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# A Study on Qualities of Teachers/Professors Across the Discipline (A Meta Analysis)

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***Abstract:*** ***The qualities and competencies of a teacher/professor significantly influences the teaching-learning process, directly impacting the student engagement, academic performance, and overall educational success. The present study aimed to identify and rank the most valued qualities of teachers/professors based on students' perspectives. The undergraduate students of first year and fourth year has been considered as subjects. The data has been taken from the study conducted by Assistant Professor Tuğba Hoşgörür in Mugla University, Faculty of Education, Mugla, Turkey. The data was arranged in rank order to obtain the importance of the qualities needed for a teacher or a professor. The analysis revealed five primary qualities, namely, patience, tolerance, having wide general knowledge, subject matter expertise and just, among these, patience and tolerance were ranked as the most critical qualities. These findings emphasize that while subject expertise and fairness are important, interpersonal traits but patience and tolerance are perceived as the most essential qualities for effective teaching. This highlights the growing value of emotional intelligence in academic settings and its impact on student learning experiences as students seems to be more sensitive and required emotional safety and needed to be less judged by others.***
***Keywords: academics, meta-analysis, professors, qualities, teachers.***

## I. INTRODUCTION

Teaching as a profession is a challenging task because as a professional in teaching, one should accomplish some kind of attributes; these attributes are reflected in the way of such qualities that are required to fulfil the professionalism of teaching, whether it is a PRT, TGT, PGT and Assistant Professors & Professors. As Deming (1986) stated, quality is determined by the requirements of the customer; in the field of education, this implies that the qualities of a teacher must align with and fulfil the needs of the students. Crosby (1979) stated, "quality is conformance to requirements." But as per Juran (1988), "quality is fitness for use". Quality would also be defined as a measure of excellence or a state of being free from defects, deficiencies, and significant variations (Garvin, 1984) and quality is characterized by performance, features, reliability, conformance, durability, serviceability, aesthetics, and perceived quality (David, 1987).

These qualities are widely helping students to understand, retention, and achievement by engaging learners in meaningful activities (Biggs & Tang, 2011) and teaching strategies, such as collaborative learning and interactive activities, foster student participation and involvement (Bonwell & Eison, 1991) which support classroom climate, characterized by respect, inclusiveness, and encouragement, is essential for student motivation and success (Marzano, 2003) this effective classroom management strategies create an organized learning environment that minimizes disruptions and promotes engagement (Wong & Wong, 2009). High-quality teaching involves the use of effective instructional methods, structured planning, and adaptive techniques to improve learning outcomes (Hattie, 2009) and encourages creative thinking by integrating inquiry-based and project-based learning approaches (Robinson, 2001). These innovative teaching methods, such as the integration of technology, improve student motivation and enhance learning experiences (Laurillard, 2012). Quality teaching is fundamental for fostering future citizens with critical thinking, creativity, and social responsibility. (Darling-Hammond, 2000) which fosters curiosity and self-directed learning, equipping students with skills for lifelong education (Candy, 1991). Effective teaching emphasizes group work, communication skills, and teamwork, preparing students for social and professional interactions (Johnson & Johnson, 1999). Quality teaching also nurtures students' emotional well-being, enhancing resilience, empathy, and interpersonal skills (Goleman, 1995). Inclusive teaching strategies ensure all learners, regardless of background or ability, have equitable access to quality education (Ainscow, 2005). High-quality assessment practices provide valuable feedback, guiding student progress and instructional decisions. (Black & Wiliam, 1998). Quality teaching integrates technology to enhance digital skills, preparing students for the modern workforce. (Mishra & Koehler, 2006).

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Teachers play a significant role in instilling ethical behavior, social responsibility, and cultural awareness (Lickona, 1991). Strong teacher-student relationships positively influence learning outcomes, behavior, and social-emotional development (Pianta, 1999), it provides valuable insights that inform education policies and curriculum reforms (Fullan, 2007).

High-quality teaching connects theoretical knowledge to real-world applications, enhancing skill development and career readiness (Schön, 1983) and integrates diverse cultural perspectives, promoting inclusiveness and global awareness (Banks, 2004). Effective teaching addresses student's cognitive, emotional, social, and physical well-being, ensuring comprehensive development (Noddings, 2005).

