The Characteristics of a Good University Teacher: Medical Students' Opinions

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Abstract:
Identifying the criteria for a capable faculty/teacher, and trying to strengthen them and apply them to teaching by the faculties, will enhance the learning process. One of the most important ways of determining the criteria for a capable faculty is the survey of their students. This study aims to evaluate the criteria of a good university teacher from the viewpoint of students of Zahedan University of Medical Sciences (ZAUMS) that was conducted on 2018. This descriptive-analytical study was performed on 900 undergraduate and postgraduate students of ZAUMS. They were selected by simple random sampling method. The data gathering tool was a questionnaire used in Vahabi research. Its validity was confirmed by experts and its reliability was confirmed by calculating the Cronbach's alpha coefficient. Finally, data analysis was performed using SPSS16 software. The results of the study showed that the criteria such as mastery over the subject of teaching (72/4%), general knowledge about the teaching lesson (44/4%), the ability of the teacher to present new and updated content (41/4%), the maintenance of student's personality by the teacher and respect for the student (40/4%) were considered as the most important criteria of a competent teacher. The least important characteristics of a good university professor are criteria such as adherence to educational regulations and removal of students who are over-allowed absent (88/2%), Quiz and mid-term examination (10/3%), the question-answer in teaching (32/3%), and Student attendance by the teacher in the classroom (33/3%). Domain of interpersonal communication was most important from the perspective of students. Therefore, it is recommended that more attention be paid to the components of this area

Keywords: Faculty; Good Teacher; Student; University

Introduction:
Teacher and professor is the most important factor in successful achievement of educational goals that can compensate for deficiencies in educational books, and or by inability and inadequacy to make educational environment inactive and unattractive (Mazloomy, 2010; Vahabi, 2014). Therefore, a good teacher should have several characteristics in order to increase the credibility and reputation of an educational institution. On the other hand, it is not possible to have all the features for a teacher, and for this reason, each institution, by its own perception, determines the criteria for the competence of the teachers (Haji Aghajani, 2001; Ghorbani, 2008). In other words, it is the performance and characteristics of the teacher that achieve the goals of the student's learning and education. In this regard, the characteristics of an effective teacher have attracted the attention of many researchers in the world and several studies have strongly encouraged the teachers to pay attention to the students' viewpoints and to identify their strengths and weaknesses in order to create a dynamic way toward the good and desired teacher (Asgari,2010; Hamidi, 2008; Mazloomy, 2008).
Studying the characteristics of a good teacher from the student's point of view makes it possible for the teacher to see himself from the gate of others and evaluate himself and, after identification, he tries to complete himself. If we are aware of our effective and ineffective behaviors, we can facilitate the effective access of students to educational goals (Mazloomy, 2008; Shabani, 1994). Since the role of the teacher is important and undeniable in the process of teaching and learning, knowing the criteria of a capable teacher for effective teaching can be effective in enhancing the performance of the teachers (Mobaraki, 2006; Dargahi, 2010).
According to some scholars, student evaluation is the only tangible source and the best type of evaluation, since students are the only ones directly trained by professors and therefore in the best position to judge their educational activities (Sproule, 2006; Dargahi, 2010). Students form the conscious part of each community. One of the important characteristics of each university is that its goals, plans and methods are consistent with the needs and psychological and social characteristics of the students. In order to achieve these goals, universities have identified the criteria for determining the suitability of their teachers and using them to the performance evaluation of faculties and finally select and identify their faculties, and using their knowledge and abilities for enhance their quality of Education in university. In addition to being experts in educational affairs, the faculties can be a model and guide for learners and students in educational affairs, and they can be Problem Solver and Consultant for scholars (Hamidi, 2008).
In the same field, the Wahhabi study showed that the most important criteria for a good teacher were the mastery of the subject, the general knowledge about the teaching lesson, the attempt to understand the lesson and the answer to the student's questions, and the teacher's teaching experience. And the least important Characteristics of a good university teacher were include attending, holding a Quiz and midterm exam, academic rank and proficiency, and observing the educational guidelines and removing students who are over-allowed for absenteeism. Also, there was no significant relationship between gender and field of study with six study domains (Vahabi, 2014). Soltani Arabshahi and Ghaderi (2000) concluded in their study that effective teachers are those who have systematic and logical sequences in teaching, proper organization at the time of teaching, proper ethics, the ability to create an ideal atmosphere for teaching and learning, stimulating and encouraging independent learning, and Adequate feedback to the student.
The study of Vakili (2010) states that from the students' point of view, criteria such as scientific domination, good morals, self-confidence, expression, attempts to convey academic material to the student, teacher's personality, and the newness of the teacher's teaching material, have a very high impact on faculty' evaluation. And also, Have Students' personal issues are very little involved in the evaluation of the professor. In addition, there was a significant relationship between the professor's gender, native or non-native, and the student's field of study with the score of faculty evaluation. However, there was no significant relationship between the students' mean score and the rating of the teacher. On the other hand, Sutkin and colleagues (2008) believe that quality clinical

education is better than regular education, and this kind of education is achieved by inspiring, supporting, engaging active students in educational affairs and communicating with them.

