources for developing society and the nation. As head teacher, I frequently talk with local people about social problems and school development issues. I also interact with them about how to make education qualitative and need-based.

Concerning the above narration, local teachers should be recommended for selection as head teachers because local teachers can understand the reality and needs of the community. The school leader can be a role model for transforming the face of society through education (Johnson, 2006). The head teacher from the community initiated a community awareness program. The local head teacher can organize the meeting to discuss how to increase the access of children in education who are left behind. In contrast, another participant T1 said,

If a local teacher is appointed head teacher, they are familiar with local people and intend to take advantage of the school. The regional head teacher does care for the local people and decides about the school. He dominates the school education system and consequently regresses to quality enhancement. The local head teacher makes the school private and dictates the school against societal needs.

In the above context, the local head teachers are too familiar with local people. The local teachers are over-responsive toward community affairs. Head teachers intend to take advantage of school. Unnecessarily, the head teacher dictates the school for his benefit. The community people might excuse them due to his recognition (Mydland & Grahn, 2012). Since the school is the community's property, the government needs to endorse the policy about selecting head teachers from the local community if possible.

### **Serving at Local Development**

Education is the basis for local development. The local teacher can go through the community issues and contribute to social development with the help of education. The local teacher can take ownership of every aspect of society, such as community development.

In such context, one of the participants T2 said,

After being appointed as a teacher in this school, I joined every community development work besides teaching. The community people call me if a conflict arises among the people for unavoidable cases like family, agricultural work, and land ownership. I play the role of mediator for resolving conflict and request all the people to show solidarity for community development without any debate.

From the above narration, the local teacher cannot be responsible for teaching only. In society, they are educated and act as agents of social transformation. The local people think teachers have a vast knowledge base and can advise in multiple ways. Teachers can raise social issues with the government, and they will resolve them immediately (Budnyk, 2014). Teachers can solve problems by using various dimensions with the help of education. The teacher can also advise on what type of education can solve the problems of contemporary society. The teacher needs to use their knowledge to create social harmony. In the same context, another participant T3 said,

I have taken the role of community leader for every aspect of society. The community people expect my advice and suggestions for accomplishing societal activities. They think I should have multidimensional knowledge to lead society. There are many challenges to standing as a teacher in the local community.

Concerning the above, the local teachers play a crucial role as community leaders, extending their influence beyond the classroom. The community trusts them as significant figures who guide students, parents, and other community people (Shen & Tan, 2012). The teacher can help foster a sense of unity and progress within the community by organizing educational programs,

participating in local events and promoting civic values (Wexler et al., 2014). The deep understanding of teachers about local culture and challenges enables them to advocate for social improvements, serve as role models and inspire collective action. The teacher can contribute as a bridge between community and school, promoting lifelong learning and positive change.

### Conclusion

The community perception of teachers is a vital aspect of the education system, shaping the overall educational experience for students and influencing the community's attitude towards learning. After examining various factors, it becomes evident that the community's perception of teachers significantly affects the success of educational endeavors. Teachers had a central role in fostering a positive learning environment, promoting knowledge acquisition and instilling essential values in students. Their dedication, expertise and passion leave a lasting impression on students and the community. A positive perception of the teacher within the community enhances trust in the education system, encouraging active engagement and support from parents, community leaders and local institutions.

On the other hand, negative perceptions can lead to a lack of confidence in the educational system, leading to decreased participation and investment in academic initiatives. To strengthen the community perception of teachers, it is crucial to reorganize and appreciate their efforts through acknowledgement, support and professional development opportunities. Emphasizing the importance of teaching as a noble and impactful professional can attract talented individuals to the field and foster a culture of continuous improvement. Furthermore, effective communication and collaboration between teachers and the community can bridge gaps, create a sense of shared responsibility and reinforce the notion that education is a collective effort; community involvement in school activities, parent's teacher interaction and community service projects can all contribute to a positive perception of teacher and education system. In conclusion the community perception of the teacher is a dynamic and influential aspect of the education ecosystem, when the teacher is held in high regard, supported and valued by their communities they can perform at their best positively impacting the lives of their students and society as a whole. By fostering a culture of respect, appreciation and collaboration, we can create an educational environment that empowers teachers, nurtures students and builds a brighter future for our community.

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