



## Comparing the Perspective of Medical and Non-medical Sciences Students regarding the Characteristics of a Good Teacher: A Systematic Review

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### Abstract

**Background:** Numerous studies have explored various characteristics of effective teachers, yet efforts persist in identifying the most prevalent attributes. This study aims to compare the perspectives of Iranian medical and non-medical sciences students regarding the characteristics of a good teacher.

**Materials and Methods:** In this systematic review, a systematic search of online databases (Medline, EMBASE, Scopus, Web of Science, ERIC, and CIVILICA), and Google Scholar search engine was conducted for relevant studies with no time limit up to February 2024. The quality of the information was evaluated using the STROBE checklist.

**Results:** Finally, 16 related articles were included. The most important characteristics of an effective university teacher were categorized differently for medical and non-medical students. Medical sciences students emphasized three domains: personal characteristics (appearance, communication skills, professional ethics, respect for students), scientific characteristics (scientific mastery, teaching and evaluation skills), and clinical characteristics (clinical skills, counseling, guidance, role modeling). Non-medical students identified three categories of teacher characteristics: cognitive capabilities (scientific ability, creativity, scholarship), emotional capabilities (communication skills, professionalism, justice, positive thinking, student respect), and behavioral capabilities (evaluation skills, adaptability, teaching skills, student encouragement).

**Conclusion:** Based on the results, the perspectives of medical and non-medical students regarding the characteristics of an effective teacher were largely similar. Both groups emphasized the significance of communication skills, professional ethics, and student-centered approaches, revealing a comprehensive understanding of effective teaching that extends beyond traditional academic performance.

**Key Words:** Good teacher, Iran, Medical Sciences, Non-medical, Characteristics, Students.

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## 1- INTRODUCTION

Education is the primary mission of universities, and teachers are a crucial component of the educational process (1). Evaluation is a comprehensive and essential process for all organizations, especially for higher education institutions committed to achieving justice and excellence (2). The primary objective of faculty evaluation is to reinforce effective teaching activities and methodologies, identify and mitigate ineffective or undesirable practices, support management in making informed decisions regarding faculty employment and promotion, and ultimately enhance the overall quality of education (3-6). Evaluating professors' performance is a crucial method in educational activities that enables the identification of strengths and weaknesses in educational processes based on comprehensive evaluation results (7, 8). Berman argues that identifying the desirable characteristics of a teacher is fundamental and more significant than understanding other factors, such as learner characteristics or contextual elements (9). The characteristics of a teacher can be systematically assessed through multiple approaches, including self-evaluation, student feedback, peer evaluation, and specialized ability testing (10, 11).

In the past two decades, students' evaluation has emerged as the most significant and widely emphasized method for assessing professors (12). Given students' direct involvement in the educational environment and their role as primary consumers of educational programs, their perspectives on professors' characteristics can provide valuable insights during evaluation processes (13-16). In most countries, including Iran, soliciting student opinions has become a standard approach to determining the criteria for identifying a capable professor (17).

Understanding students' perspectives and the criteria for an effective professor can significantly contribute to educational improvement, enhancing engagement, and increasing classroom productivity. As the primary recipients of education, students are the central focus, with the entire educational system fundamentally designed to support their learning experience (8). In recent years, Iranian academic research has extensively explored the identification of capable university professors' characteristics (18). However, the published studies in this field demonstrate considerable variability, resulting in diverse and sometimes conflicting perspectives about the attributes of an exceptional teacher.

Some experts argue that in education, both teaching style and teachers' behavioral characteristics significantly influence students' perceptions (19). Ghorbani et al.'s study revealed that medical students prioritize a good teacher's mastery of subject matter, eloquence, organizational skills, and genuine passion for teaching (20). Mazloomi et al.'s research identified respecting students, demonstrating scientific expertise, maintaining a structured lesson plan, possessing religious convictions, and conducting fair evaluations as the most critical attributes of an effective educator (21).

