

Exploring the Evolving Concept of Teacher in the 21st Century

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Abstract

The functions of a teacher have expanded since the introduction of computer technologies in the education industry, creating uncertainty about what a teacher is. Today, educators, facilitators, lecturers, and instructors are sometimes used interchangeably with teachers when referring to professionals in the teaching field. This raises questions about what currently and exactly constitutes a teacher, her characteristics, and duties in the twenty-first century. What society expects from teachers in the twenty-first century is further complicated by these misperceptions. As a result, various scholars' definitions of teacher, his/her qualities and responsibilities were examined, as well as other related concepts and societal expectations in the twenty-first century. A teacher is a professionally trained and licensed individual in teaching and learning methodologies and theories who is responsible for imparting knowledge, implementing curriculum, monitoring, and evaluating learning outcomes, communication with students and parents, organizing extracurricular activities, and advising on issues related to student education. Facilitators, instructors, and lecturers are not education specialists but assume the responsibilities of teaching students a specific methodology, subject area, or function. Hence, teachers are more professional and should not be used interchangeably with educators, facilitators, instructors, and lecturers due to their training, license, and place of work. In this century, teacher' concept, qualities, and responsibilities have not changed but only expanded. They must be equipped with knowledge and skills to recognize individual learning styles, design differentiated instruction, teach problem-solving strategies, use technology effectively, foster a sense of community, and develop leadership.

Keywords: education, educator, facilitator, instructor, lecturer, students, teacher, teaching.

Introduction

The advent of technologies in the 21st century has influenced the perception of virtually every concept in education, including teachers, their qualities, and their responsibilities. Currently, many scholars, including teachers, view "teachers" as a synonym for "educators," "facilitators," "instructors," and "lecturers." For instance, while Senge (2000) described a teacher as an expert who is capable of imparting knowledge that will help learners build, identify, and acquire skills that will be used to face the challenges of life. Williamson et al. (2008) defined a teacher (also called a schoolteacher or, in some contexts, an educator) as a person who helps students acquire knowledge, competence, or virtue. In the 21st century, there is a need for teachers to take on more of a facilitator role, helping students develop higher order thinking skills and collaborate with one

another, as well as encouraging their students to become more self-motivated (Thomas & Thorpe, 2019). This could be why even licensed teachers in higher education institutions (HEI) prefer the term "lecturer", probably because the term "teacher" is too general; it does not capture the aspect of their titles (Through Education, 2020), which suggests a higher level of learning, responsibilities, and place of employment.

Teachers' perspectives have also grown more complex and perplexing because of the COVID-19 pandemic, the demand for remote learning, and the requirement for online instruction (Amir, 2020). The expectations placed upon teachers have increased drastically, and they must now have a more holistic approach to teaching, which includes more than just lecturing (Bartholomay, 2022; Chen, 2022). Wati (2018) and Marlina et al. (2021) compounded the functions of the teachers as proofreaders, information motivators, demonstrators, innovators, facilitators, counselors, and classroom managers. For teachers to overcome these confusions and remain relevant in the 21st century, Pedaste et al. (2019) cautioned that a teacher must have an up-to-date understanding of who a teacher is, their qualities, and their expected roles in the current school system. Thus, teachers need to understand the evolving range of teacher concepts, their qualities, and responsibilities inside and outside the school system, as well as the expectations placed upon them by society for effective service delivery. Therefore, the purpose of this study is to describe the evolving concept of teacher, teachers' qualities, teachers' responsibilities, related concepts, and the expectations from teachers in the 21st century.

Evolving Concept of Teacher

A teacher has been defined by many scholars from either internal (teacher) or external (non-teacher) perspectives. The concept of the teacher has evolved over time from a respected figure of authority to an educational facilitator who helps students develop their knowledge and skills. It is always common to refer to a person who imparts information or skills to another as a teacher, irrespective of the person's knowledge, experience, or training (Putri et al., 2019). The teacher is the person whom society and the education authority have accepted as eligible for the education and upbringing of children, youth, and adults. He/she realises the social goals and tasks of education, offering students skills and theoretical and practical knowledge (Agnafors et al., 2021).