HoşgšrŸr (2012) has conducted a study in search of the essence of a good teacher towards a more holistic approach in teacher education and critically apprised (meta-analysed) and identified the qualities as following:

1) Patient: The propensity of a person to wait calmly in the face of frustration, adversity, or suffering (Schnitker, 2012).
2) Tolerant: Showing willingness to allow the existence of opinions or behavior that one does not necessarily agree with (Cambridge Dictionary, 2024).
3) Having Wide General Knowledge: A broad understanding of multiple subjects, often acquired through education, experience, and curiosity (Encyclopedia Britannica, 2023).
4) Expert on Subject Matter: Someone with specialized education and experience that qualifies them as an authority in a particular area (Association for Talent Development, 2024).
5) Just: Acting or being in conformity with what is morally upright or good; fair and impartial (Merriam-Webster Dictionary, 2024).
6) Committed to Work: Characterizes the employee's relationship with the organization and has implications for the decision to continue membership in the organization (Meyer & Allen, 1991).
7) Affectionate: Showing feelings of warmth, tenderness, and attachment through words and actions (Cambridge Dictionary, 2024).
8) Smily: The smiley pictures seemed to fulfil the requirements for early and prompt screening among older patients (Wong & Chan, 2007).
9) Professional: A professional is an individual who adheres to the ethical standards, demonstrates competence, and consistently exhibits conduct expected within a specific occupation or profession (Cruess et al., 2004)
10) Understanding: A cognitive ability to comprehend, interpret, and make sense of information, concepts, or situations, allowing an individual to apply knowledge meaningfully (Bransford et al., 2000).
11) Respectful: Showing consideration, regard, and appreciation for the feelings, rights, and traditions of others through one's behavior and attitude (Hodges & Klein, 2001).
12) Empathetic: The ability to understand and share the feelings of another (American Psychological Association, 2024).
13) Good Communicator: It is not just about exchanging information; it's about understanding the intention behind the information and being responsive to the context and relationship involved (Keyton, 2011).
14) Honest: Truthful, sincere, and free from deceit or fraud (Merriam-Webster Dictionary, 2024).
15) Democratic: A person who values and promotes equal participation and decision-making (Political Science Quarterly, 2023).
16) Love of Children: A deep affection and genuine care for the well-being, development, and happiness of children (Journal of Child Psychology, 2024).
17) Inquisitive: Having a strong desire to learn or know more about something (Cambridge Dictionary, 2024).
18) Humanitarian: Concerned with promoting human welfare and social justice (Oxford English Dictionary, 2024).
19) Disciplined: The ability to consistently control one's behavior, emotions, and impulses in order to adhere to rules, standards, or goals, even in the face of difficulty or distraction (Duckworth & Seligman, 2005).
20) Having a Good Diction: The effective and appropriate choice of words in speech or writing, ensuring clarity, precision, and suitability to the context and audience. It encompasses both the selection of words (vocabulary) and the clarity of pronunciation (enunciation) (Britannica, 2024)
21) Authoritarian: a leadership or governance style characterized by strong central control, limited individual freedoms, and strict obedience to authority, often enforced through coercive means (Adorno et al., 1950)
22) Unconditional Acceptance: The practice of valuing someone regardless of their faults, choices, or circumstances (American Psychological Association, 2024).
23) Friendly: Displaying warmth and goodwill toward others in social interactions (Oxford English Dictionary, 2024).

24) Innovative: Innovative training approaches incorporate active learning, technology, and adaptability to learner needs, resulting in more effective skill acquisition and transfer (Salas et al., 2012)
25) Responsible: Being accountable for one's actions and duties (Merriam-Webster Dictionary, 2024).
26) Humorous: The ability to perceive, create, or appreciate jokes, wit, and playful expressions that evoke amusement and positive social interaction (Martin, 2007).
27) Motivated: The internal drive or willingness to initiate, sustain, and direct goal-oriented behavior and effort (Ryan & Deci, 2000).
28) Moral: Relating to principles of right and wrong behavior, often guided by societal norms, ethics, and personal conscience (Rest, 1986).
29) Self-Confidence: A belief in one's abilities and worth (American Psychological Association, 2024).
30) Idealist: Someone who pursues high moral or visionary goals (Oxford Dictionary of Philosophy, 2024).
31) Objective: Unbiased and based on facts rather than personal feelings (Oxford English Dictionary, 2024).
32) Continuing Self-Development: The ongoing process of actively seeking and engaging in learning opportunities to enhance one's skills, knowledge, and personal growth throughout life (Knowles et al., 2015).