Pirvani et al. (2019) investigated good instructors' characteristics from students' perspectives, concluding that effective instructors should clearly explain concepts, stimulate subject interest, demonstrate teaching enthusiasm, and employ appropriate pedagogical techniques (22). A comprehensive systematic review by Bijani et al. (2020), encompassing 21 studies, synthesized six fundamental characteristics of professors from Iranian students' perspectives: positive individual and personality traits, communication skills, teaching proficiency, research

capabilities, evaluation competence, and adherence to educational regulations (18).

The systematic review referenced articles published up to 2018, highlighting the critical need for more recent research in this field (18). The study aggregated student perspectives across disciplines under the Ministry of Science, Research and Technology (MSRT) and the Ministry of Health and Medical Education (MOHME), without distinguishing their specific viewpoints. Iran's higher education system is uniquely organized under two primary ministries: the MSRT, which oversees theoretical disciplines, humanities, basic sciences, and technical engineering, and the MOHME, which manages medical and paramedical fields. This dual-ministry approach suggests potential variations in students' perspectives regarding university professors' characteristics. The structural complexity inherently implies that students from different ministerial contexts might develop nuanced and potentially divergent views about the qualities of exceptional university professors.

Despite numerous attempts to identify the characteristics of good professors, the literature has not yet reached a consensus, and efforts to identify common characteristics persist. This study was conducted to provide stakeholders with insights into the characteristics of a good teacher from students' perspectives, recognizing the significant impact of culture and educational environment on students' learning and perceptions, and to contribute to the existing literature. We aimed to compare the perspectives of Iranian medical and non-medical sciences students on the characteristics of a good teacher.

## 2- MATERIALS AND METHODS

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist was employed as a

methodological framework for conducting this systematic review (23).

### 2-1. Eligibility criteria

Participants, Comparators, Interventions, and Outcomes (PICO) framework was utilized to establish the review objective and inclusion criteria.

- **Participants:** Iranian medical and non-medical sciences students.
- **Interventions:** As the included studies were observational, no intervention group was present.
- **Comparators:** Medical sciences students compared with non-medical sciences students.
- **Outcomes:** Characteristics of a good teacher.

### 2-2. Included studies

The review encompassed studies containing qualitative or quantitative assessments or secondary sources evaluating teacher characteristics among medical and non-medical sciences students in Iran. Additional inclusion criteria comprised: focus on teacher characteristics, publication up to February 2024, articles written in English or Persian, full-text availability, and studies demonstrating good methodological quality according to the STROBE tool (24). Building upon the comprehensive systematic review by Bijani et al. (18), the search spanned articles from 2018 to February 2024. Furthermore, studies not previously included in their review were incorporated, specifically two qualitative studies (25, 26) and one quantitative study exploring faculty and student perspectives on good teacher characteristics in dentistry (7).

### 2-3. Exclusion criteria

The exclusion criteria encompassed: abstracts without full-text articles, studies focusing on secondary school students or

teachers, articles not written in English or Persian, review articles and meta-analyses, longitudinal studies, letters to the editor, editorials, research protocols, short reports, case reports, and brief communications.

#### **2-4. Information sources**

A systematic search of electronic databases (Medline, EMBASE, Scopus, Web of Science, ERIC, CIVILICA, and Google Scholar) was conducted. The search was performed independently and in duplicate by two reviewers, with any disagreements resolved by the supervisor.

#### **2-5. Search strategy**

Search terms were combined using appropriate Boolean operators (AND, OR) and included subject heading terms with the following keywords, used individually or in combination: "effective teacher", "good teacher", "great teacher", "excellent teacher", "excellent mentor", "great educator", "excellent tutor", "medical student", "non-medical student", "students", "academic students", "university student", "Iran", and "teacher characteristics".

#### **2-6. Study selection**

The database search was conducted to identify potential studies. Study abstracts were screened for eligibility, full-text articles were retrieved and evaluated, and a final list of included studies was compiled. This process was performed independently and in duplicate by two reviewers, with any disagreements resolved by the supervisor. References were organized and managed using EndNote software (version X8). Data were independently extracted from each included article, encompassing: first author, study year, study type, research instrument, study population, location, sample size, and main findings (Table 1).

