

## To Role of Teacher in Higher Educational Institutions for College Students: A Review Study

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### ABSTRACT

This article is based on the role of the teacher in the institution of higher education for college students. A SWOT analysis provides the insights on its strength, weakness, opportunities, and threats associated with the role of teacher in higher education. The role of teacher discussed in this article: multidimensional and significant role, unique role, role model for student, change agent, guiding role, relational role, critical role, influencing role, personalized role, role of emotional and cognition, role in practice, role of perceived educator, difference creator, crucial role, and finally quality teaching. Over all, the role of teacher was focused on the vision of clarity for teaching, feeling of hard work, thinking based on its viability, skill of recognizing the power of education, and at last but not least the develop the equal opportunity for all college students in higher educational institution. This article concludes that subject provides its sharpness on the role of teacher in higher educational institution for college students.

**Keywords:** Role, Teacher, Students, Institution, College, Education, Clarity, Quality.

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### Introduction

The Pioneer of performance-and-role-based education initiated by John Devey, who created the revolution in the field of education for whole educational industry of America between mid of second half of nineteenth century and first half of twentieth century by teaching students through learning by doing, developed critical thinking skills, democratic education, social learning, pragmatism, experimental school, and many more. John Dewey highlighted the key role of teacher in education towards students at the ease of learning. Moreover, John Dewey prolonged to accept the environment of educational environment may played a key and master role, which created a scary feeling about the institution in students, in case of not allowing them (students) to interact with teacher, or not giving any opportunity for own learning throughout the whole educational session, that made students to coward too drowsy. John Dewey believed that educational institution should be provided the environment of learning for every student. According to him (John Dewey) holding responsibility played a key role for teacher and teacher should be well trained in their actual practice. The role of teacher depended on growth mindset in educational system, which needs to be reengaged cooperation between teacher and students for liberalizing and decentralize the study in higher education for college students.

There are various factors affected the student's study but connection with teachers and their effort made it, remarkable and unforgettable moment for students in higher education. The constructive discussion played a creative role in student's development. The size of the student's class matter most but before the teacher may be responsible to be created a captivated role for students, on whom all of them, played on learning environment with their teacher but it depicted from the student's attention

and their participation and interact with teacher, played as core factor to be developed a relationship with teacher and students during whole academic session. The quality of study effected by the factors: study material available, timely completion of work, value in study, awareness, impacts, skills, motivation, designed curriculum, resources, attention on further studies, ethics, exceptional learning, and most important time to cover with correction on mistakes through own effort or external effort (where external effort may teacher's effort or friend efforts), whereas student's own instinct may be created an opportunity or threat for teacher, therefore both played as a key element in their higher learning, that had shown their openness as sharing with teacher, which equalized their share-ability for further growth in educational institution.

The growth of student depended on their own actual work at ground level, good learning institution optimize their student's learning experience through quality teachers, challenges sharp the skill of learning of students by teacher nurtured, characteristics in the area of study demanded understanding about the good practices and cultivated characteristics of teacher, order of high thinking implemented in teaching, case based study, research based study, learning about service-based apparel in educational institution, scholarship in public level, technology based learning, leaning based on creativity and activity played a crucial and feasible role for students in higher education but in educational institution, teacher used 'call upon' and 'contextualized pattern of teaching' in educational institution, where 96 studies (Jurni et al. 2024) focused on leaning and teaching practices and evaluate their implemented practice on this perspective, studied about its effect on student's learning or their experience, and analyzed their size of effect via comparison, estimation, or correlational study of its effect in educational institution for college students.

The skill of teaching according to the student's 4P preference to the next 'practice', 'plausible', "possible" throughout their own effort with or without teacher; but relayed on time and situation that students faced or created by them in the condition of knowingly or unknowingly, and at last "probable" in higher education made the teaching as best practice teaching, that may easily be amenable'. There were some limitations that made learning a little troublesome as well as hilarious for students in higher education was: lack of choice, changes on teaching profession, changes in technological and social perspective, changes on government responses and its funding, reconceptualizing assessment on challenges and opportunities but (in short) the real role of teacher for enhancing accountability in teaching, pressure on funding, mobilize students along with study, and facing diversity in education institution. This review article focused on the role of educational teacher out of qualitative and quantitative study conducted by different scholars earlier on this subject.

