

Perceptions and Practices of the Ideal Teacher Instructional Delivery

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ABSTRACT

Teachers play a crucial role in improving every lesson's calibre at this stage of the teaching and learning process. The teacher has to keep up with all the complications that develop due to the quick changes in the teaching and learning process. This study aims to learn what excellent teachers mean to school administrators. The study's goals were to: (1) identify the personal, professional, and instructional competence of an ideal teacher; (2) explore how these traits impact how instruction is delivered; and (3) create a framework that takes these traits into account. The study used a participatory action research methodology with a qualitative research design. Four department heads and three master teachers took part. The study used a qualitative research design employing participatory action research. It was participated by 4 Department Heads and 3 Master Teachers in Classroom Observation and focus group discussion (FGD). Purposive sampling was used in choosing participants. Based on the findings, themes emerged: compassion, flexibility, adaptability, adapting (Vision, Mission, Goals, and Objectives) VMGO, setting standards using (Philippine Professional Standards for Teachers) PPST and creating solid linkages and involvement, and student-centred learning. The novel the research addresses the importance of Classroom Observation and how to become an ideal teacher in the 21st century.

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1. INTRODUCTION

As the prime mover of change, teachers should widen the horizon in instruction delivery. As the beacons of light toward school sustainability, teachers must embrace the power of feedback in enhancing and improving their teaching and learning process. Ideal teachers are pivotal in focusing on content and knowledge, delivering instruction and assessment. Assessing and determining the perceptions of the ideal teacher serves as a guide to enhance and improve those traits. This could result in ongoing development of

their instructional strategies, which would ultimately benefit students' learning. The study explores the effects of the characteristics on student achievement, well-being, and overall educational quality.

The ever-changing educational environment necessitates teachers to adapt and develop their skills and competencies [1]. As [2], teaching is a noble profession carried out by sacrificing the need to meet the requirements and competencies needed in the subject to portray the roles and responsibilities in raising future generations. As the curriculum aims for more responsive and future-ready generations, teachers must inculcate in the students the importance of education through student-centred learning. Thus, the amount of training, personal qualities, and social and professional competencies of teachers all have a significant role in determining the quality of education [3]. This was strengthened by [4] ideal teachers should have significant expertise, creative and innovative pedagogies, and practical teaching abilities. Teachers play a vital role in providing quality education, and instruction quality depends on how teachers deliver instructions [5].

Thus, students can perform well in school if their teacher has a loving personality that stimulates them and helps them develop self-efficacy [6]. The teacher is the key to success and gives way to each individual's dream. Teachers also function as mentors in the pursuit of knowledge and skill. Teachers must improve their inherent potential as agents of change, affecting the lives of every student, by recognising the attributes of an ideal teacher. This study will serve as a light to determine what traits to provide learning in education as a teacher responsible for offering quality services in education. Furthermore, teachers must be able to adapt and mobilise the objective of the curriculum by having the initiative to develop and growth mindset [7].

Building relationships with a diverse range of students is an essential aspect of teaching in today's schools, and with various histories, requirements, expectations, motives, and aspirations, it dramatically affects the delivery of instructions [4]. Moreover, [6] assert that competent teachers in the teaching profession can function and successfully fulfil their role and must have some good teaching qualities. Teachers must be devoted to developing themselves to strengthen teaching and learning, and this means that they must be prepared to learn new skills and adjust to changes in how instruction is delivered. Hence, taking part in training, workshops, and seminars for teachers' professional development needs to be emphasised for the future of education.

Ideal teachers must possess different characteristics, such as personal and professional attributes [8]. How teachers develop themselves also improves how they deliver instruction and their competencies. The study paved the way for understanding and acquiring an in-depth perception of school leaders in how they perceived an ideal teacher. The study analyses and acquires an in-depth understanding of the teachers' perceptions of becoming an ideal teacher. This study was participated by the 4 Department Heads and 3 Master Teachers. Based on the results of the Inter-Agreement form in the Classroom Observation and focus group discussion, understanding and acquiring an in-depth experience of the participants in the classroom observation paved the way for exploring the characteristics of an ideal teacher and attaining the study's objectives.

Understanding the attributes that teachers perceive as ideal in terms of personal traits, professional development, involvement, and instructional competence is crucial for several reasons. These qualities indicate effective instruction, directing both present and aspiring educators in their search for efficient teaching methods. This study aims to collect, analyse and interpret the teachers' responses on being an ideal teacher. Specifically, it sought to answer the following questions (1) What is the characteristic of an ideal teacher in terms of personal attributes, professional development and involvement, and instructional competence; (2) How do these characteristics affect the delivery of classroom-based instructional programs (3) What program can be developed in enhancing teachers' competencies in classroom-based instructional programs?