#### **2-7. Data collection process**

A researcher's data extraction form was developed and utilized for each study. Two reviewers independently collected the data. The collected data were then merged and cross-verified for accuracy, with a third reviewer resolving any discrepancies.

#### **2-8. Risk of bias in individual studies**

The risk of bias was evaluated using the STROBE (STrengthening the Reporting of Observational Studies in Epidemiology) checklist (24), a valuable tool for assessing the quality of observational studies. This checklist comprises 22 items, which were scored based on their relevance to the present study. The final checklist score was 30, with a minimum score of 15.0. The assessment was conducted independently and in duplicate by two reviewers, with any discrepancies resolved by a third reviewer.

### **3- RESULTS**

Finally, 16 related studies involving 2,358 participants were selected (Figure 1). Despite variations in the classification of good university teacher characteristics across medical and non-medical sciences students, both groups demonstrated remarkably similar perspectives. The most critical characteristics from students' viewpoints generally encompassed personal attributes, scientific expertise, evaluation proficiency, communication skills, and pedagogical competence. All included studies met acceptable quality standards according to the STROBE scale. The primary characteristics of the selected studies are summarized in Table 1 and as follows:

#### **3-1. Perspectives of Medical Sciences Students**

1. A qualitative study investigated dental students' perceptions of a good dental professor's characteristics in 2021. The results revealed three primary categories: personal, scientific, and clinical characteristics. Personal characteristics

comprised four subcategories: teaching, manner, personality, and communication, while scientific and clinical characteristics included two subcategories: teaching and manner (27).

**2.** A cross-sectional study explored the characteristics of a good professor from students' perspectives at Tabriz University of Medical Sciences, Faculty of Management, in 2021. The findings revealed that the most crucial attributes of an exceptional university teacher included establishing a cordial relationship with students, demonstrating subject mastery, utilizing an effective tone of voice and accent, and possessing comprehensive knowledge of the course. Statistical analyses indicated significant correlations between variables such as education level, gender, field of study, educational status, and age with teaching skills, evaluation skills, and interpersonal communication characteristics ( $p < 0.05$ ) (28).

**3.** A qualitative study explored the characteristics of an effective clinical teacher through medical residents' experiences in 2020. The analysis generated 60 codes, which were categorized into ten subcategories and three primary categories. Based on residents' perspectives, the key characteristics of an exceptional clinical teacher included help and support, nurturing, counseling and guidance, serving as a role model, demonstrating morality, providing patient care, possessing scientific expertise, exhibiting clinical skills, managing educational processes, and drawing from teaching experience. These characteristics were ultimately classified into three character types: supporter and mentor, ethics model, and wise instructor (29).

**4.** A cross-sectional study assessed professors' performance through students' perspectives at Abadan Faculty of Medical Sciences in 2019. The findings revealed that scientific capabilities emerged as the

most critical evaluation factor, followed by personal and professional characteristics. Within the scientific characteristics category, "scientific capacity and comprehension ability" received the highest scores. The professional category was distinguished by "allocating teaching time to students", while the individual characteristics category was marked by "respectfulness and student respect" (30).

**5.** A cross-sectional study explored the characteristics of a good teacher from students' perspectives at Shiraz University of Medical Sciences during 2017-2018. The findings revealed that male students prioritized "mastery of the teaching subject" and "teaching skills" as critical criteria. Female students, conversely, emphasized "mastery of the teaching lesson" and "eloquence" as key attributes. Statistically significant differences emerged between male and female students' perspectives regarding "personal character" and "communication skills" ( $p < 0.05$ ) (31).

**6.** A cross-sectional study investigated the characteristics of a good teacher and their impact on dental students' academic motivation at Guilan University of Medical Sciences in 2017. The findings revealed that the most critical attributes of an exceptional teacher encompassed knowledge, personal character, communication skills, teaching skills, evaluation proficiency, and professional ethics. Academic motivation, comprising self-motivation and external motivation, emerged as the primary focus for respondents. Notably, the study concluded that the identified teacher characteristics did not significantly influence students' educational motivation ( $p > 0.05$ ) (32).

