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**LECTURER’S FEATURES AND CHARACTERISTICS, WHICH AFFECT
THE QUALITY OF HIGHER EDUCATION: THE RESULTS OF THE
INTERROGATION OF STUDENTS, TEACHERS AND SENIOR
MANAGERS OF UNIVERSITIES**

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Lecturer’s Features and Characteristics, which Affect the Quality of Higher Education: the Results of the Interrogation of Students, Teachers and Senior Managers of Universities

The results of the interrogation of Ukrainian students, teachers and senior managers of universities considering the qualities of the university teachers which are the most important for the providing high quality of higher education were presented. 647 students, 245 teachers and 52 senior managers of 10 universities answered the questions.

The most necessary qualities for a teacher according to the answers (all categories of respondents consider): professionalism and competence, general education, high intelligence, open-mindedness, commitment to continuous self-development, tolerance, balance, patience, politeness, optimal demands, kindness, empathy, understanding of students, respect to students, objectivity, fairness, impartiality, adequacy in evaluation of students. However, for students the most important qualities are objectivity, fairness, tolerance and kindness, and for ordinary teachers and senior managers of universities they are professionalism and competence, general education, high intelligence, open-mindedness, commitment to continuous self-development.

The questionnaire results showed that in Ukraine the dominated view on a teacher is that he should be a highly professional person with high moral features of character, who has a good psychological contact with students.

Key words: higher education, university, teacher, necessary teacher’s qualities, unacceptable teacher’s qualities, the role of the teacher in quality assurance in higher education.

The main task of higher education development in Ukraine at the present stage is its joining with the world educational space. The solution of this problem is impossible without highly qualified teachers, whose professional activity is the most

important factor of higher education quality. The problem of university teacher's professionalism and ways of its formation and development were discussed in the works of Andrushchenko, M. Artyukhin, A. Gluzman, N. Kuzmina, M. Larskyh, J. Mokina, , S. Sysoeva, T. Sorochan, E. Chernysheva, T. Yamshikova and many others. The main purpose of this article is to identify and analyze the thoughts of main participants of educational process (teachers, students or executives) about the necessary and inadmissible quality for lecturer.

It is appropriate to consider the modern university as an educational system that consists of five major interrelated structural components: the purpose of education, the content of education, educational communication tools (technology of education), pedagogical staff and students (N. V. Kuzmina). In the same time, the quality of these components is the mechanism of guarantee system for educational quality. That's why the continuous improvement of each of these components, completion of them with conformity of constantly growing requirements is urgent task always.

One of the most powerful factors that affect the quality of higher Education is a staff (pedagogical) potential of universities. This is confirmed by:

- the fact that the teaching staff is one of the main components of educational system at university;
- the results of a poll of students, graduates, employers, top managers from universities, teachers;
- the analysis of both Ukrainian and foreign publicism and science literature on the high school problems;
- the fact that the assessment of staff resources is a part of rating estimation at university in the various rating system.

Recent years both in Ukrainian and in the international scientific and educational communities a statements about classical university are dying and the network association of scholars and students coming to replace them, appeared. Also they said that the role of teachers will be reduced to the e-Learning content service.

We decided to investigate and to check how Ukrainian students see the role of the teacher, and also to find out which of teacher's features the Ukrainian students, professors and top managers of higher education institutions think are the most important. The research was conducted by the method of questionnaire at 10 universities in Kyiv, Dnepropetrovsk, Krivoy Rog, Lugansk, Donetsk, Slovyansk from 1 till 15 of June 2013. The general amount of student's selection is 647 people, of teachers – 245, of top managers – 52 (the peculiarity of higher education staff in Ukraine is the fact, that the most of top managers work as teachers as well). Among the top managers who answered the questions of our questionnaire there were 2 rectors, 8 vice-rectors, 14 deans of faculties and 28 heads of departments.