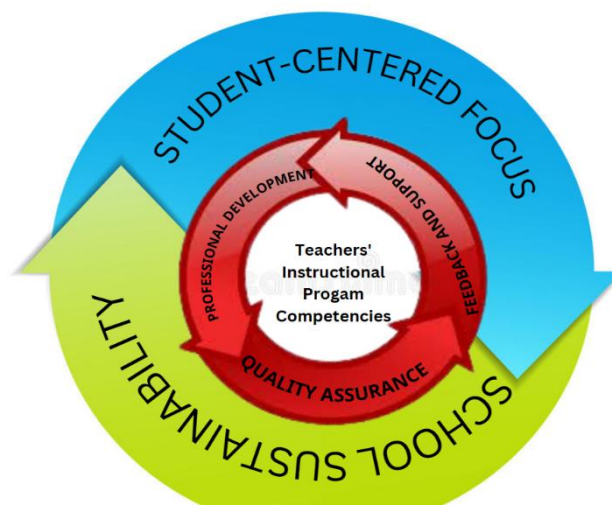


Figure 1. Conceptual Framework

2. METHOD

The study used a qualitative research design employing participatory action research. As [9] describes, participatory action research is a shared commitment to participate in continuous processes of reflection and observation to solve adverse impacts of social behaviours, which are frequently rooted in global concerns. In this participatory action research, Classroom Observation (CO) and Focus Group Discussion (FDG) were used as research tools, and an interview with Department Heads and Master teachers. The study was conducted in one of the secondary schools in the Philippines. The study was participated by 4 Department Heads, 3 Master Teachers, and three students. Purposive sampling was employed to select participants, and semi-structured interviews would be conducted with each [10]. Department Heads and Master teachers were chosen as the participants in the study because they were involved in classroom observation and coaching and mentoring processes in enhancing the instructional competencies of the teachers. The study collected replies through focus group discussions and interviews with open-ended questions. The study transcribed codes and themes. The data will then be subjected to thematic analysis to uncover any common themes or patterns linked to the characteristics of an ideal teacher [11].

An interview guide is a critical research instrument that the researchers will use in a phenomenological investigation [12]. The interview guide will be tailored to the research questions and objectives of the study. It will include open-ended questions for participants to elaborate on their experiences. The guide will be available for more research and follow-up queries [13]. It allows the researchers to understand the individual's life experiences comprehensively. The interview guides consist of 3 main questions regarding the study with three sub-questions to support the study better and acquire an in-depth understanding of the perceptions of an ideal teacher. The researchers manually coded and thematically analysed the interview responses. An intercoder assisted the researchers in reducing the study's biases. The research questionnaire was validated by three (3) experts in content validation.

The researchers take measures to ensure the ethical integrity of the study. All participants must be treated with dignity and respect, including their right to privacy. Participants will be requested to provide informed permission, which will provide them with all pertinent information regarding the research and any potential risks and benefits. All participant data will be kept private, and participants will be informed that their responses will remain anonymous and not be shared outside of the research.

3. RESULTS AND DISCUSSION

Based on the responses of the participants and results of the interview and observation, the following were the generated ideas and themes in the study:

Characteristics of an Ideal Teacher

a. Personal Attributes of an ideal teacher

An ideal teacher possesses abilities and features that contribute to developing a positive and successful learning environment. Characteristics of an ideal teacher may differ depending on personal preferences and instructional situations. Based on the study's findings, three themes emerged in the personal attributes of an ideal teacher: compassion, flexibility, and adaptability.

Teaching is a Life-long Learning Process (LLP)[14], and continuous improvement of knowledge and abilities requires keeping up with the most recent educational trends and methods and adapting to an ever-changing environment. Personal growth in teachers has an impact on our professional lives. With [15] notions on attaining the learning organizational goals, personal mastery is a collection of precise concepts and practices that enable a person to learn, develop a personal vision, and view the world objectively. Change is unavoidable, and as teachers, we must have the grit to lead and a vision for the organization to which we belong [16]. Several factors influence the quality of instruction at the school. One of them, and possibly the most crucial, is skilled teachers, and as a result, teachers play an essential role in shaping students' personalities and assessing educational quality [17]. As mentioned by P1:

"...An ideal teacher loves his/her work and puts his/her task before anything else that needs to be done..."