**7.** A qualitative study explored the characteristics of an exceptional clinical instructor from nursing students' perspectives in 2017. The findings revealed the "professional competence" theme, which encompassed six primary

categories: academic ability, clinical skills, communication skills, evaluation skills, personality, and educational management in the clinical setting. These characteristics were identified as essential attributes of an effective clinical instructor based on participants' perspectives (33).

**8.** A qualitative study investigated the characteristics of a good teacher from faculty and students' perspectives at the Nursing and Midwifery School, Amol University of Medical Science, in 2013. The findings revealed two primary categories: "research" and "individual characteristics". The "research" category encompassed subcategories of scientific mastery, transmission ability, teaching enthusiasm, and assessment, evaluation, and teaching methodologies. The "individual characteristics" category included individual character, self-reliance, and personal appearance (25).

**9.** A qualitative research explored the characteristics of a competent nursing faculty member in 2012. The findings revealed seven primary categories: scientific background, educational skills, individual and emotional characteristics, professional ethics, supportive and management characteristics, and "a competent nursing faculty member as a complete human" as the central theme. This comprehensive theme was unanimously confirmed by all participants (26).

**10.** A cross-sectional study compared students' and teachers' perspectives on characteristics of a good dentistry teacher at Mashhad Dental School in 2011. The investigation explored three key areas: theoretical course teaching, practical unit teaching, and professor evaluation methods. In theoretical courses, both groups most valued "teachers' ability to integrate basic and clinical concepts" (teachers' mean: 3.58, students' mean: 3.54). For practical units, "discussing students' concepts in the treatment plan"

was paramount (teachers' mean: 3.63, students' mean: 3.29). In evaluation methods, "designing evaluation based on general dentist needs" was most important (teachers' mean: 3.02, students' mean: 3.32). Overall, teachers' and students' perspectives were largely aligned, with minor differences in the importance of classroom punctuality, patient management emphasis, course handout introduction, and lesson scoring practices (7).

### **3-2. Perspectives of Non-Medical Sciences Students**

**1.** A secondary data analysis comprehensively investigated the characteristics of a good professor through student evaluations across various academic levels at Shahid Beheshti University in 2022. Employing purposive sampling, the study meticulously selected and analyzed 240 evaluations from students representing undergraduate (BA), master's (MA), and doctoral (Ph.D.) programs. The research findings unveiled three pivotal categories that collectively captured more than 75% of student responses: assessment policies and practices, encompassing evaluation methods and grading fairness; personality characteristics, including interpersonal skills and professional demeanor; and pedagogical knowledge, addressing subject expertise and effective communication of complex concepts. By systematically examining these dimensions, the study provided nuanced insights into students' perceptions of professorial effectiveness across different academic disciplines and educational levels (34).

**2.** A cross-sectional study explored the characteristics of a good university professor from Farhangian University student-teachers' perspectives in 2019. The findings revealed three paramount characteristics critical to educational excellence: scientific ability, proficiency in communication methods, and appropriate

student interaction strategies. These attributes, combined with teaching experience, were identified as key factors capable of enhancing overall educational quality (35).

3. A qualitative research aimed to analyze the characteristics of a good teacher from the viewpoints of students at Allameh Tabataba'i University in 2018. The results showed that the five characteristics of a good professor were: mastery of the subject content with an average of 4.84, respecting students with an average of 4.67, effort to convey the lesson and answer students' questions with an average of 4.66, fair judgment and justice in dealing with students with an average of 4.61, and accepting criticism and demonstrating reasonableness with an average of 4.51 (36).