Student's answers about which kind of the teacher's role in a learning process must be:

- a mentor, the communication with who inspires to overcome knowledge and skills – 46%;
- the organizer of interactive educational dialogue – 32%;
- good translator of a training material, assistant for learning the content of discipline, who always ready to help students during their study – 65%;
- famous scientist who involves students actively to scientific work – 16%;
- a good lecturer – 65%;
- professional worker with an electronic content, or “curator of content” – 4.3%.

Then, students, the average teachers and top managers were asked to name the necessary (mandatory) and unacceptable merits of high school teacher. The number of properties, about which they could mention, was not limited. Moreover, the analysis of the survey results showed that, usually the respondents named more necessary features than unacceptable ones.

Poll Results of ordinary teachers and top managers from universities.

Poll Results of ordinary teachers and top managers from universities (see Table 1.) showed that the necessary merits of high school teachers, first of all, are their

professionalism and competency by which they understand the high level of professional training, good knowledge of the school subject content and skills for a subject teaching.

The second most frequently mentioned by respondents (average teachers) and managers is a group of characteristics which related with general erudition, high intellect, broad outlook and striving for continuous self-development.

Table 1

**The thoughts of teachers and top managers of higher education institutions
about necessary merits of the teacher**

Necessary merits of a teacher	% of respondents who named the merits	
	professors	managers
professionalism and competency	96	98
general education, high intellect, open-mindedness, commitment to permanent self-development	94	90
tolerance, balance, patience, courtesy, optimal demanding, benevolence, empathy, to understand students and respect them	73	73
fairness, objectivity, impartiality, the adequacy of student assessment	64	60

On a third place there are tolerance, balance, patience, politeness optimal demands, benevolence, empathy, understanding of students, respect and on the fourth - fairness, fairness, objectivity, dispassion, and adequacy of assessment of students. The fourth place by most frequently mentioned in this category such kind of features as fairness and teacher's justice, possibly connected with a fact that teachers and top managers of higher education institutions find them as an element of professionalism. Currently, such an explanation was given us by 7 teachers from 18with who after the processing of results we conducted a profound interview.

The importance of qualities which most respondent teachers and top university manager attributed to the category of “necessary” is confirmed by the fact that the antipodes of these merits were called as unacceptable(see Table 2): lack of professionalism and incompetence (53% of ordinary teachers; 59% of top-managers); lack of education, low intellect, limited outlook, unwillingness to develop(49% of ordinary teachers; 46% of top- managers); aggression, anger, rudeness, irritability, harshness, lack of tact, disrespectful of students, vanity, arrogance (56% of ordinary teachers, 54% of top-managers); partiality, inability to assess the student adequately because of personal animosity, unfairness, prejudice, sympathy(40% of ordinary teachers, 42% of top-managers).

Table 2

**The opinions teachers and top managers of higher education institutions
unacceptable merits of a teacher**

Unacceptable merits of a teacher	% of respondents who named the merits	
	professors	managers
unprofessionalism and incompetence	53	59
illiteracy, low intellect, limited outlook, reluctance to develop	49	46
aggressiveness, anger, rudeness, irritation, harshness, lack of tact, disrespectful to students, vanity, arrogance	56	44
fairness, inability to assess the student adequately, because of a personal enmity, unfairness, prejudice, sympathy	40	42

The feature of the teacher’s and top manager’s replies was the fact that almost none of them pointed out how the necessary merits of teachers associate with information and communication technologies knowledge. During the depth inter

views the respondents of this category didn't tell about these merits as a components of a professionalism.

The results of a student's poll.

As same as teachers and top-managers of universities, students also very often said about professionalism as a required teacher's merit - by frequency of student's mentioning this quality is on a second place, but impartiality, fairness, objectivity, impartiality and honesty are on a first place of importance for all students (see Table 3). Judging by the frequency of references, for students are very important such moral merits of teacher as steadiness, tolerance, patience, courtesy, optimal demanding, benevolence, empathy, understanding, respect and others. But general education, high intellect, open-mindedness and desire to self-development are on a 4th place for students.