An ideal teacher is passionate about their subject and teaching. Teachers share their enthusiasm with students, promoting discovery and developing a love of learning.

According to [18], the ideal teacher fosters a positive relationship with students by, for example, showing individual concern, being easygoing, demonstrating profound empathy, inspiring, performing intelligible instruction, being enthusiastic, amusing, assertive, humble, and patient. Furthermore, an ideal teacher possesses different personal attributes. Added by P2 and P3:

"...Ideal teacher is resourceful, has a choice in everything, and focuses on student learning.."

"...The ideal teacher provides an engaging and task-oriented approach to students that allows them to learn and is not afraid to take risks..."

Teachers must become more prepared and helpful to everyone to deliver excellent educational services and function as change agents in society and education [19]. This topic analyses these issues and offers answers in light of the necessity for teachers' personal and professional development in education, as well as the diversity of the world. As shared by P4:

"...The ideal teacher addresses students' various skills and fosters a favourable, safe, and inclusive learning environment. .."

The ideal teacher is knowledgeable as well as proficient in the area they teach. Teachers constantly upgrade their knowledge and abilities to present students with correct and up-to-date information. Moreover, an ideal teacher is flexible and versatile in delivering instructions [20]. An ideal teacher is adaptive to students' various learning styles, requirements, and talents. Teachers modify their teaching ideas and procedures to suit varied learners and to foster an inclusive and supportive classroom atmosphere. Added by P5:

"...The ideal teacher takes the initiative to keep up with educational developments to present to pupils who offer to increase students' technological capabilities, life skills, and even value formation..."

An ideal teacher encourages students' personal and academic development. Teachers offer advice, mentorship, and encouragement to students, assisting them in setting and achieving their goals. Teachers motivate students to believe in their abilities and achieve their maximum potential. As [21] reiterates, teachers offer experiences associated with real-life events, being prepared for the lesson and continually developing themselves. Added by P6:

"...The ideal teacher is artistic and innovative in his or her delivery of instructions. Students are at the centre of every aspect of instruction; an ideal teacher knows how

to understand and appreciate differences in people and how to understand each student's feelings..."

Professional tasks and obligations, professional ideals, personal characteristics, professional ethic principles, and societal responsibilities are some features an ideal teacher educator should have [22]. As shared by P7:

"...The ideal teacher is well-rounded and healthy on the inside and outside in several dimensions, including physical, emotional, spiritual, intellectual, and social health. As a teacher, you must be able to respond to all of your students' questions and be prepared for any changes that arise in your career..."

An ideal teacher with a growth mindset actively seeks professional development and learning opportunities. Teachers constantly reflect on their teaching approaches, soliciting feedback and adapting them to improve student outcomes.

b. Professional Development and Involvement

Based on the study's results, with the professional development and involvement, the characteristics of an ideal teacher emerged into three themes: *adapt VMGO, value PPST, and create solid linkages and involvement.*

Teachers must provide opportunities for students to demonstrate their strengths and interests and use them to enrich their learning experiences as the major drivers of learning. This approach focuses on identifying and developing each learner's strengths and talents. According to [23], schools have accelerated and established equal opportunity for all students. According to the report, teachers must take the initiative to learn and grow personally and professionally while addressing differences and inclusion. This implies that education should not be stopped in any way but should be expanded to reach every student. As shared by P1 and P2:

"...The ideal teacher is experienced and knowledgeable in the lesson or topic assigned..."

"...He/She will be a learning bridge and a solution to every barrier in the teaching and learning which follows the VMGOs of the organisation..."

An ideal teacher embraces the VMGOs of the organisation and assists in directing the efforts of individuals and teams within an organisation toward a single goal [24]. It defines the organisation's long-term goals, influencing decision-making and resource allocation. VMGO guarantees that everyone works toward common goals, preventing fragmentation and encouraging a cohesive vision. Added by P3:

"...The ideal teacher has a broad horizon in teaching and learning; he/she knows what should be taught to the students and is directed in the learning competencies

required to supply the students and the curriculum that is set to be attained in vision, mission, goals and organisational goals..."