The teacher is the leader and organiser of the educational process because he knows pedagogy, didactics, and teaching methods, which are systematised human experiences and the art of education (Aquino et al., 2021). Teachers in public view are people who perform a specific education in places, not necessarily in formal educational institutions but also in mosques, suraus, at home, and so on (Sabri et al., 2022). According to Barrot et al. (2021), a teacher is one who can understand the difficulties of the students in terms of learning and other difficulties beyond learning problems, especially those that can inhibit learning activities. Junaidi and Rosadi (2022) added that educators must have academic qualifications and competence as agents of learning, physical and spiritual health, as well as the ability to realise the goals of the National Education. A teacher is a person who has the expertise, dedication, and commitment to help learners of all ages reach their potential in terms of knowledge, skills, and attitudes (Pandey & Sharma, 2022).

In this way, a teacher is much more than a simple educator; they are an integral part of their students' lives, encouraging growth and helping to shape the future generations of the world (Oakes et al., 2018).

The label "teacher" refers to the office, position, and profession of a person who devotes his or her time to the study of education through structured, both formal and systematic, educational engagement (Horn & Little, 2010). Lugenge (2015) defines a teacher as someone who imparts knowledge or promotes learning in the teaching profession. A teacher is someone who has been trained, has more experience, and has the responsibility of attending to learners' needs, experiences, and feelings and making specific interventions to help them learn. Teaching is the process of attending to people's needs, experiences, and feelings and making interventions specifically to help them learn (Wlodkowski & Ginsberg, 2017). The teacher is a professional educator with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating learners in formal education, primary education, and secondary education (Bakar, 2018).

A teacher is more than just a provider of knowledge; they are a support system, an encourager, and a motivator. The teacher is a figure who plays the greatest role in determining the quality of learning in an educational institution called school (Ludwig-Hardman & Dunlap, 2020). A teacher is both an expert in their field and an individual who is dedicated to developing knowledge, skills, and attitudes in their students (Sanders, 2022). A teacher is a person who helps others acquire knowledge, competences, or values (Suartana et al., 2023).

Informally, anyone can claim to be a teacher or play the role of a teacher, such as showing a colleague how to perform a specific task. In some countries, teaching young people of school age may be carried out in an informal setting, such as within the family (homeschooling), rather than in a formal setting such as a school or college (Adams et al., 2020). Some other professions may involve a significant amount of teaching by an unlicensed person, like youth workers, pastors, lecturers, among others (Hiratsuka, 2023). Formally, Obanewa in Asogwa (2013) stated that a teacher is someone who has undergone the necessary and recommendation training in teacher preparatory programmes and is charged with the full responsibility of managing the classroom in such a way as to enhance the learning behavior of the students. In this context, a teacher is a person who has received technical and pedagogical training in each subject, is certified (licensed), and is charged with the duties of engaging and catering to the needs, experiences, and feelings of learners in a formal school context. Their employment or work is in a school environment, such as a classroom, and their interactions with the students are governed by an approved curriculum. They demonstrate knowledge, skills, and attitude to students to enable them to understand, practice, and become relevant in society.

That is, a teacher is formally trained in the technical areas of a subject and in the methodology of imparting such knowledge, skills, and values to the learners. They are prepared in an accredited formal school system through a teacher preparatory programme (TPP) and certified ready or licensed before teaching. The person must be employed or working in a school setting, such as a

classroom, and his or her activities with the students must be guided by an approved curriculum. A teacher does not only lecture, instructs or facilitates learning but also creates conducive classroom and demonstrate knowledge, skills, and attitude to students to enable them to understand, practice, and become relevant in society. So, a comprehensive definition of a teacher in the 21st century entails that the person must be trained in a teacher preparatory programme, licensed, employed in a formal school setting like a classroom, and engage in teaching responsibilities to students using an approved curriculum. The definition is unaffected by the classification of the formal setting or place of employment, like a primary, secondary, or tertiary institution.

