

## PERSONALITY VALUE QUALITIES OF AN IDEAL HIGHER EDUCATION TEACHER

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**Abstract.** The paper analyses the results of the survey, conducted by the scientists among the students of foreign and Ukrainian higher education institutions, and our own scientific researches on the personality value qualities of an ideal higher education teacher. It has been defined that students of foreign higher education institutions focus on the following personality value qualities of an ideal higher education teacher: the first position is taken by expertise in the relevant field, communication skills; the second is taken by teaching tact, intelligence, empathy, emotional stability, openness; the third is occupied by self-awareness, tolerance, knowledge of behavioural strategies, creativity, and ability to build relationships with students. At the same time, the negative characteristics that a higher education teacher should not have are revealed, namely: in the first position students point out bias and injustice and the following positions are taken by arrogance; illiteracy; unprofessionalism; pride; condescension, vanity, etc.

The analysis of the researches of the Ukrainian scientists demonstrates the following personality value qualities of an ideal higher education teacher, which are identified in the descending sequence: high intelligence; in-depth knowledge of the discipline, mastery of teaching methodology, teaching tact, communication skills; fairness, creativity, attentiveness, sense of humour and benevolence; moral rectitude, organizational skills, emotional and volitional stability; adherence to principles, exactingness, politeness and responsibility.

In this paper we present our own survey among the students of the Ukrainian higher education institutions and introduce the following personality value qualities of an ideal higher education teacher in the descending order: moral; communication; mastery of teaching methodology of the discipline; intelligence, expertise in the relevant field and in-depth professional knowledge; organizational and volitional qualities.

**Keywords:** higher education institution, ideal higher education teacher, personality value qualities, survey among students.

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### Introduction

The orientation of the European Higher Education Area towards the active involvement of stakeholders in the educational process has had a significant impact on the introduction of students' representatives into the administration of the higher education institution. One of the ways of the students' participation in the management of the higher education institution is the evaluation of the professional and personality value qualities of the academic staff. Therefore, the academic staff should be guided by the requirements of the existing educational normative and legal documents, students and employers. Compliance with ever-changing requirements for personality value qualities motivates academic staff to continuous

professional and personal development and adherence to the admitted values. The students' opinion plays an important role in evaluation of the professional activity of the academic staff since on the one hand they are stakeholders and on the other hand they are partners in the educational process.

### Students' views on the personality value qualities of an ideal higher education teacher

The problem of personality value qualities of an ideal higher education teacher has been studied by foreign scholars: A. Haamer, L. Lepp, E. Reva (2012); O. Dautova, O. Krylova (2016); M. Skrynnik (2014), S. Azer (2005) et al.

The overall results of the conducted by the mentioned authors survey among the students of foreign higher education institutions with regard to the personality value qualities of an ideal higher education teacher are given in Table 1.

Table 1

#### The results of the survey among the students of foreign higher education institutions with regard to the personality value qualities of an ideal higher education teacher

<i>Country / Personality value qualities of academic staff</i>	<i>Germany (Skrynnik, 2014)</i>	<i>Estonia (Haamer, Lepp and Reva, 2012)</i>	<i>Russia (Skrynnik, 2014)</i>	<i>the USA (Azer, 2005)</i>
Expertise in the relevant field	+	+	+	+
Communication skills	+	+	+	+
Teaching tact	+		+	+
Intelligence	+	+	+	
Empathy	+		+	+
Emotional stability		+	+	+
Openness	+	+		+
Tolerance	+			+
Knowledge of behavioural strategies	+			+
Self-awareness		+	+	
Creativity	+			+
Ability to build relationships with students		+		+
Mastery of teaching methodology		+	+	
Adherence to principles				+
Fascination			+	
Organizational skills and readiness for leadership			+	
Responsibility			+	
Kindness			+	
Sense of humour			+	

The overall results of the survey among the students of foreign higher education institutions are summarized in Table 1. It has been found that the respondents' answers specify most often such personality value qualities of an ideal higher education teacher as expertise in the relevant field, communication skills; the second position is taken by teaching tact, intelligence, empathy, emotional stability, openness; the third position is occupied by self-awareness, tolerance, knowledge of behavioural strategies, creativity, ability to build relationships with students; the fourth position is taken by mastery of teaching methodology, adherence of principles, organizational skills and readiness for leadership, responsibility and sense of humour.

Accordingly, the survey among the students of higher education institutions of Germany, Estonia, the USA and Russia with regard to the personality value qualities of an ideal higher education teacher shows that the most important qualities are expertise and communication skills. Whereas such personality value qualities as mastery of teaching methodology, adherence to principles, organizational skills and readiness for leadership, responsibility and sense of humour are considered to be less important.