4. A qualitative research aimed to review the characteristics of a good teacher from the political sciences students' perspectives at Shahid Bahonar University in 2015 (37). The results showed that the characteristics of a good teacher could be classified into five categories: 1) research capacity, 2) teaching skills, 3) supervision and evaluation of students, 4) behavior and morality, and 5) commitment to educational regulations. Meanwhile,

teaching and supervision ability and evaluation skills were more important than other categories (37).

5. A cross-sectional study aimed to determine the characteristics of a good teacher from the perspective of students at Shiraz Virtual Universities in 2012-2013. The results showed that scholarship, digital literacy, and teaching skills were effective in determining the characteristics of a good educator ( $p < 0.05$ ) (38).

6. A qualitative research aimed to investigate the characteristics of competent Iranian professors in 2010-2011. Fourteen professors from state universities were selected based on the viewpoints of students, alumni, directors, and colleagues. The sample group of 38 teachers was interviewed, and 112 interviews were conducted with the informants. Their classes were also assessed 72 times by observers and their assistants. The results identified three general categories of characteristics: cognitive (e.g., content mastery, creativity, organized content), emotional (e.g., intimacy, interest in the specialized field, positive thinking), and behavioral (e.g., fluency, flexibility, fair evaluation), as well as 34 subcategories (39).

**Table-1:** General characteristics of the included studies (n=16).

Author, Reference	Study year	Study type	Study tool	Study population	Study location	Sample size	Main findings
Roustaeizade Shooroki, 27	2021	qualitative study	semi-structured interview	Dental students	Faculty of Dentistry at Shahid Sadoughi University of Medical Sciences	18	Three main categories: personal characteristics, scientific characteristics, and clinical characteristics.
Sardareh, 28	2021	cross-sectional study	researcher-designed questionnaire	Students of Faculty of Management and Medical Informatics	Tabriz University of Medical Sciences	152	The main categories were establishing a cordial relationship with the student, mastering the subject, tone of voice and accent, and general knowledge about the subject.
Ahmady, 29	2020	qualitative study	semi-structured interview	Medical residents	Mashhad University of Medical Sciences	14	The main three categories were supporter and mentor, ethical model, and wise instructor.

Perspectives of Academic Students regarding Good Teacher Characteristics

Hayati, 30	2019	cross-sectional study	researcher-designed questionnaire	Medical Sciences students	Abadan Faculty of Medical Sciences	351	The professors' scientific characteristics were the most important factors in the evaluation, followed by their personal and professional characteristics.
Rezaee, 31	2017-18	cross-sectional study	researcher-designed questionnaire	Students from dental, medical, and pharmaceutical schools	Shiraz University of Medical Sciences	371	Male students considered mastery of the teaching lesson and teaching skills as critical criteria, while female students valued mastery of the teaching lesson and eloquence as the primary characteristics.
Esmaeili, 32	2017	cross-sectional study	researcher-designed questionnaire	Dental students	Guilan University of Medical Sciences	137	The most important characteristics of a good teacher include knowledge, personal character, communication skills, teaching skills, evaluation skills, and professional ethics.
Darvishpour, 33	2017	qualitative study	semi-structured interview	Nursing students	Guilan University of Medical Sciences	18	Six main categories were considered as the characteristics of a good clinical instructor: academic ability, clinical skills, communication, evaluation skills, personality, and educational management in the clinical setting.
Sharifinia, 25	2013	qualitative study	semi-structured interview	Nursing students	Amol University of Medical Sciences	12 students and 10 faculty members	The main categories were research and individual characteristics.
Hekmatpo, 26	2012	qualitative study	semi-structured interview	Nursing students, faculties and staff	Arak University of Medical Sciences	24 (15 nursing students, six faculties and three staff)	Seven main categories: scientific background, educational skills, individual and emotional characteristics, professional ethics, support, and management characteristics.
Akbari, 7	2011	cross-sectional study	researcher-designed questionnaire	Dental students and faculty members	Arak University of Medical Sciences	130 (70 students and 60 faculty members)	Teachers' ability to integrate basic and clinical concepts, discuss students' concepts in treatment plans, and design evaluations based on the needs of a general dentist were the main characteristics based on the perspectives of the teachers and students.
Nushi, 2022, 34	2022	secondary data analysis	-	Medical Sciences students (BA, MA, and PhD)	Shahid Beheshti University	240	The main categories were the teachers' assessment policies and practices, personality, and pedagogical knowledge, drawing more than 75% of the students' responses.
Nazemian, 35	2019-20	cross-sectional study	researcher-designed questionnaire	Farhangian University student-teachers	Fatemeh Al-Zahra Campus, Farhangian University, Yazd	97	Scientific ability, familiarity with communication methods, and appropriate methods of dealing with students were the most important characteristics of a good teacher.
Keykha, 36	2018	cross-sectional study	researcher-designed questionnaire	Students of Allameh Tabataba'i	Allameh Tabatabai University	316	The five characteristics of a good professor were: mastery of the lesson content,