Characteristics of a Teacher

Several distinguishing characteristics distinguish a teacher from instructors, facilitators, and educators, among others. Teachers are knowledgeable about the principles and a code of conduct that must be adhered to in creating a good learner.

1. **Profound Training:** Teachers receive extensive training that gives them the knowledge, abilities, and dispositions necessary to comprehend their students' learning styles, settings, and cognitive loads to choose the most effective teaching strategy to use at any given time. They have sound knowledge in their area of specialisation and "how to learn" to remain relevant in the education sector, which changes constantly (Landauer & Psocka, 2000; Paadi, 2014). Teachers have comprehensive training that helps them become capable of meeting the diverse needs of their students and equipping them with the skills necessary for success (Iivari, 200). They have good training on how to build strong relationships and provide meaningful feedback to students, helping them reach their full potential (Fresko & Levy-Feldman, 2023).
2. **Expertise in Subject Matter:** A teacher possesses in-depth knowledge of the subject that enables them to demonstrate skills to students. To stay relevant in the system, he or she looks for opportunities to advance professionally and stays informed about new developments in the field of study (Zimmer & Matthews, 2022). Teaching is a multifaceted profession, and a good teacher must master several areas. A good teacher must possess a comprehensive understanding of professional development, pedagogy, and content knowledge to effectively lead the classroom (Sadeghi et al., 2022).
3. **Excellent Communication Skills:** If a teacher is well-versed in verbal, nonverbal, and visual communication, they can impart knowledge more successfully and with better results. These abilities include speaking, writing, using imagery and body language, and organising concepts into clear patterns or understandable frameworks (Button, 2020). Among the most crucial abilities in any classroom are communication skills. When even one student out of many does not comprehend, a good teacher observes and makes an effort to interact with that student personally as needed. For long-term success, according to the majority of Americans, communication is the most crucial talent. Most Americans believe that effective communication is the most crucial ability for long-term success to "go ahead in today's environment" (Clifton & Harter, 2019).

4. **Sound Listening Skills:** Not only should the teacher ensure that their classroom is structured and engaging, but they should also take time to get to know each student and build rapport. This is done by actively listening to their thoughts and ideas, fostering an environment of trust and respect, encouraging collaboration and dialogue among the students, and offering individualised support when needed (DeWitt & Slade, 2014). In a perfect learning setting, teachers actively, attentively, and sympathetically listen to what students have to offer. When competent teacher cultivates this patience for listening within themselves, they begin to excel (Huang et al., 2016). Great teachers pay close attention and then apply what they learn to enhance communication. Aristotle notes that "those who know, do. Those who understand, teach."
5. **Passion for the Subject Matter:** The best teachers are those who are passionate about their subject matter and who can motivate students to keep learning it. Passion for the subject matter is essential for successful teachers, as it helps them better engage with their students and make a lasting impression (Morina, 2019). Teachers' passion for a subject can be cultivated over time and can be seen in the way teachers approach their classes, their enthusiasm, and their dedication to helping their students learn.
6. **Strong Relationships with Students:** It is not enough just to love the subject matter; a great teacher must also share a love of students. Caring about the students is what inspires teachers to reach out and do better. Teachers are motivated to improve by having a heart for the students. This is something that cannot be taught, not even in the best schools (Meer, 2022).
7. **Friendship and Approachability:** The best professors are approachable and conversational. Teachers who are unapproachable, which means arrogant, rude, all-business teachers, cannot last long in the teaching profession (Banner & Cannon, 2017). Students do not learn much if they fear their teacher or view their teacher as their enemy. The best teachers are the most open, welcoming, and easygoing.
8. **Preparation and Organization Skills:** Effective teachers produce excellent lesson plans, lectures, and assignments that they continually improve. They create engaging lesson plans, informative lectures, and challenging homework (Roehl et al., 2013). They study extensively and read widely about how to teach, the subject matter, and methods to facilitate learning. They structure their days, lessons, and units in a way that fosters maximal understanding, interest, and learning of the subject.
9. **Strong Work Ethic:** Teachers understand the principles and the code of conduct that must be followed to develop a good learner. This is important because teaching is a profession that relies on trust and respect between teachers and students and the adherence to codes of conduct to ensure trust. Therefore, teachers must be aware of the principles and codes of conduct that are required to create an effective learning environment (Cacciattolo & Aronson, 2023).
10. **Building Teamwork:** The most effective teachers understand the importance of building supportive and collaborative learning environments. They establish guidelines and assign roles to enlist the help and active participation of all students (Evashkovsky & Osipova, 2023). Each student feels that they are not only accepted by the larger group but that their