In our study special attention is paid to the researches of the Czech scientists. As a result of the survey among the students of the University of Žilina (Czech Republic), which was conducted by the Czech scientists Blaškováá, Blaškoá, and Kucharikováá (2014), the negative characteristics, which higher education teachers should not have, have been developed. According to the researches, all respondents marked bias and unfairness in the first position. The evaluations in the other positions were somewhat different, but their essential features remained the same, in particular, they are positioned in the following descending order: arrogant; uneducated; unprofessional; haughty; condescending; boring; conceited; vulgar, indecent; unpleasant; intended; aggressive; nervous; overly strict; critical; petty; explosive, furious; egoistic; frivolous; uncommunicative; irresponsible; monotonous teacher; insidious (*Blaškováá, Blaškoá and Kucharikováá, 2014*).

This problem has been investigated among the Ukrainian scientists: M. Fitsula (2006), O. Briukhovetska, T. Chausova (2012), O. Volobueva (2014), V. Holubko (2010), N. Hapon, M. Dubniak (2009) et al. This is due to a number of reasons: firstly, high level of professionalism of the academic staff promotes the image of the higher education institution positively and therefore becomes more attractive to potential stakeholders; secondly, a higher education teacher has a significant influence on the student's personality in the process of the educational interaction; thirdly, the knowledge of the stakeholders' requirements for the personality value qualities of the academic staff is the basis for the formation of the programs for the development of these qualities.

The results of the students' answers collected by the Ukrainian scientists with regard to the personality value qualities of an ideal higher education teacher are given in Table 2.

The analysis of the modern students' views on the personality value qualities of an ideal teacher allowed the Ukrainian scientists to have determined various lists of these qualities (Table 2). This is explained by the fact that different methods and tasks of conducting a survey are taken into account.

Generally, the analysis of the results of the survey among the students of the national higher educational institutions, presented in the works of the Ukrainian scientists (see Table 2), shows that the most valuable quality is high intelligence; the second position is taken by in-depth knowledge of the discipline, mastery of teaching methodology, teaching tact, communication skills; the third position is occupied by fairness, creativity, attentiveness, sense of humour and benevolence; the fourth position is taken by moral rectitude,

organizational skills, emotional and volitional stability; the fifth position is occupied by adherence to principles, exactingness, politeness and responsibility.

Table 2

**The results of the survey among the students with regard to the personality value qualities of an ideal higher education teacher**

Author / Personality value qualities	M.Fitsula (2006)	O.Briukhovetska, T. Chausova (2012)	O.Volobueva (2014)	V.Holubko (2010)	N. Hapon, M.Dubniak (2009)	N.Priadko (2013)
High intelligence	+	+	+	+	+	+
In-depth knowledge of the discipline	+		+	+	+	
Mastery of teaching methodology	+		+	+	+	
Communication skills		+		+	+	+
Teaching tact	+	+	+	+		
Fairness		+	+			+
Sense of humour		+			+	+
Benevolence		+	+			+
Attentiveness	+	+				+
Creativity	+		+	+		
Moral rectitude	+			+		
Organizational skills	+			+		
Emotional and volitional stability	+			+		
Adherence to principles				+		
Exactingness						+
Politeness						+
Responsibility						+

Our survey conducted in 2017-2018 among the students of 4 Ukrainian higher education institutions, namely, National Pedagogical Dragomanov University, Lutsk National Technical University, Poltava National Pedagogical University named after V.G. Korolenko, Vinnytsia State Pedagogical University named after Mykhailo Kotsiubynsky, in which 1,340 students of second, third and fourth years participated allowed us to determine the priority of the personality value qualities of an ideal university teacher. The respondents' answers processing has been carried out using frequency response and semantic analysis for the calculation of the identical answers of the respondents. The students were proposed to evaluate a number of personality value qualities that an ideal higher education teacher should have: intelligence, expertise in the relevant field, in-depth knowledge of the discipline, mastery of teaching methodology, initiative, self-mastery, fairness, objectivity, adherence to principles, sincerity, conscientiousness, teaching tact, benevolence, sensitivity, tolerance, readiness for compromise, persistence, independence, purposefulness and creativity. Each of

the offered qualities was assessed by the students according to a 5-point scale: unimportant quality equals 1 point, the most important one equals 5 points.