As the sole source of knowledge, teachers should have the grit to grow, develop, and embrace change to adapt to the ever-changing educational landscape. Reading and analysing the article makes me more reflective on how I impact society as the noblest profession. Government should be aware of how education should be emphasised in developing and promoting sustainability. According to [25], special needs education teachers see instructional practices as vital for inclusive education. Providing a variety of activities provides a wide range of options and possibilities for learning and teaching through diverse activities and instructions via personalisation and differentiation[26]. The previously described strategy allows students more control over their learning experiences, including content, pace, and delivery modes. The teaching and learning process must incorporate various activities and change lessons based on student success. Added by P3:

"...Open to new learning opportunities, recognises the value of post-graduate studies, and is willing to embrace workplace change to provide superior services..."

Teachers must be responsive when engaging in education and delivering instructions [27]. Teachers must provide a learning environment accommodating diverse learning styles, talents, cultures, and backgrounds [28]. Teachers must develop and improve their engagement in professional development, and stakeholders should make a way to provide scholarships and partnerships in pursuing their post-graduate studies to make connections, upskill their competencies, and be able to collaborate as we move to the fast pace of change in delivering instruction and reach every student by engaging in different continuing professional development. As we improve ourselves, we also improve the way we deliver instructions. Added by P4 and P5:

"...An ideal teacher must understand how to operate professionally and ethically in his/her capacity as a teacher. Knows what is right and wrong and performs his/her duties even when no one is looking and sets the PPST as the standard of teaching..."

"...Pursue any professional development with enthusiasm, not merely for promotion. He/She is doing this because he wants to be upskilled and relearn pedagogies in their profession so that pupils can be educated about educational trends and quality services. An ideal teacher knows how to deliver instruction and follow the examples stated in PPST..."

To expand and improve oneself, one must desire to grow holistically, valuing all parts of life: physical, emotional, social, and spiritual. Teachers must develop and improve their professional development engagement by providing scholarships and partnerships for post-graduate studies to make connections, upskill their competencies, and collaborate as

we move toward a faster pace of change in delivering instruction and reaching every student [29]. Moreover, P6 and P7 shared that:

"... Can connect, collaborate, and is willing to be an ear and heart for the organisation's common goals. An ideal teacher opens learning opportunities through collaboration, communication, and working together with a common goal.

"...Stakeholders and groups were formed to connect further and communicate to achieve the school's learning goals and objectives. An ideal teacher is ready to engage stakeholders to assist a good organisation in realising its goals through close collaboration or community involvement.

VMGOs, PPST, and creating solid linkages are essential because they provide a strategic framework that aligns efforts, guides decision-making, shapes organisational identity, engages stakeholders, measures performance, supports adaptability, and increases employee engagement. It is a powerful instrument for establishing clarity, focus, and direction in achieving organisational achievement.

c. Student-centered learning

Curriculum adjustments are basic but powerful instruments that can help make the educational environment more accessible to all students [6]. Equality and diversity are both valued in inclusive education [30]. Individuality and distinctiveness must be stressed and strengthened for each student, as well as the opportunity to improve their intrinsic abilities in teaching and learning, as this becomes the norm in providing quality educational services [31].

Student-centred learning is a pedagogical approach that focuses on students' needs, interests, and talents. According to [4], education is a process that aims to satisfy the needs of all varied learners, and changes in methodologies, structures, and strategies that may match the demands of all learners based on their age group should be addressed. As shared by P1 and P2:

"...With the characteristics that an ideal teacher must possess, it can address the diverse needs of the learners.."

This means that altering materials increases child participation and meets students' needs in various ways. Teachers adjust and change the curriculum to meet the requirements of students with various learning styles using differentiated teaching [32], as added to P2:

"...Always focused on the needs of the students, able to involve students in activities, and always a student-centred learning and teaching process..."

Students learning approaches, preferences, and abilities vary. Student-centred learning recognises and appreciates these individual variances, allowing students to learn at

their own pace and in methods tailored to their specific requirements [33]. It promotes tailored learning experiences, ensuring that every student has a chance to achieve and realise their full potential [34]. In order to reach students and provide quality services in education, it is also important to prioritise each student's diversity. Differentiated instruction is a teaching and learning method that seeks to meet the diverse needs of students [35] by providing different opportunities to acquire knowledge and express comprehension. As P3 added:

"...provides a dynamic and meaningful learning experience to the students..."

Teachers must assess individual learners' strengths and limits to better understand their learning styles, preferences, and requirements as the key drivers of the learning and teaching processes. A student-centred approach will be used to reach and meet the diversity of students. According to [36], education requires a multi-sector strategy focusing on the teacher's function, planning, and curriculum adaptation. T4 and T5 mentioned it:

"...Allow students to express themselves in the classroom and teach them through learning by doing and allowing them to explain and engage in the discussion..."