presence is a necessary part of the magic of the classroom. They have the impression that the enchantment of the classroom depends on them.

11. **High Standards and Expectations for All:** Students' achievement is significantly impacted by teachers' expectations. Teachers hold all their students to high standards and expectations (Borghetti et al., 2016). This does not imply that they hold all students to the same high level, but rather that they are aware of the unique abilities of each student and work to support them in achieving their highest potential.
12. **Self-Capacity Building:** Teachers are greater learners; they continue to learn and improve their knowledge for relevance. This includes the adoption of innovative teaching practices, such as the integration of technology into instruction and learning, using new teaching strategies to better engage students, and introducing a student-centered approach to learning (Chen & Tsai, 2021).

Role of a Teacher in the 21st Century

Teachers play an important role in the lives of students, establishing a warm environment, mentoring, serving as role models, and watching for potential danger. Beyond that, in the 21st century, teachers serve many other roles in the classroom thus.

Impart Knowledge: In the classroom, a teacher's primary duty is to impart knowledge, abilities, and values to students in each subject. Teachers are required to follow a curriculum that meets state standards in every academic area. The instructor follows the curriculum to make sure that the students are given the appropriate material during the academic year. A teacher has an extensive passion for their subject matter and creates engaging activities for their students. Having a passion for the subject is essential to bringing energy and enthusiasm to the classroom and being able to engage students and inspire their learning (Darling-Hammond & Baratz-Snowden, 2007; Putri, 2019).

Implement Curriculum: The teacher is responsible for the interpretation, organization, and implementation of educational programmes or curricula, the monitoring and evaluation of learning outcomes, communication with students and parents; organising extracurricular activities, and advising on issues related to student education. As an implementer of curriculum, the teacher interprets the curriculum or syllabus, plans instruction, organises instruction, and evaluates students' achievement of the intended learning objectives. The teacher is also responsible for guiding students through the curriculum, encouraging their participation in activities outside of the classroom, and instilling a sense of pride and confidence in their accomplishments (Maksymchuk et al., 202).

Create a Positive Classroom Environment: Teachers are responsible for creating a positive classroom environment that allows students to freely express their opinions while also teaching them how to be responsible citizens. They provide a safe and supportive learning environment where students feel valued, respected, and encouraged to take risks. Teachers also provide meaningful opportunities for students to work together and express their ideas without fear of

judgment. Finally, they foster an environment of trust and safety where students feel comfortable taking risks and making mistakes (Niemi & Kousa, 2020).

Build self-esteem/career guidance: The teachers have an important role in helping students understand and appreciate their own personal and cultural identities, in developing their critical thinking and communication skills, in stimulating creative thinking, and in creating positive social relationships. Through these tasks, the teacher can have a profound impact on the lives of students, helping to shape them into responsible, independent, and well-rounded individuals (Markus & Govender, 2023).

Conduct Research: To better grasp the dynamics of learning in the 21st century, many teachers conduct research on various questions about teaching effectiveness and learning efficacy. For effective instruction, teachers conduct research and source appropriate teaching materials to complement the contents of the lesson. This contains information and resources that will be used during lessons, evaluation, and feedback. Also, more teachers are investing time in mentoring new hires in their field to ensure that they are fully prepared for the difficult problems that face today's classrooms (Lee & Tsai, 2010; Stronge, 2018).