Subsequently, to generalize the students' answers, the list of the personality value qualities of an ideal higher education teacher was divided into the following groups according to the psychological characteristics of an individual:

- a) *knowledge*: intelligence, expertise in the relevant field, in-depth knowledge of the discipline;
- b) *skills*: mastery of teaching methodology;
- c) *organizational*: initiative, creativity, self-mastery;
- d) *moral*: fairness, objectivity, adherence to principles, sincerity, conscientiousness;
- e) *communication*: teaching tact; benevolence, kindness, sensitivity; tolerance, readiness for compromise;
- g) *volitional*: persistence, independence, purposefulness.

Table 3

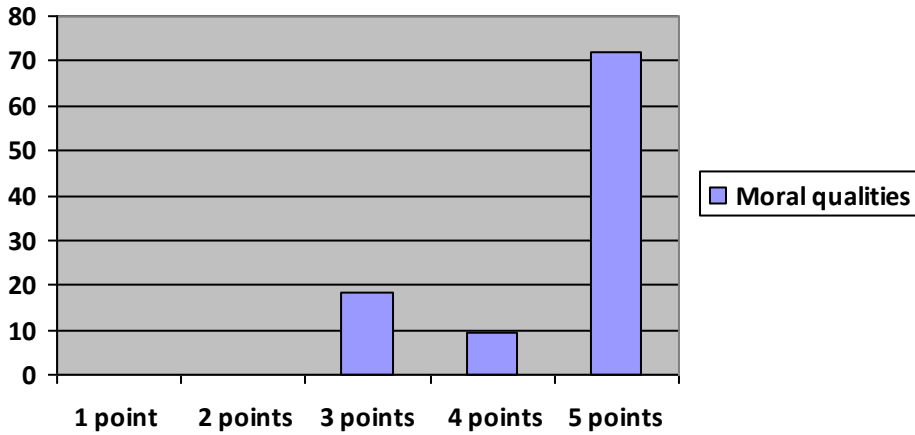
### The results of the evaluation of the qualities of an ideal higher education teacher

Personality value qualities	Points					Number of respondents (persons)
	1	2	3	4	5	
	Number of answers / %					
Knowledge	35/2,7	163/12,1	227/16,9	183/13,7	732/54,6	1340
Skills	-	-	87/6,5	461/34,6	786/ 58,9	1334
Moral	-	-	244/18,3	128/9,6	958/ 72,1	1330
Communication	38/ 2,8	27/2,0	77/5,8	274/20,6	917/68,8	1333
Volitional	276/20,7	111/8,3	273/ 20,5	182/ 3,6	493/ 36,9	1335
Organizational	144/10,7	52/3,9	362/ 27,0	206/ 5,4	576/43,0	1340

The results of the survey among the students, participating in the research (see Table 3) show that the most important group of the personality value qualities of an ideal higher education teacher is considered to be the moral qualities. It is worth mentioning that moral qualities include fairness in the teacher's assessment not only of the students but also other participants of the educational process. The second position is taken by the group of the communication skills of an ideal teacher. The third position is occupied by mastery of teaching methodology of the discipline. The fourth position is taken by intelligence, expertise in the relative field and in-depth professional knowledge. The fifth position is taken by the organizational skills and the sixth position is occupied by volitional qualities of an ideal teacher.

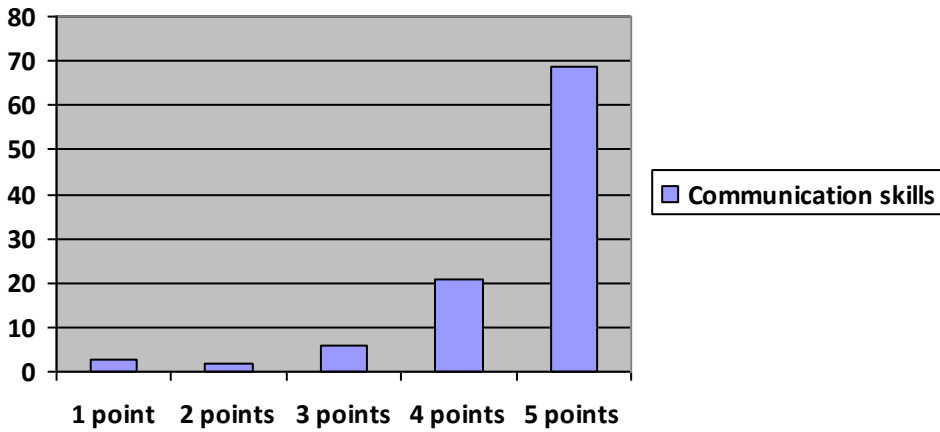
The results of the survey among the students on the moral qualities of an ideal higher education teacher are presented in Fig. 1.