### Literature Review

In Higher Education, there was whole pedagogical competency should be developed in the teacher as opportunity with their professional vision towards the high concern about knowledge, and skill of recognizing and understanding as well as making the educational professionals should aware towards their professional development. The best practices lied on the following traits to be followed by teachers as clarity, promote active learning, challenge, learning through interaction and developed the relationship between teacher and students throughout this interaction, self-regulation, and at last feedback may be played a major role for providing high quality teaching. The quality of teaching depended on the traits or skills had acquired by teachers and used, wisely in class, according to the nature of students, because teaching is not a static process but has multiple dimensions out of all. The traits of quality teaching for teacher: smile on face, well knowledge on subject, satisfaction on discussion, interaction, adaptation, reflection, enhance retention, provide guidance for learning, evoke student's performance, make study material available and many others, as requisite for quality teacher (full list of traits for quality teacher has given in role of teacher section of this article).

Academic study played a major role in education of students, where 10 percent youth (Basavraj et al. 2015) went to higher educational study; where participation and active interest in study got less

attention with respect to the teacher but it demanded as an active of involvement and investment from both teacher and students. There was more research study must be needed in the motivation and student related variables. The factors, which was positively contributed in student's educational study, explored by many factors, internally as well as externally. The lower opportunity provided to students, rather than based on experience gained by them (students) it. Favoritism played a crucial and cryptic role in-between students and teacher relationship in the higher educational studies. Collaboration from the side of student's willingness to do continue study, and sharing from the side of teachers with students for further learning may reduce its side-effect of favoritism in educational institute. Patience, and coordination were core factors that must be essential in formal education as well as others field also. Active participation is beyond the numeral measurement but it concealed on qualitative aspects.

There was smaller participation for the group of students targeted to teacher, where total unexplained variance decreased by 19 percent (lower percent shown that its consistent nature on one point of variance, it was more meaningful throughout its calculation parameter), where total variance had its meaningfulness and which was significantly and positively correlated as a self-discloser, which had improved the null model of the predictor but it had larger when it was targeted unexplained variance decreased by 25 percent (high percent shown that its scattered nature from one point of variance, which hold less meaning throughout its calculation parameter) within the group of individuals (Bardorfer, 2024). It may also possible the negative side of participation flawed into unkindness, scares, disrespect etc.

Teaching was the second order profession, which demanded transition, transmission the knowledge, and most importantly application of knowledge in educational institution for college students. Teacher's efforts made the knowledge extended as a frontier of science for researcher, that built the role of teacher more authentic in educational institution for college students. Communication was more time-bounded tool for teacher, which made the teaching less clamorous for the teaching of college students.

### Theoretical Background

There was urgent and escalating need to be clarified and recollected the role of teacher in higher education for college students throughout its current scenario due to facing challenge in turbulent time, technological revolution, that huck up the whole educational industry but it brought many opportunities with capricious attempt to be utilized and make out it, as quality teaching into the new direction of student welfare, in possessive and bountiful manner rather abused from it. The teaching made the teacher remarkable and holding different role-built the institution iconic, as an extra remarks on providing on-demand service to their students but all depended on knowledge, delivery, and most important time as a supreme factor. Providing education is a service-based industry, where works and its rule with system played a prolific role, but real learning was beyond any system for providing transparent, vibrant and impartial learning, can be unable to chase the accepting-power of students from inside on-time-class learning rather outside of class room. Every student was different out of all, so that on this cause gave attention toward each student and it was mandatory for teacher. The designation of teacher handled different role that elevated by situation and turned the teacher into mentor, coach, leader, path-finder, and many other roles.

### Objective

This article was an adaptive approach on the analysis of this role of teachers that played in classroom within the group of students, for assisting in their studies as an approach for making a better society as well as uplifting their lifestyle, to make them better human of society. This article based on the purpose of the critically analyzed earlier research study on the role of teacher in higher education for college students. This article is based on secondary qualitative and quantitative data. The result and conclusion have been derived from the literature review and recommendations have been made respectively.