## II. LITERATURE REVIEW

Quick & Wolfe (1965) conducted a study aimed to determine what qualities college students admire most in an ideal professor. The survey, taken by 483 students at the University of Oregon in 1963, asked participants to rank ten key traits. The top three qualities students valued were: encouraging independent thinking, having an organized course, and showing enthusiasm for the subject. Other important traits included explaining concepts clearly and welcoming different viewpoints. However, this does not mean these traits were seen as unimportant—just less essential compared to others. The study suggests that professors aiming to be "ideal" should focus on fostering critical thinking, organizing their courses well, and being passionate about their subject. While research and scholarly activity matter, students prioritize teaching quality and engagement over those aspects. The researchers planned to extend the survey to other universities to further explore student perspectives on effective teaching.

Miron (1985) explored Israeli university instructors' views on the most important qualities of an effective professor. He surveyed 51 instructors from two departments, asking them to choose the top three characteristics of a "good university professor" from a list of fifteen. The results showed that instructors prioritized a professor's ability to stimulate students' intellectual growth. Teaching methods were considered secondary, while attributes related to academic status and personality were deemed less important. Notably, instructors from both departments agreed on these priorities, highlighting the importance of effective teaching delivery. The study also found a difference between instructors' and students' views on what makes a professor effective.

HoşgšrŸr (2012) stated that the qualities of teachers significantly impact the quality of learning in schools. These qualities begin developing during teacher training. The study explores the perceptions of pre-service primary school teachers at Muğla University regarding the essential qualities of a good teacher. It also examines their awareness of how much they possess these qualities. A qualitative study was conducted with 90 first-year and 90 fourth-year pre-service teachers, using two open-ended questions. The study follows Drvodelić & Rajić's (2011) research on Croatian pre-service teachers for cross-cultural comparison. Participants listed five essential qualities of a good teacher, ranking them by importance and by their own level of possession. Data were analyzed qualitatively through thematic coding and quantitatively for frequency and ranking. Results indicated that both first-year and fourth-year pre-service teachers prioritized personal qualities over professional ones.

Connell (2009) in his research entitled "Good Teachers on Dangerous Ground: Towards a New View of Teacher Quality and Professionalism" examines the evolving definitions of a "good teacher" in Australia, highlighting how these perceptions have shifted from the colonial-era "good servant" to the autonomous scholar-teacher, and more recently to competency-based models influenced by neoliberal policies. Connell critiques the current approach, arguing that it reduces teaching to a set of auditable skills, undermining the complexity and collective nature of the profession. She advocates for a broader understanding of teacher quality that considers the labor process, the diverse dynamics within the teaching occupation, and the intellectual foundations of education. Connell emphasizes that education is fundamentally about shaping culture and society, and thus, discussions about teacher quality should encompass these broader social and cultural dimensions.

A study conducted by Hamza et al. (2010) stated that the qualified teachers should develop both general and specialized skills to excel in the classroom. Professional and academic training must go hand in hand for effective teaching. Good teachers stand out due to their versatility, but no teacher can be perfect for every child. Since students spend limited time in school, a supportive home

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environment is crucial. Ultimately, teachers aim to equip students with knowledge and skills for a successful life. Teaching is hard to define, but progress depends on it, and great teachers seize opportunities to improve daily.

Ida (2017) explored secondary students' expectations of a good teacher through questionnaires and essays. Findings reveal that students value teachers who actively support learning, provide personal attention, address student concerns, and treat them fairly and respectfully. Their views align with the teaching competencies in the Teacher Career Model. Since perspectives on good teaching vary based on age, motivation, and background, teacher expectations constantly evolve with societal changes. Understanding students' views can enhance teacher training and professional development.

Nushi et al. (2022) examined how teacher-student relationships, students' growth mindsets, and enjoyment of learning a foreign language (FLE) affect student engagement in English as a Foreign Language (EFL) setting. The research found that positive teacher-student interactions directly boost student engagement. Additionally, students with a growth mindset—believing abilities can improve with effort—experience higher FLE, which further enhances their engagement. This suggests that fostering supportive teacher-student relationships and encouraging a growth mindset can create a more enjoyable and engaging language learning environment, ultimately improving student participation and outcomes.

## III. RESULT

The data taken from the study by HoşgšrŸr (2012) has been analysed and presented in Table I.