As can be seen from Fig. 1., 72.1% of the respondents note that they appreciate and want to see high moral qualities of an ideal teacher. It proves that there are no answers with low scores among the respondents.



**Fig. 1. Distribution of the respondents' answers with regard to the moral qualities of an ideal higher education teacher (%)**

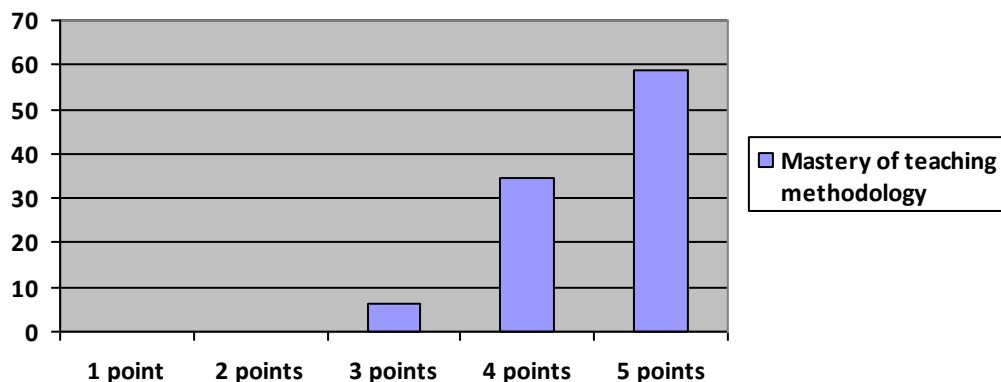
The results of the survey among the students on the communication skills of an ideal higher education teacher are presented in Fig. 2.



**Fig. 2. Distribution of the respondents' answers with regard to the communication skills of an ideal higher education teacher (%)**

The analysis of the survey results (Fig. 2.) indicates that 68.8% of the respondents want an ideal teacher to have good communication skills. And only 2.2% of the respondents mention this quality as unimportant one.

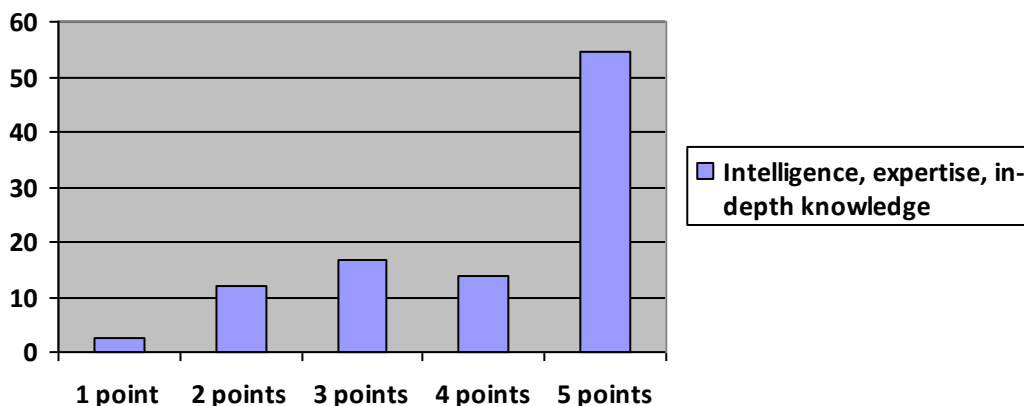
The results of the survey among the students on the mastery of teaching methodology by an ideal higher education teacher are presented in Fig. 3.



**Fig. 3. The respondents' answers with regard to the mastery of teaching methodology by an ideal higher education teacher (%)**

The analysis of the respondents' answers (Fig. 3.) gives an opportunity to confirm that all of the participants of the survey indicate the need for the in-depth knowledge of the methods and techniques of teaching as the necessary one. In particular, 58.9% of the respondents state that it is one of the most important qualities of an ideal higher education teacher and there are no answers with low scores.