				University			maintaining personality and respect for the student, effort to convey the lesson, answering questions, correct judgment, and justice in dealing with students, accepting criticism, and reasonableness.
Kamali, 37	2015	qualitative research	semi-structured interview	Political sciences students	Shahid Bahonar University	70	The five main categories were research capacity, teaching skills, supervision and evaluation of students, behavior, morality, and commitment to educational regulations.
Shahsavani, 38	2012-13	cross-sectional study	researcher-designed questionnaire	Virtual students of Shiraz	Shiraz Virtual University (n=291), and Shiraz Virtual Medical Science University (n=60)	351	Categories of scholarship, digital literacy, and teaching skills were the main characteristics of a good teacher.
Bonakdari, 39	2010-11	qualitative research	semi-structured interview	Students, graduates, good teachers, head of department, and peer professors	Students (n=73), graduates (n=16), good teachers (n=14), head of department (n=14), and peer professors (n=6)	126	Three main categories of cognitive, emotional, and behavioral capabilities were identified.

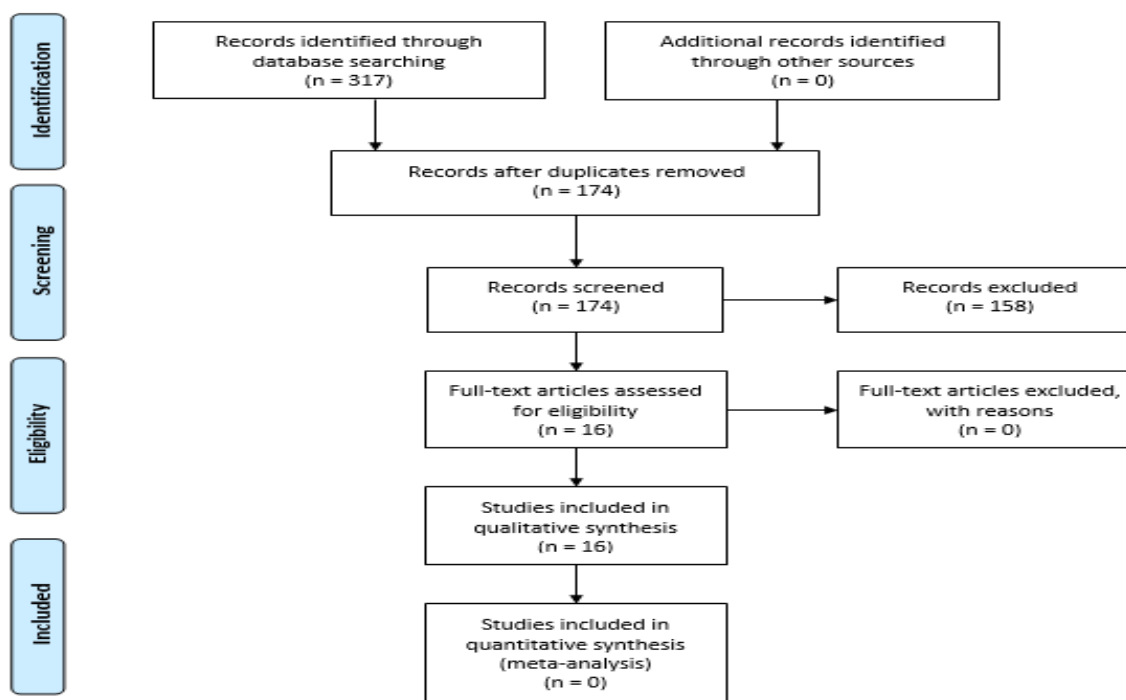


Fig.1: PRISMA Flowchart.