"...Let students express their ideas and feelings and be able to grasp understanding through developing their critical thinking skills..."

Teachers better understand how to provide instructions catering to each student's differences to create an inclusive and powerful class that addresses diversity through a student-centred approach and differentiated teaching. According to [22], learning is adapted to students' interests, learning styles, cultural identities, life experiences, and personal obstacles. The teaching and learning process must be student-centred to deliver excellent educational services. Students should be at the core of the curriculum because they are the centre of learning. T6 and T7 mentioned:

"...Provide art of questioning which allows students to answer higher order thinking questions which enable students to unlock their HOTS..."

Individuality in education can help teachers create a more stimulating productive, flexible, and welcoming learning environment for all students. Teachers should commit to supporting and developing diversity in their schools, where educational inclusion is a method and strategy for removing barriers to learning [37], and strengthening policies that promote inclusion is critical in this context [38]. This technique will enable teachers to be more open and aware of the students' needs' strengths, and weaknesses, allowing them to be better shaped in the teaching and learning process by appreciating an individual's uniqueness and autonomy.

"...Engage the class into a meaningful discussion and let them express ideas by providing a student-centred learning environment..."

It was emphasised that an ideal teacher could meet students' needs, accept diversity, and deliver student-centred learning. Allow students to learn by giving them choices and a voice in classroom activities. As reiterated by [39], involvement and engagement provide avenues for rediscovering and generating ideas. As to the involvement of student-centred learning, the environment substantially affects the student's learning.

Changes in educational aims, advances in research or technology, shifts in societal or economic trends, or learner requirements can all lead to educational changes [40]. Effective curriculum reform needs careful planning, collaboration among educators and stakeholders, and ongoing evaluation to verify that the changes produce the desired effects [41]. According to the participants' replies, teachers delivered individualised instructions that addressed the variances and diversity in the rate of learning and understanding.

d. Instructional Competence

As an agent of change, an ideal teacher has the characteristics of sharing expertise and developing our students' knowledge, skills, and dispositions, and instructional competence should be focused on personal growth and professional development programs to help teachers bridge the gap between educational theory and practice. As mentioned by P1 and P2:

"..Ideal teachers must have the passion and commitment to delivering quality education services through continuous development (personal and professional), addressing diverse needs of learners, and having substantial community involvement. These attributes can affect the delivery of instruction by providing a student-centred learning environment.

"...The mentioned attributes, such as personal, professional, and teaching effectiveness, are pivotal in teaching and learning. Our competence depends on our initiative to learn and upgrade our skills and knowledge; thus, through continuous professional engagement, this goal must be attained and able to reach the curriculum goals..."

According to [21], teachers must have the ability and drive to deliver instructions and develop trends in educational settings. Teachers must provide adaptable learning methodologies that address individuality to reach out to different students' learning styles and build a more inclusive school. Flexible learning techniques are educational approaches that enable better adaptation and customisation to meet the various demands of learners, giving control over the learning process in terms of content and delivery methods.

This is supported by [5] asserting that the learning and teaching process must provide an equal opportunity for learning and dealing with differences. In education, teachers must have the grit to enhance their competencies through training, and improving competence in instruction should be emphasised. Added by P3, P4 and P5:

"...identifying the attributes and ways in delivering instruction provides a bridge in filling the learning gaps experienced because of the pandemic or the ever-changing educational landscape we experienced. ..."

Adaptive and flexible teachers can interact with course information in ways that best suit their needs and interests [42] by giving students more control over their education and increasing motivation, engagement, and achievement. As teacher-leaders improve competencies, interactions require more work incorporating abilities and strategies to improve instructional competencies in delivering instructions (Kirwan et al., 2017). The study's findings address the diversity and convergence of a broader perspective in a scenario and learning styles by utilising flexible learning and teaching approaches. It allows you to address numerous activities and strategies in teaching that will suit and mould each student's wisdom through flexible learning and teaching activities.

"...With the personal and professional development and growth and the practices in delivering instruction as to teaching effectiveness, an ideal teacher has a crucial role in upskilling one's capabilities and knowledge..."

"... Through the given attributes, an ideal teacher must strengthen his/her practices in the teaching process in providing more conducive, meaningful and dynamic learning experiences to the students..."