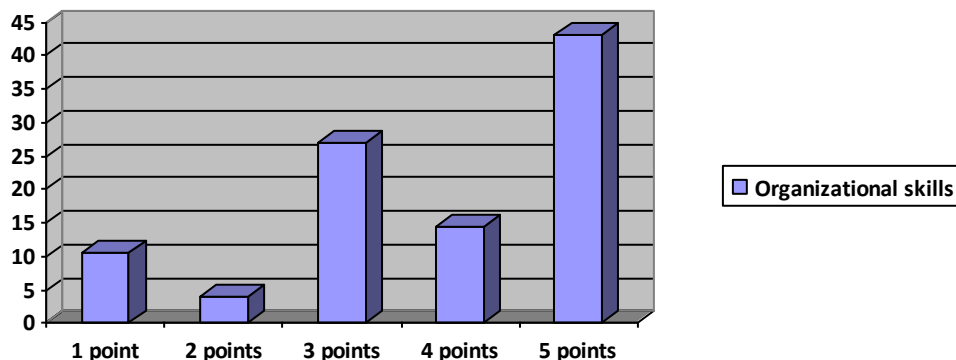
The results of the survey among the students on the professional knowledge of an ideal higher education teacher are presented in Fig. 4.



**Fig. 4. Distribution of the respondents' answers with regard to the professional knowledge of an ideal higher education teacher (%)**

As shown in Fig. 4., 54.6% of the respondents point out the need for having intelligence, expertise in the relevant field, in-depth knowledge of the discipline. Only 14.3% of the respondents indicate that it is partially important quality and 2.7% of the respondents note that it is the least important quality. We believe that a significant proportion of the answers with regard to the lack of the need for knowledge by an ideal teacher gives evidence of the general tendencies in the modern society where knowledge is open and accessible to all interested persons.

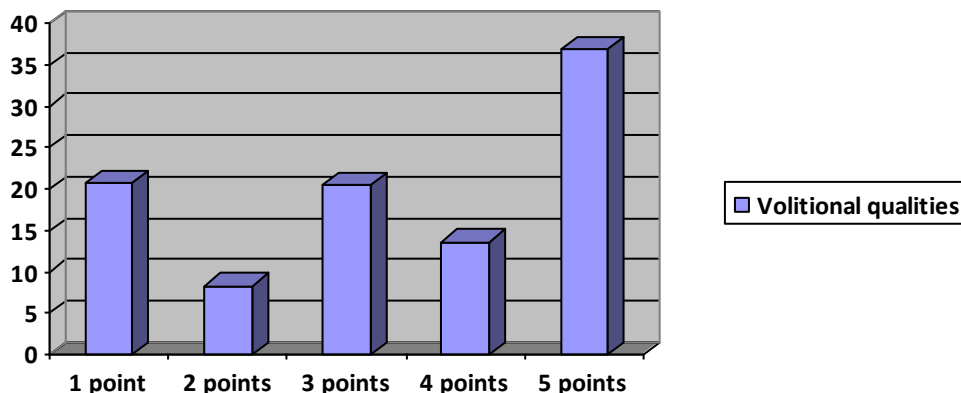
The results of the survey among the students on the organizational skills of an ideal higher education teacher are presented in Fig. 5.



**Fig. 5. Distribution of the respondents' answers with regard to the organizational skills of an ideal higher education teacher (%)**

As shown in Fig. 5., 43.0% of the respondents indicate that the most important qualities are the organizational skills. 27.0% of the respondents note that they are partially important, and 10.7% identify them as the least important qualities of an ideal teacher.

The results of the survey among the students on the volitional qualities of an ideal higher education teacher are presented in Fig. 6.



**Fig. 6 Distribution of the respondents' answers with regard to the volitional qualities of an ideal higher education teacher (%)**



The analysis of the respondents' answers (Fig. 6.) demonstrates that only 36.9% of the respondents indicate that volitional qualities are the most important, 20.5% of the respondents mention that they are partially important and 20.7% determine that these qualities are unimportant.

### Conclusions and suggestions

Thus, as can be seen from the presented analyses among the students of the investigated countries there are no absolutely identical requirements for the personality value qualities of an ideal higher education teacher. However, the analysis of the results of the survey among the students of foreign and Ukrainian higher education institutions allowed us to distinguish the common requirements for the personality value qualities of an ideal teacher, namely: intelligence, expertise in the relevant field, teaching tact, skills to organize the educational process, emotional stability, creativity, etc. While the respondents of foreign higher education institutions point out readiness for leadership, self-awareness and behavioural strategies, the results of the students' survey of the national higher education institutions indicate the following personality value qualities: moral rectitude, fairness, mastery of teaching methodology, sense of humour and benevolence, adherence to principles, responsibility and politeness. At the same time, an ideal higher education teacher should not have such negative characteristics as bias, unfairness, arrogance, pride, condescension, vanity, aggressiveness, etc.

Therefore, the obtained results of the scientific research can be the basis for the development of the programs for the professional growth of the academic staff and reflection of their educational activity.

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