### Role of Teacher

1. **Multidimensional and Significant Role:** Teaching the college students were not limited with one parameter or one situation, there was ups and downs in academic curriculum, so that teachers can be developed multidimensional attitude through cultivating their dedication with commitments, inculcating values in education that didn't dismantle their significance and caliber for teaching, but depended on skill of thinking in lateral level for their student's via fair borderline of awareness, freedom, ethics, attention towards providing meaning and quality of learning in their teaching to them with using authentic resources of teaching and design the academic routine of activity in higher education.
2. **Unique Role:** Teachers played the unique role in student's life during the study in college. They can be engaged students for making them humble, adaptable, and patient through their teaching, but they never lost their attention in all conditions of time and problems faced by students, and evolved them with subject knowledge, help and cultivate the skill of thinking in the habit of students in new learning out of new things in class.
3. **Teacher As a Role Model:** Teachers created their unbroken attention towards outer world for their students, as a mentor to them, they were responsible for value and growth at personal level. Teachers also gave students emotional assistance regarding their actual neediness in learning to be achieved growth that connects students with society and tempted them to do right things in society, as a part of teacher's creativity in higher education. Teachers also highlighted the importance of time and responsibilities for society, to meet and aware about it. Teacher is planner, resource developer, planner, facilitator, information provider, assessor, and many more role hold in their shoulder.
4. **Change Agent:** In traditional pattern of teaching, there were only two types of teacher's role: philosopher, and scientist. Due to current scenario, time is continuously changing on the role of teacher in college, which can be called them as practitioner, conveyer, leader, user, writing mentor, and many more, uncountable through titles, which brought change through their effort in teaching. It was more important that can be easily titled them as orchestrator, because it is multifunctional role for teacher as an agent of change, whose performance executed regarding the allotted time like administrator, pedological, technological, and liaison role in the teaching of current time of teacher.
5. **Guiding Role:** The teacher also guided to the students for selecting in different university entrance exam, where 64% students got selected but their registrant through joint selection of state university had significantly increased from 2016 to 2018 but after two years which had declined on it. Teacher also provided the university entrance exam information, accreditation information, introduced universities, socialized the universities, as well as their own view on university matter to be assisted the students for selecting universities regarding their pursuing desire in higher studies.
6. **Relational Role:** The relationship between teacher and student was immeasurable through the tool calculating it, in numeric number but it can be interpretable through its consistency and nature of teacher. Developing this relationship, where students was not responsible alone but teacher played a major role to make them assessable outside the class, enthusiastically involved in students, through their (teacher's) acquired instinct as be clear on purpose, leaning on name, seeking the honest feedback. This relational role developed an authentic relationship between student and teacher, that affected the performance of students throughout whole session in educational institution.
7. **Critical Role:** It was depended on the teacher's effectiveness and their dimensions for conceptualization to be implemented in Higher Education to be measured its input, output, along with process. The dimension of effectiveness hadn't fixed in nature but it changed regarding the adopted definition and beliefs behind it, to be implied in action.
8. **Influencing Role:** Teacher who influenced the students as a role of content expert for developing their skills on the particular branch of knowledge depended on the teacher's skill of teaching to their students. It's the role of influence for faculties to sharpen their saw to tempted the students to be learned out of their teacher's lecturing, as a magnetic instinct of delivery to make them better learner.
9. **Personalized Teaching:** Teaching the student with student's without knowing about their preference. It was known preference that made their teaching personalized, amazing, and that

motivated and approached them (students) towards their (student's) specific requirements and possessive learning that created an opportunity for students to work with teacher (together), quality of learning depended on the quality of teaching material that used by the teacher during lecturing the class, shared knowledge and motivated students acquired more out of teacher's lecture, skill of teaching efficiently to students, students made choices and that control their (student's) learning experience, communication was the key that opened the lock of student's confusions, enhanced the performance and productivity of students.