Mentor Students: Even a more experienced teacher can serve as a mentor to a more youthful colleague who is just entering the field. Teachers mentor students by modelling positive behavior, demonstrating high standards of academic excellence, providing support to those who need it, and guiding them in their academic pursuits. They also assist their mentees in setting goals and establishing plans to reach those goals. By helping students identify their interests, strengths, and weaknesses, mentoring teachers can help them develop strategies for learning, focus on long-term educational goals, and foster a deeper appreciation for the field of education (Rhodes, 2020; Tynjälä et al., 2021).

Positive Role Modeling: Teachers are role models, although they do not think of themselves that way. Teachers can have some influence on the students due to the amount of time the students spend with them each day or week. The teacher decides whether this influence will be positive or detrimental. Being a teacher involves more than just imparting knowledge and following the curriculum; it also involves shaping the child by the way he or she behaves. Teachers help students develop their character as well as their knowledge (Lumpkin, 2008).

Scaffold Students and Teachers: Teachers systematically support students and their fellow teachers to enhance students' learning and the development of new concepts and skills. They offer feedback and gradually withdraw their support to either the student or teacher as they practise and master on their own to solve a problem independently. Teachers motivate students, provide meaningful feedback that allows the students to grow and develop their skills, and support them in achieving their learning objectives (Haug, & Mork, 2021).

Motivate and Inspire Students: Teachers build a foundation of hope for the future by encouraging their students to pursue excellence. This inspires students to pursue their goals with confidence and motivation. The value and extent of a teacher's influence are immeasurable, and the success of the next generation depends greatly on their good influence. Teachers give their

students the direction and encouragement they need to advance in their abilities, knowledge, and skills. In addition to teaching, a teacher's job is to support and encourage their students. They are the ones who encourage students to aim high and give them the self-assurance they need to realise their full potential. By encouraging their students to think critically and creatively, teachers help their students become independent thinkers (Singh, 2019).

Transmit Cultural Values: Teachers are conscientious of the social ideals and norms they are imparting to the students. For the benefit of the next generation, they instill in the students a sense of faith and dedication as well as the positive cultural values of society. As a result, teachers have a long-lasting influence on society and the minds of present and future generations. Teachers make sure that future generations can lead fulfilling lives by imparting vital values and equipping their students with the tools they need to thrive (Roy, 2019).

Instill Emotional and social intelligence: Teachers support the development of social and emotional skills in students, such as self-regulation, resilience, empathy, and teamwork, by being aware of their various requirements and learning preferences. Teachers are crucial in assisting students in acquiring the social and emotional competencies required for success in life. Through engaging in activities that support social and emotional management, teachers help students recognise their strengths and weaknesses and become aware of their emotions and how they interact with others. Teaching these skills helps build an environment that promotes healthy relationships and positive interactions among students (Fernandez-Perez & Martin-Rojas, 2022).

Interpret and apply Educational Policies: Teachers keep current on changes in educational policies and regulations, student diversity, and student learning styles in order to evaluate students' progress while maintaining a professional demeanour towards all students and cooperating with other educators in the school. Teachers understand the expectations of educational policies; they create templates that help manage their tasks efficiently and adjust their practice to changes in educational policies. Teachers effectively interpret and implement educational policies so that students can achieve their fullest potential (Panphae & Phoewhawm, 2021).

Related Concepts to Teacher

The terms "educators," "instructors," "facilitators," and "lecturers" are all related to "teacher," but none has the same meaning or a consensus acceptance of its synonymousness with it. According to Peter (2017), an educator is "a person who gives intellectual, moral, and social instructions." An educator is broadly used to mean a professional in the field of education such as a teacher, principal, administrator, lecturer, or professor involved in the theory and practice of teaching and learning (He et al., 2022). It includes preservice teachers, in-service teachers, nursing educators, trainers, and instructional designers. An educator is trained and certified in teaching and learning methodologies and theories but may not be in practice like a teacher. On the other hand, educators, concentrate or actively work more to modify and enhance teaching theory and practices in light of research as well as their ongoing learning and reflection than teaching in the classroom. All teachers are educators, but not all educators are teachers.