Furthermore, [43] emphasises the importance of teachers using a common set of efficient pedagogical techniques, efficient teaching-learning instruments, and outside help in improving topic accessibility, emphasising the importance of comprehensive support systems and teacher preparation programs. Individuality is constantly addressed in the classroom setting. Moreover, an ideal teacher must improve the pedagogical approach by designing student-centred teaching and learning activities and aligned assessment tasks [44]. There are many benefits when teachers learn and are exposed to effective and matched training based on their needs. Some benefits are promoting quality education in the school, improved teacher performance, producing holistically well-taught students [45], and attaining institutional strategic directions. These will be some areas that will benefit from professional development programs. As shared by P6 and P7:

"... An ideal teacher must not be the brain or head of the organisation. He/she must be the heart and always ready to lend a hand to colleagues. He/She must embrace the continuous process of professional development because when the teacher improves him/herself, instructional competence can also improve..."

"... Ideal teacher should not be the head of the organisation, but he/she should guide Furthermore, willing to accept change and able to understand the changes happening in everyday life..."

Ideal teachers need many skills to ensure that students experience authentic learning. Having passion and commitment on your own will significantly help you become an efficient and effective teacher. These works subtly encourage the development of practices that are not just student-centred but also create places for students' and teachers' explorations, as learning is a complicated process that must not be rushed. As reiterated by [46], enhancing the student's ability to apply approaches in developing their critical and creative thinking skills is essential.

f. Improvement Plan for Teachers' Instructional Program Competencies

In order to enhance teaching strategies and student results, it is essential to examine how these highlighted traits influence the delivery of classroom-based instructional programs. The qualities of teachers can considerably impact their capacity to engage students, control the classroom atmosphere, and modify lessons to meet different learning needs; thus, this impacts Classroom-Based Instructional Programs. Although the ideal teacher aims to embody these qualities, there is room for improvement. Being the best teacher possible is a life path that involves self-evaluation and development. The researchers created an improvement plan for instructors' instructional program competencies to meet the organizational goals of emphasizing a student-centred teaching and learning process. The ideal teacher can receive helpful criticism during classroom observations and partake in reflective practice.

Improvement plans should address the impact of classroom-based instructional programs and enhance teachers' competencies. Teachers can find areas for growth and refine their instructional tactics by observing their teaching methods, classroom management approaches, and student interactions. Observations also allow for targeted professional development by identifying and addressing areas of strength and weakness. As a result, classroom observations are critical in ensuring the quality and efficacy of teaching and learning. School administrators and instructional leaders can use observations to assess curriculum implementation, instructional methods, and adherence to specific educational standards. Regular and thorough classroom observations can identify areas requiring additional assistance or intervention to improve teaching and learning outcomes.

Moreover, administrators, school leaders, and supervisors can use observations to provide constructive feedback and assistance to teachers. Professional development, quality assurance, and feedback and support emphasized student-centred focus and school improvement, all benefits of classroom observation. Classroom observations assist in improving teaching and learning in educational settings by giving valuable insights into instructional practices and student experiences.

4. CONCLUSION

Based on the findings of the study, a conclusion is drawn. The personal attributes of an ideal teacher must possess compassion, flexibility, and adaptability in every situation in the teaching and learning process. Moreover, an ideal teacher must have mastery of content and knowledge, value professional development, and have strong linkages. Moreover, an

ideal teacher addresses student-centred learning. Personal, professional, and teaching effectiveness affects the delivery of instruction by improving instructional competence. Through the enhancement program in developing teachers' competencies in delivering instruction, an ideal teacher must possess the personal and professional attributes which affect teaching effectiveness. The practices and instructional competency should be prioritised as teaching and learning develop toward improvement. Teaching effectiveness emerges when teachers choose and apply various delivery strategies that promote student-centred learning. The school administrators must give the instructors a program of improvement, upskilling, and retooling to improve instructional capabilities and development in one's personal and professional lives.

Being capable of positively impacting teacher development, instructional strategies, and, subsequently, student learning results emphasise the necessity of this effort. Insights from this research can help improve teaching strategies and the quality of the educational experience as education continues to change and adapt to new challenges. Future research can be done to determine whether each ideal teacher has attained and implemented the study's findings to give a better conducive, effective, and efficient teaching and learning process, as this study only focuses on perceptions.

This study will introduce teachers and school administrators to design educational policy, with another inquiry used to disseminate the findings. The development of teachers, student learning, curriculum design, policy formulation, and general improvement of the educational system are all impacted by our understanding of what defines an ideal teacher. It is an essential first step toward building an educational experience that is more efficient and focused on the needs of students.

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