TABLE I
TEACHER QUALITIES PERCENTAGE TABLE

| S.No. | Qualities | Frequency | Percentage | Rank |
|---|---|---|---|---|
| 1. | Patient | 86 | 13.15 % | 1 |
| 2. | Tolerant | 59 | 9.02 % | 2 |
| 3. | Having Wide General Knowledge | 53 | 8.10 % | 3 |
| 4. | Expert on Subject Matter | 43 | 6.57 % | 4 |
| 5. | Just | 41 | 6.27 % | 5 |
| 6. | Committed to Work | 36 | 5.50 % | 6 |
| 7. | Affectionate | 31 | 4.74 % | 7 |
| 8. | Smiley | 29 | 4.43 % | 8 |
| 9. | Professional | 27 | 4.13 % | 9 |
| 10. | Understanding | 25 | 3.82 % | 10 |
| 11. | Respectful | 24 | 3.67 % | 11 |
| 12. | Empathetic | 20 | 3.06 % | 12 |
| 13. | Good Communicator | 18 | 2.75 % | 13 |
| 14. | Honest | 15 | 2.29 % | 14 |
| 15. | Democratic | 14 | 2.14 % | 15.5 |
| 16. | Love of Children | 14 | 2.14 % | 15.5 |
| 17. | Inquisitive | 13 | 1.99 % | 17 |
| 18. | Humanitarian | 11 | 1.68 % | 18.5 |
| 19. | Disciplined | 11 | 1.68 % | 18.5 |
| 20. | Having a Good Diction | 10 | 1.53 % | 20 |
| 21. | Authoritarian | 9 | 1.38 % | 21 |
| 22. | Unconditional Acceptance | 8 | 1.22 % | 22.5 |
| 23. | Friendly | 8 | 1.22 % | 22.5 |
| 24. | Innovative | 7 | 1.07 % | 24 |
| 25. | Responsible | 6 | 0.92 % | 26.5 |
| 26. | Humorous | 6 | 0.92 % | 26.5 |
| 27. | Motivated | 5 | 0.76 % | 31 |
| 28. | Moral | 5 | 0.76 % | 31 |
| 29. | Self confidence | 5 | 0.76 % | 31 |
| 30. | Idealist | 5 | 0.76 % | 31 |
| 31. | Objective | 5 | 0.76 % | 31 |
| 32. | Continuing Self-development | 5 | 0.76 % | 31 |
| | Total | 654 | 100 % | |

*Source:* HoşgšrŸr (2012)

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The Table I ranks 32 essential qualities of a good teacher based on their frequency and percentage (as responded by college undergraduate students). Patience (13.15%), Tolerance (9.02%), and having Wide General knowledge (8.10%) emerge as the most valued traits, reflecting the importance of understanding and adaptability in teaching by gaining the ranking order 1st, 2nd & 3rd respectively amongst all qualities. Subject matter expertise (6.57%, 4th rank) and Just (6.27%, 5th rank) also rank highly, emphasizing the need for both competence and ethical judgment. Qualities like Committed to Work (5.50%, 6th rank), Affectionate (4.74%,7th rank), Smily (4.43%, 8th rank), Professionalism (4.13%, 9th rank rank), Understanding (3.82%,10th), Respectful (3.67%, 11th rank) and Empathetic (3.06%,12th rank) appear in the mid-range, underscoring the balance between knowledge, interpersonal skills, and dedication.

Interestingly, traits such as Good Communicator (2.75%,13th rank), Honest (2.29%,14th rank), Democratic and Love of Children (2.14%,15.5th rank), Inquisitive (1.99%, 17th rank), Humanitarian and Disciplined (1.68%,18.5th rank), Having Good Diction (1.53%,20th rank), Authoritarian (1.38%,21th rank), Unconditional Acceptance (1.22%,22.5th rank), Friendly (1.22%,22.5th rank) falls below mid-range but an essential for personality development.

Somehow, Innovative (1.07%,24st rank), Responsible and Humorous (0.92%,26.5th rank) are ranked lower, indicating that while these are valued, they may not be seen as fundamental. Similarly, continuing self-development, motivation, self-confidence, idealistic, objective and moral values (each 0.76%,31st rank) receive less emphasis, suggesting that these qualities, though important, might be considered secondary to direct teaching skills.