A facilitator is a person who helps a group of people to work together better, understand their common objectives, and plan how to achieve these objectives during meetings or discussions (Purba, 2022). A facilitator is usually a consultant or analyst who provides a framework for the iterative development of a coherent representation of the problem and supports group work. A facilitator may be an outside person who helps to guide a group to make a business decision (Morris et al., 2022). It is a person who helps to bring about an outcome (such as learning, productivity, or communication) in students by providing indirect or unobtrusive assistance, guidance, or supervision (Christensen et al., 2023). Facilitators, sometimes called moderators, maintain a neutral approach to topics and issues and serve the whole group in an unbiased manner, unlike a teacher who is an authority in his or her area of specialisation and assumes such an instructional leadership role at any time in the classroom (Tadege, 2022). They focused on a student-centered environment, were attentive to students' needs, and assisted students in achieving self-actualization. Even though facilitators use several strategies to help groups achieve their goals, they lack the educational preparation to manage students learning styles, employ various teaching methods, and enhance the learning process. Facilitators only apply a student-centered teaching approach, unlike teachers who combine both teacher-centered and student-centered teaching approaches to teach, motivate, and inspire student learning in and outside the classroom. While teachers are more focused on delivering content, facilitators stimulate discussions, ask questions to get the group thinking, and encourage peer-to-peer communication. They are neither professionally trained teachers nor licensed to teach.

An instructor is also a teacher at a college or university, ranking lower than a professor (Park et al., 2022). It is the title for an individual responsible for teaching students in a particular subject area. They are not necessarily education specialists but do dominate the execution of a specific methodology or function (Sukmayadi et al., 2022). They may have teaching and research responsibilities at school but usually focus more on practical skills than academic concepts. Instructors' instructional objectives are mainly in the psychomotor domain, whereas teachers target all three domains of education according to Bloom's taxonomy. Instructors may also serve on academic and administrative committees that review policies and supervise graduate students' theses (Hill & Conceição, 2020). They differ from teachers because they lack training in teacher preparation as well as license to teach. While they concentrate on facilitating the acquisition of specific skills by students in specific areas, teachers focus on imparting knowledge, skills, and attitudes to students across the entire discipline.

A lecturer, also known as an academic, is a hired teacher or untrained person at a college, polytechnic, or university who facilitates teaching or learning formally for knowledge acquisition (Canals & Al-Rawashdeh, 2019). Lecturers typically hold a Master's or PhD, and they may teach, conduct research, publish scholarly journals, and sit on various academic committees (Guberman & Mcdossi, 2019). A "lecturer" can be any type of permanent or non-permanent member of the teaching staff of a higher education institution (HEI) (that is, anyone who "lectures"; Martinez & Fernandes, 2020). A lecturer includes personnel whose primary assignment is instruction, research, or public service. This included staff personnel who hold an academic rank with titles such as professor, associate professor, assistant professor, instructor, lecturer, or the equivalent of any of these academic ranks (García & Weiss, 2019; Shamos, 2002). Lecturer is an academic rank given