#### 4- DISCUSSION

A systematic review aimed to compare the perspectives of Iranian students from medical and non-medical sciences regarding the characteristics of a good teacher. The results showed that medical sciences students identified three categories of characteristics for a good teacher: personal, scientific, and clinical characteristics. For non-medical students, the characteristics of a good teacher could be classified into three categories: cognitive, emotional, and behavioral capabilities.

Education is not just providing knowledge to learners but also a process to identify the level of inclusive learning and the factors affecting it. Educational conditions and facilities greatly affect the learning process, but human resources, especially professors, are undoubtedly the most important factors in the formation of educational environments. The teacher is the most essential factor in creating favorable conditions for the realization of educational goals (40, 41). Professors use their knowledge, scientific texts, and teaching skills to create a suitable educational environment to help students learn. The characteristics of a professor can facilitate the teaching process and compensate for the shortcomings of textbooks and the lack of educational facilities and, simultaneously, can transform the best teaching situation and subject into an inactive and unattractive environment with no opportunity for a favorable relationship with students (16, 35).

In the teaching process, not only the teacher's knowledge and skills but also their entire personality affect the learning conditions and the transformation of learners (18, 29). As the role of the teacher in the teaching and learning process is essential, understanding the criteria of an effective teacher can be crucial in improving the teacher's performance (42).

One of the methods used in most countries, including Iran, to determine the criteria of a capable professor is the evaluation of professors by students, as they are in the best position to judge educational activities (43-45). Examining the characteristics of a good professor from the students' perspective provides an external view to evaluate their performance. If professors are aware of their effective and ineffective behaviors, they can address deficiencies and improve the quality of teaching and learning (46).

The proper regulation of mutual relations between professors and students in the teaching-learning process can improve education and research. University professors, by understanding the characteristics of a good professor from students' perspectives, can enhance their relationships with students and help develop educational quality by providing appropriate programs for teaching and evaluation activities (16, 37). Additionally, understanding the opinions and views of students as educational service consumers can help officials and heads of scientific centers more effectively attract and select university professors, as well as develop a suitable model for identifying exemplary professors in higher education (29).

Based on the current review, three categories were identified for a good teacher from medical sciences students' perspectives: personal (e.g., communication skills, respect for students), scientific (e.g., scientific mastery, teaching skills, and evaluation skills), and clinical (e.g., clinical skills, counseling and guidance, role model, ability to integrate basic and clinical concepts) characteristics. For non-medical students, the characteristics of a good teacher could be classified into three categories: cognitive (e.g., scientific ability, scholarship, creativity), emotional (e.g., communication skills, correct judgment, justice in dealing with students,

respecting students), and behavioral (e.g., supervision and evaluation of students, fair evaluation, adaptability, teaching skills) capabilities. This suggests that students of medical and non-medical sciences share a similar perspective regarding the characteristics of a capable university teacher.

In the current review, the highest scores were related to personal characteristics and appearance, communication skills, teaching skills, evaluation skills, and scholarship. Additionally, having good morals, respect for students, creativity, power of expression, and interest in teaching and the specialized field were other characteristics of a good university professor.

Arreola classifies the characteristics of a faculty member into three categories: scientific ability, clinical/practical skills, and research capability, along with other factors such as educational design, transfer and evaluation, course management, and educational research (47). The evidence demonstrates that politeness and respect are among the influencing factors of a good teacher. Observing appropriate manners in the classroom creates an atmosphere of calmness and trust in the teacher and facilitates the student's academic progress (18, 48, 49).