10. **Role of Emotion and Cognition in Teaching:** It was not easy to be achieved the same result many times, but it was fully depended on effort, practice, value, teacher's support, teacher's style of teaching to students, monitoring and regulated by student to own-self, conscientiousness, evaluation of teaching, whereas success of teaching depended on enjoyment, engagement any many other factors that affected to the emotion of student's leaning with their cognition in studying environment. Failure was unavoidable in learning but it was possible through proper monitoring, overcoming may be possible for students.
11. **Role in Practice:** optimize the student's learning by teacher through the student's-response made a key role in learning and teaching, constituting good practice advocated for best practices (utilizing 4P, plausible, possible, probable, and planning) in learning and teaching, best practices made the student inquiry, brought them clarity on studies, highlighted the basic use in reality, experience that valued the teaching, brought challenge through creativity, showed its concurrent relevance of learning, developed the relationship with student and teacher to interacted for solution oriented attempt, monitoring activity through relation in practice.
12. **Role of Perceived Educator:** The educator worked through confidence, way of linking, role to be monitored towards students, and recognized the signal for managing diversity in need and preference of students through highlighting their requisite expectations are the challenging task for perceived educator.
13. **Difference Creator:** The role of teacher is not one dimensional, but it may be hold multi-dimensional. The teacher inside the class played as teacher, but during teaching, it has shifted automatically toward student, as according their preference, and neediness they feel. The Teacher well knowledge in subject as expert but for monitoring growth of students they turned as mentor or role model, also provided emotional support to their pupils and brought them a feeling of safeness, teacher may also be responsible to develop social skills in students through encouraging thinking critically for finding clarity that tempted student to understand better than others, teacher also be responsible to developed a skill to manage time and utilizing instinct out of all culture and their existed diversity in society, teacher also be adjusted themselves within the group of students.
14. **Crucial Role:** Before teaching the subject, there must be needed to plan about subject will be delivered, researching new material regarding the subject and concept, tempted to student for doing their work, support them from one-to-one way of assistance, during teaching the students teacher can also be learnt from whole class, and for knowing the reality talked with parent, colleague and other educator.
15. **Quality Teaching:** The Teacher who practice the basic traits by themselves, to set out a ideal example that made their image before of their loving students as their ideal teacher. The traits: smile on face, well knowledge on subject, satisfaction on discussion, interaction, adaptation, reflection, enhance retention, provide guidance for learning, evoke student's performance, pragmatic approach in teaching, revitalizing prior knowledge, adjust to different students, trust, allow others to feel safe, value, motivation, kind feelings, quick sound and clear judgement, ability, common sense, patience, sincerity, impartiality, proactive, courage, determination, humility, dignity, conviction, openness to learn, meritocracy, speed, imagination, excellence in lecturing, raising the confidence of students, motivation, courage, disciplined and proactive-mindset, not excess-control on students, create obsession about subject, timely perform the responsibility, keep it simple, clarity of vision, patience, seize the opportunity, looking inside, little things importance, teacher should have a loyal character like courtesy,



self-control, tolerance, clear thinking, determination, initiative, perseverance, patience, common sense, self-confidence, courage, resourcefulness, honesty, truthfulness, reliability, self-reverence, sympathy, and egoless-ness, but some qualities was genuine feeling of others and love, active and incessant work, cool head, behave civilize manner, discipline in organizational level, give up all bias, update with all information, faith in himself, talk enough but not too much, not think himself as superior, risk-taking, inclusion, adaptability, decisiveness, leveraging information technology and computer, strategy, communication and many more. All these qualities made the teacher a leader fn class before their students.

### The SWOT Analysis of the Teacher's Role

#### **Strength**

Lifelong learning, flexible nature of teaching, new era redefining the role of teacher as manager or facilitator or planer but most prominently an observer, changes bring new direction in teaching of teacher, make sense in teaching, estimating progress in goal of course, assessing extra learning with its value, ask question in 'why' and 'how', reduce the negative effect, increase the contact with teacher, enrich the educational institution, discipline in educational institutions, improving pedagogical competency of teacher.