## IV. CONCLUSIONS

The ranking reflects a preference for qualities that directly influence classroom dynamics and student interactions over those related to broader personal growth. This aligns with the article's argument that teacher education should focus not only on competencies but also on core personal attributes that shape effective teaching. A study on qualities of a teacher/professors across the disciplines (a meta-analysis) 32 qualities were identified and they are ranked. Ranking suggested that patient ranked 1st followed by tolerant ranked 2nd, having wide general knowledge ranked 3rd, expert on subject matter ranked 4th, just ranked 5th, committed to work ranked 6th, affectionate ranked 7th, smiley ranked 8th, professional ranked 9th, understanding ranked 10th, respectful ranked 11th, empathetic ranked 12th, good communicator ranked 13th, honest ranked 14th, democratic and love of children ranked 15.5th, inquisitive ranked 17th, humanitarian and disciplined ranked 18.5th, having a good diction ranked 20th, authoritarian ranked 21th, unconditional acceptance and friendly ranked 22.5th, innovative ranked 24st, responsible and humorous ranked 26.5th, motivated, moral, self-confidence, idealist, objective and continuing self-development ranked 31st.

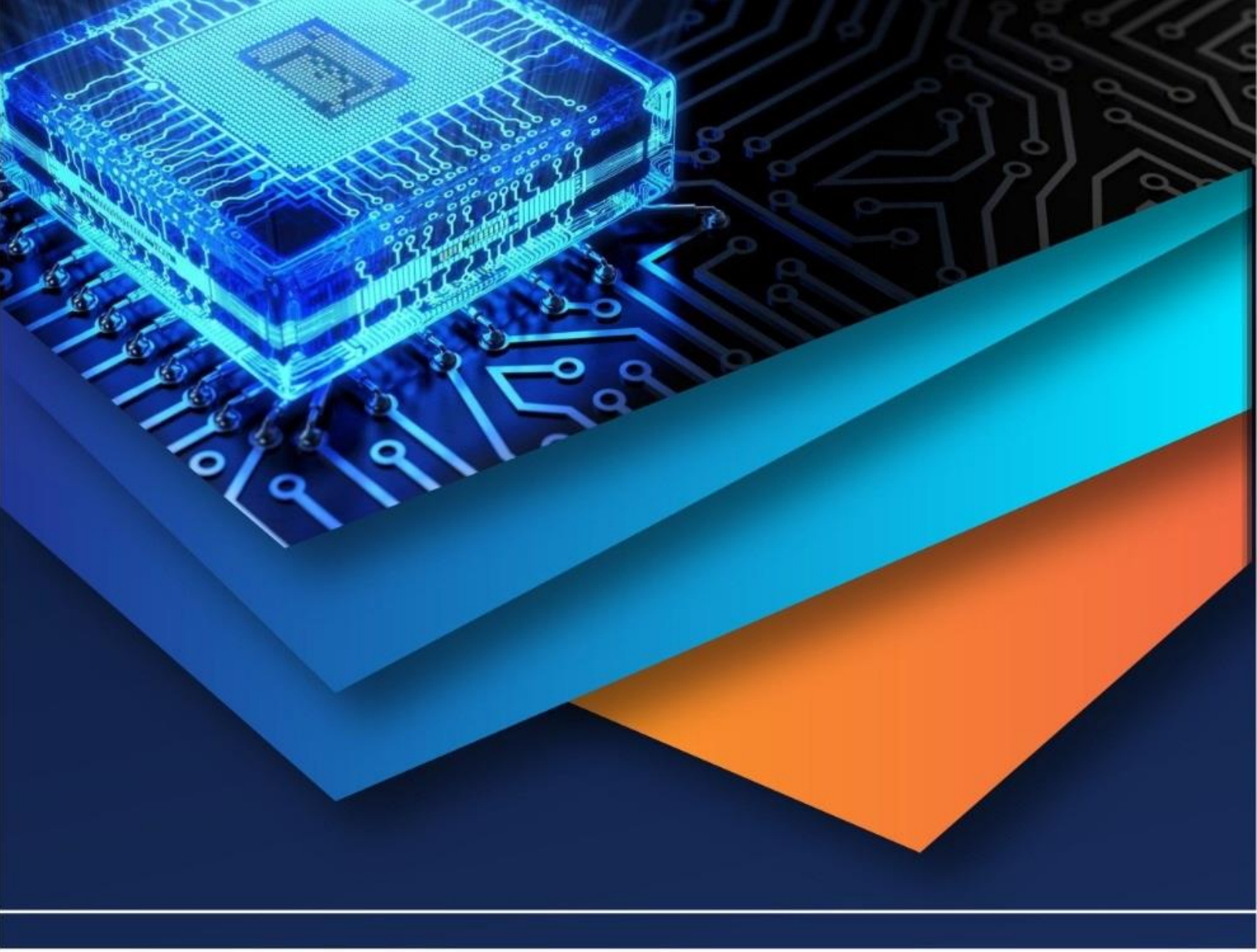
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