in colleges and universities to a teacher ranking below assistant professor. The category did not include personnel with other titles (for example, dean, director, associate dean, assistant dean, chair, or head of department), even if their principal activity is instruction or research. There are some professional lecturers—people, like former President Bill Clinton, who make their living by travelling around the world giving lectures (Ruiz-Argüelles, 2016). A lecturer in HEI may or may not have any educational training or a license to teach. "Lecturer" is a term that explains the type of job that one does, rank, place of employment, and the method used in service delivery. Besides, no known university in the world today produces lecturers; rather, they produce and license teachers who include lecturers. In most cases, lecturers only use the method that dignifies their name for all instructional delivery; they are less professionals than teachers, who understand and combine various teaching methods to achieve their desired teaching objectives. It is very important to note that all HEI teachers are lecturers, but not all lecturers are teachers. That is, all teachers are licensed, but not all lecturers are licensed to teach in HEIs. Therefore, lecturer is not synonymous with teacher since it does not actually indicate any form of teacher preparation, which is one of the major features of the teaching profession. Lecturer, when used in a general sense, refers to an academic rank within many universities, though the meaning varies somewhat from country to country, as in Australia, Eswatini, India, Israel, Poland, Nigeria, Russia, the United Kingdom, and the United States.

Expectations from Teachers in 21st Century

In order to keep up with the ever-changing needs of students and to meet those expectations in the 21st century, teachers must be equipped with knowledge and skills that go beyond what is traditionally taught in the classroom (Lee & Perret, 2022). Teachers must be able to recognise the individual learning styles of their students, design and implement differentiated instruction, teach problem-solving strategies and critical thinking skills, use technology in the classroom effectively, foster a sense of community in their classrooms, and develop leadership among them (Kassing & Jay, 2020; Paolini, 2015). Teachers must be prepared to take into account the needs of students from different backgrounds, including those with special needs, as well as keep up with educational trends and current research (Blanton et al., 2017). They must also understand the social, emotional, and cultural context in which their students are growing up and be prepared to respond to those needs in ways that support their learning (Donahue-Keegan et al., 2019; Heineke & Vera, 2022). Modern teachers must have a deep understanding of their students in order to create an effective learning environment and meet their expectations (Archambault et al., 2022). They must be knowledgeable and experienced in their subject matter, possess strong interpersonal skills, have excellent communication skills, understand technology and its application to education, and be adaptable to different teaching styles (Layco, 2022). Additionally, teachers must be aware of current educational trends and willing to upskill and develop new approaches to teaching (Huang et al., 2022). This present era requires teachers to be constantly expanding their knowledge base, engaging in professional development, and staying current with advances in educational technology (Archambault et al., 2022). All of this requires a great deal of commitment and effort on the part of the teacher. Therefore, to be successful in the teaching profession in the 21st century, teachers must possess a broad range of knowledge, skills, and attributes from both technical and pedagogical perspectives.

Conclusion

The concept of teacher has not changed in the 21st century, even though the functions have expanded to include proofreader, information motivator, demonstrator, innovator, facilitator, counselor, and classroom manager. Teachers are responsible for imparting knowledge, implementing curriculum, monitoring and evaluating learning outcomes, communicating with students, organising extracurricular activities, and advising on issues related to student education. In education, the term “teacher” is broader and professional than “educators,” “instructors,” “facilitators,” and “lecturers”. Teachers create a safe and supportive learning environment, develop critical thinking and communication skills, stimulate creative thinking, and positive social relationships. An educator is a professional trained and certified in teaching and learning methodologies and theories who may or may not be in the practise of teaching students in a classroom. Facilitators maintain a neutral approach to topics and issues and serve the whole group in an unbiased manner to enhance learning. Instructors are not education specialists but assume the responsibilities of teaching students a specific methodology, subject area, or function. Lecturers are trained (licensed) or untrained persons at a college, polytechnic, or university who facilitate teaching and learning formally for knowledge acquisition. Teachers must be equipped with knowledge and skills to recognise individual learning styles, design differentiated instruction, teach problem-solving strategies, use technology effectively, foster a sense of community, and develop leadership.

Acknowledgments

The researchers would like to express their gratitude to every one of the authors, whose works used to be carefully during this investigation. They would like to also extend their gratitude to all of the authors whose works were reviewed but not credited, as well as the University of Eswatini and University of Nigeria, Nsukka for their consistent support and encouragement during the whole of our research.

Declaration of Interest

There was no conflict of interest since the study was financially backed by the researchers.

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