#### **Weakness**

Less involve with student, assignment sent through online medium, students enrolling in other's online curriculum, more teachers teaching online, self-paced learning due to technological advancement in education, knowledge is theory, discipline is difficult subject to understand, not value for teacher, not knowing the student's source of inspiration, ambiguousness in student's creativity, cease to learn, dependent on teacher, de-intellectualization, enemy of knowledge rich curriculum, highly contested and ambiguous place, deploy interconnected knowledge and skills

#### **Opportunity**

Changing role from teaching to moderating to facilitating, student's exchange ideas, using Information Technology and Computer in Education, giving time and space in discussion, recognize the pattern and possibilities for future growth, organize the training session in creativity, care work in higher educational institutions, teaching style varied according to teacher in different universities.

#### **Threat**

Hiring adjunct faculties or contractual basis recruitment or conducting part time faculties, fitting in the need and requirement of current generation demand to make learning more logical and seamless, underestimate difficulties and nuances, gap between behavior and justification, difficult to design pedagogy for student's activity, immeasurable between the relationship between student and teacher, no reasons to be clarified for multiple teaching style adopted by teacher in different institutions

### Limitations on the Role of the Teacher

The teacher completely depends on students. Without students, the teacher has no companionship. The interest of students, defocused on other's, which may small hurdle, but it consumes additional time, to turn back on track during whole discussion on particular topic during discussion in class. The one cultural environment, but low percentage of female teacher and students, gender balanced setting used to be clarified about the student-teacher relationship,

### Significance of the Teacher's Role

The role of the teacher was not only outdated with respect to time but also created a urgency on the field of teaching a revolution, throughout its known adoptable and adorable pattern by the students easily

and seamless manner in studying by teacher at their college level. It should be curable and intermittently connected with each other that hooked the student's interest on subject's study, teaching students with without-giving any direct instruction for study rather than giving them indirect motivation that tempted them, to study curiously and conscientiously through indirect verbal language of teacher for higher education.

Teacher played a wiser role on adding value in teaching for students, collecting feedback from students as a tool to improve the teaching, experimenting in teaching within creative (creativity demanded growth thinking, new idea and most important resource and time-bounded-regular-action on plan to implementing it) way brought a new excitement in student's learning out of teacher's lecturing, focus on the goal of learning for student's, teacher's applied cognitive knowledge, capacity, willing to apply knowledge, skills, and more important attitude to brough the best teaching for students of higher education in comparison to encourage students for making contacts with teachers, developed active learning, task-wise time allotment, respect the multidimensional talent in students, learning from students, demonstrate the passionate teaching to students, imbibe the prior knowledge of students that helped to build relationship with them for nurturing teacher's credibility, promoting autonomy and thinking critically, and at last but not least create an engaging environment for the students of higher education.

### Conclusion

Teaching as a profession, a special impact in the life of student for lifelong existence in society but it fully not only depends on student's acceptance but also bring joy in study to them. However, it was better to call the teacher and not overly feel proud to say about them as Leader, who actively involved with student for bringing a solution for their problem and made their journey of studying less troublesome but also maintained their (teacher) dignity (professionalism) regarding their designation. Leader can be used effort ethically correct and granule, without justifying, and compare to their student's performance, but real leader gave freedom and learn himself or herself from their students for making their mistakes in past as lesson. Leader gave their silent company to their student with active observation, polite behavior, and provided on-time right guidance as a attributional gratitude to their students.

It was mandatory for teacher to practice the instincts or traits or qualities (discussed earlier in this article point in quality teaching at the role of teacher subtitle), which was dynamic in nature as a best-practice for teacher as a leader for their students to be provided quality teaching to students ethically and amicably, that made universities more productive, efficient, credible for students, opportunity for gaining knowledge at personal and professional level, enhancing in-depth understanding about subject, and contributing in social growth, with disciplinary action. Over all, the role of teacher was provided a type of clarity on the vision of teaching, a feeling of hard work, thinking based on its viability, recognized the power of education, and at last but most importantly, provide the equal opportunity of education for all college students in higher educational institutions.

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