The Ghorbani's study (2008) stated that the most important characteristics of a good university professor from the student's point of view were master's proficiency in teaching, spontaneous expression, the way of organizing and arranging the course, and the amount of teacher's interest in teaching. On the other hand, determination and hardening, interest in research and teaching history were the least importance characteristics.

Gilaver and Browing (1996) believe that good teachers are a good role model for their students, which teach them how to collaborate with others and adapt their own teaching methods to students' needs and abilities. Navabi et al. (2010) in a study Indices that timely attendance in the classroom, proper movements and walk in the classroom, experience and mastery of the teacher on the lesson, updated information, Flexibility in the classroom and the proper use of educational aids are important criteria for a competent teacher. The study by Dargahi et al. (2011), the professor's mastery of the subject of teaching, his ability to express, the good transfer of educational materials by him, and respect for the student and his personality preservation were the most important features of a proficient teacher for teaching from the students' perspective.

One of the most commonly used methods in many countries, including Iran, to determine the criteria for a good teacher is the student's opinion (Vahabi, 2014; Brujerdi, 2003; Thompson, 2000). Since the role of the good teacher and interaction between teachers and students in the education and understanding of the characteristics of a good teacher in academic achievement is very important, so universities should pay special attention to this issue and in the use of teachers, consider the important characteristics of educational and training of teachers, and if the students and teachers be familiar with ideas and each other's views , learning process will be implemented desirably and students love more in the classroom Attending and going on the path to excellence in education and college (Asgari, 2010). Several studies have provided different characteristics for a good teacher, so trying to find common features continues, and must to search for different roles in order to determine the competence of professors. This study was designed and implemented to determine the characteristics of a good university professor from the perspective of students of Zahedan University of Medical Sciences.

Material and Methods:

This study is a descriptive-analytic study done in the second semester of the academic year of 2018. The tarjet population were 4000 students of Zahedan University of Medical Sciences (ZAUMS). The samples were from paramedical, medical, and health school students (900 students) and selected by simple random sampling method. The data gathering tool was a questionnaire used in the research of Dr. Vahabi (2014). Validity and reliability of the questionnaire were re-evaluated for further reliability. To determine the validity of the questionnaire, 5 experts were asked questions and the questionnaire was confirmed by them. The test-retest method was used to determine the reliability of the questionnaire. To this end, a questionnaire was provided to 20 students of ZAUMS and completed. The second stage of the questionnaire was completed two weeks later and the correlation coefficient was calculated, which was 0.85. To collect data, questionnaires were provided to students and the importance of this study and the importance of their views noted to them. They were also assured that their response would be completely confidential. The collected data were analyzed by descriptive statistics and Chi-square test for determining the relationship between variables with SPSS Ver16 software. To observe ethical considerations, participation in the study was optional and questionnaires were submitted to students without a name. The criterion for entering the study was that the student had completed at least three academic semesters.

Results:

In the present study, most respondents (71/1%) were female, 59.7% of respondents were between the ages of 21-25 years old, 90 percent of them were undergraduate, and 58/7% of them were non-native students.