Lovric et al. (2015) argue that communication skills are a practical ability for effective teaching, which can motivate and improve students' academic performance. Therefore, having up-to-date information and attending class on time are insufficient for successful teaching and concept transfer; establishing good communication alongside other skills can enhance educational effectiveness (50). Teaching skills are also highlighted as one of the most important characteristics of a good teacher, which include facilitating classroom thinking and discussion, using educational aids and innovative teaching methods, and demonstrating the ability to

organize course materials (18, 29). Scicluna (2012) emphasized that one of the characteristics of effective professors is the ability to utilize new teaching methods. Consequently, professors should be aware of and implement innovative teaching approaches to address emerging educational needs in the contemporary world (51).

Ethical principles were among the most important characteristics of a good teacher according to most students. Role modeling, demonstrating, and teaching ethical principles are among the characteristics of good teachers mentioned in various studies (29, 52, 53). Observing justice in student education and respecting individual student characteristics are fundamental ethical principles. These characteristics are so critical that failing to comply with them is considered unprofessional academic behavior and would necessitate further investigation (54).

In this current review, most students listed evaluation skills as another characteristic of a capable professor. Evaluation is an integral part of education (25) and can improve students' performance if conducted logically, without bias, in alignment with study goals, and focused on correcting mistakes (55). In many studies, evaluation has been proposed as the most critical area of effectiveness in education (8, 56). From students' perspectives, observing justice in evaluation, utilizing innovative evaluation methods, and emphasizing objective aspects over subjective aspects are essential qualities of a good professor (18). Evidence indicates that professors who employ contemporary evaluation methods and provide appropriate feedback are more successful in teaching compared to those using traditional evaluation approaches (57).

From most students' perspectives, personality traits are another characteristic

of an effective teacher. A common misconception exists that anyone can be a teacher, which is not accurate, as many experts and specialists cannot succeed in the art of teaching (25). The professor's personal characteristics significantly influence their scientific abilities. Evidence demonstrates that a teacher's characteristics can facilitate the educational process and even compensate for the lack of educational facilities (16, 35). In this context, Lizzio (2004) argues that professors' characteristics and personality traits can overshadow their individual capabilities, as education fundamentally depends on the teacher's personality and individual characteristics (58). Several studies have investigated the characteristics of desirable and capable university professors in different regions of the country (27-39), yet no consensus exists regarding the common characteristics of a good university teacher. Efforts to identify common characteristics and define professors' competence are ongoing.

Therefore, it is recommended to conduct more comprehensive studies, particularly among non-medical students, to further explore and understand the essential qualities of effective university educators.

## 5- CONCLUSION

Three categories were identified as characteristics of a good teacher from medical sciences students' perspectives: personal (e.g., communication skills, respect for students, compliance with rules, and professional ethics), scientific (e.g., scientific mastery, teaching skills, and evaluation skills), and clinical (e.g., clinical skills, ability to integrate basic and clinical concepts, counseling and guidance, and role modeling) characteristics. For non-medical students, the characteristics of a good teacher could be classified into cognitive (e.g., scientific ability, scholarship, creativity, and scientific

experiences), emotional (e.g., communication skills, interest in the specialized field, positive thinking, high student expectations, correct judgment, justice in dealing with students, compliance with educational rules, respecting students, and professionalism), and behavioral (e.g., supervision and evaluation of students, fair evaluation, and teaching skills) capabilities.

In general, the perspectives of medical and non-medical sciences students about the characteristics of good teachers were largely consistent. Therefore, faculty members should focus on improving these features and capabilities, and universities should plan and organize empowerment workshops to increase student satisfaction and enhance the quality of teaching and learning.

## 6- AUTHORS' CONTRIBUTIONS

Study conception or design: HL, MB; Data analyzing and draft manuscript preparation: MV, MP, and MA; Critical revision of the paper: HL, and MV; Supervision of the research: HL and MB; Final approval of the version to be published: HL, MV, MP, MA, and MB.

**7- CONFLICT OF INTEREST:** None.

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