- ✓ In the category of students' opinions about the characteristics of a good teacher, the highest mean of the four important characteristics of a good teacher were the mastery over the subject of teaching (72/4%), general knowledge about the teaching lesson (44/4%), the ability of the teacher to present new and updated content (41/4%), The maintenance of student's personality by the teacher and respect for the student (40/4%).
- ✓ The least important characteristics of a good university professor are criteria such as adherence to educational regulations and removal of students who are over-allowed absent (88/2%), Quiz and mid-term examination (10/3%), the question-answer in teaching (32/3%), and Student attendance by the teacher in the classroom (33/3%).
- ✓ In the field of scholarship, the teachers' mastery of the lesson subject with a mean of 4/72 (out of 5) was as the first priority and the teacher's interest in the research with an average of 3/55 was in the lower priority.
- ✓ In the area of teaching skills, the teacher's effort to communicate the lesson and answer to student questions with a mean of 4/33, and the question-answer from the students during the teaching with an average of 3/32 were the most important and least important features.
- ✓ In the domain of evaluation skills, the fair judgment and justice in dealing with students with an average of 4/23, and conducting quiz and mid-term exam with an average of 3/10, were the most important and least important features.
- ✓ In the area of observance of educational rules and regulations, the timely presence of the teacher in the classroom with an average of 3/93, and compliance with the educational regulations and the removal of students who are over-allowed absent with an average of 2/88, were the most important and least important features.
- ✓ In the context of interpersonal communication, the maintaining student's personality and respecting him with an average of 4/40, and the availability of professors in non-teaching hours for questions with an average of 3/88, were the most important and least important features.
- ✓ In the domain of individual characteristics, the criticism and logic of the teacher with a mean of 4/25, and the severity and hardening of the teacher with an average of 3/27 were the most important and least important features.
- ✓ Ultimately, among the six domains studied, the interpersonal communication domain with the mean of 4/10 was the most important and the area of observance of educational rules with a mean of 3/40 (out of 5) had the least importance from the viewpoint of the ZAUMS students.
- ✓ Based on this research, the most important criteria of a good teacher from the viewpoint of students of ZAUMS were mastery of the subject, general knowledge of the teacher about the lesson, the ability of the teacher to present new and up-to-date materials, maintain student's respect and respect for him.

- ✓ There was no significant difference between male and female students in terms of gender, and all students considered the most important criterion to master the subject on the subject. Also, in terms of native and non-native, all students emphasized the mastery of the subject, and also in the whole semester Students also emphasized on the mastery of the lesson subject by all students.
- ✓ Based on this research, the most important criterion for undergraduate students was mastery of the lesson subject, but for the master's degree students the most important criteria for a good teacher were mastery on the subject, the ability of the teacher to present new and updated content, and the teacher's attempt to understand Lesson to students.

Discussion:

The fundamental and sustainable transformation in any society depends on the transformation of the education system of that society, and the main axis of development in this system is the improvement of the quality of work of educators and the recognition of their characteristics. In recent years, numerous studies have been carried out to determine the criteria for a capable teacher (Gien, 1991). In this study, Mastery proficiency in subject, general knowledge in relation to teaching lesson, teacher's ability to present new and up-to-date content, maintain student's personality and respect for him by the professor, were announced as the most important criteria of a good teacher, and compliance with the educational regulations and removing students who are over-abandoned, conducting the Quiz and the mid-term exam, the question of asking a teacher from a student during the course of teaching, the attendance by the faculties in the classroom, were considered as the least important criterion for a good teacher from the student's point of view.

In this study, mastery of the subject had the highest average score, which was in line with the study by Goshmard et al. (2011), Ghorbani et al (2008), Mohaddesi et al (2011), Dargahi et al. (2011), Ramezani and Dortaj Ravari (2009), Mobaraki and Kaldavi (2007). Many studies have reported the academic capability and professor's mastery of the course as the most important characteristic of a competent teacher from the viewpoint of the students. In this regard, the results of all of them are consistent with the present study (Abedini, 2010; Jahan, 2008; Mazloomy, 2000).

Some of these features are needed to attention by faculty attract committee. But others can be train and taught on entering a faculty. For example, his proficiency in the field of education, an interest in teaching and spontaneity, is one of the issues that, when taken in the entrance exam and the interview, should be attention, but other matters such as how to organize and set up a course, connect with students, be aware of different teaching methods, and more such things, as well as teaching some of the principles of psychology, are those that are with the companying teachers, at the beginning of their employment, in the workshops designed by the university can prepare teachers for provide effective teaching in class.

Conclusion:

The results of this study showed that the most important features and criteria of a good teacher are academic ability, student relationship and general knowledge about teaching and maintaining student's personality and respect for him by the professor. Therefore, the selection of faculty with a high academic ability and familiarity with the methods of communication and appropriate methods of dealing with the student for each educational institution will be one of the most important factors in the success of the institute. University faculties, with the research and induction of student-centered research, can make their curious mind to double effort. As many universities pay more attention to these issues, they will be more successful in selecting the teachers of their institute, and they will have better and more successful students.

Acknowledgment:

I would like to thank all the distinguished faculties and Students of Zahedan University of Medical Sciences who helped me in this research.

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