Table 3

The opinions of students about the necessary merits for teachers

Necessary merits for teachers	% of students who mentioned the merit
professionalism and competency	91
general education, high intellect, open-mindedness, commitment to continuous self-development	77
steadiness, tolerance, patience, courtesy, optimal demanding, benevolence, empathy, understanding, respect	90
objectivity, fairness, objectivity, impartiality, adequacy of assessment	96

The same as teachers and top managers, students of ten mentioned an unacceptable antipodes, but as they think very necessary merits for teacher (see Table 4): asperity, aggressiveness, anger, rudeness, irritability, peevishness, harshness, lack of tact, lack of respect, vanity, arrogance (96%); personal dislike, bias, injustice, prejudice, sympathy for some students (93%); unprofessionalism and incompetence

(84%); lack of education, low intellect, limited outlook, unwillingness to continually development (42%). Only a few students (1.2%) mentioned the merits which associated with understanding of modern information and communication technologies, and named them as necessary.

Table 4

The opinions of students about unacceptable merits for teachers

Unacceptable merits for teacher	% of respondents who mentioned the merit
lack of professionalism and incompetence	84
lack of education, low intellect, limited outlook, unwillingness of self-developing	42
aggression, anger, rudeness, irritability, peevishness, harshness, tactless, disrespect, vanity, arrogance	96
partiality, personal dislike, unfairness, bias, sympathy	93

Conclusion.

The analysis of poll results showed that very often all categories of respondents named such necessary merits for teacher as professionalism and competency, general education, high intellect, open-mindedness, self-development, steadiness, tolerance, patience, courtesy, optimal demanding, benevolence, empathy, understanding, respect, impartiality, fairness, objectivity, impassivity, adequacy of assessment. However, for students the most important were objectivity, justice, tolerance and kindness, but ordinary teachers and executives appreciate more professionalism and competency, general education, high intellect, open-mindedness, continuous self-development.

Very often all categories of respondents were mentioned about antipodes of essential merits as about unacceptable merits for a teacher.

A small percentage of respondents believe that the teacher should a professional of an electronic contentor be “curator of content”. Maybe that’s why only small percentage of respondents said about competence in using modern information and communication technologies as about skills which are very important for a teacher.

So, in Ukraine dominates view, that the teacher is a highly professional person with high moral character and with a good psychological contact with students.

The searching for answers to the questions about what kind of teacher must be at universities today is a prospective issues for future research- 1) personality; 2) the operator who skillfully copes with modern didactic technologies; or – 3) personality who know everything about how to work with these technologies? Because only the third type teacher is able to contribute not only to intellectual but also to emotional progress of a student.

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Разорьонова М. В.

Викладач університету як чинник якості вищої освіти: результати опитування викладачів, студентів і керівників ВНЗ.

Представлено результати дослідження думок українських студентів, викладачів та топ-менеджерів ВНЗ про якості викладачів, які є найбільш важливими для забезпечення якості вищої освіти. Дослідження проведено методом анкетування 647-ми студентів, 245-ти викладачів та 52-х топ-менеджерів 10-ти вищих навчальних закладів шести міст України.

Найбільш часто в якості необхідних якостей викладача всі категорії респондентів називали: професіоналізм і компетентність; загальну освіченість, високий інтелект, широкий кругозір, прагнення до постійного саморозвитку; толерантність, врівноваженість, терпіння, ввічливість, оптимальну вимогливість, доброзичливість, емпатію, розуміння студентів, повагу до них; об'єктивність, справедливість, неупередженість, безпристрасність, адекватність оцінювання студентів. Проте для студентів найбільш важливими виявилися об'єктивність, справедливість, толерантність і доброзичливість, а для викладачів і топ-менеджерів ВНЗ – професіоналізм і компетентність, загальна освіченість, високий інтелект, широкий кругозір, прагнення до постійного саморозвитку.

Встановлено, що в Україні панує погляд на викладача як на високопрофесійну особистість з високими моральними якостями, яка має гарний психологічний контакт зі студентами.

Ключові слова: вища освіта, університет, викладач, необхідні якості викладача, неприпустимі якості викладача, роль викладача в забезпеченні якості освіти.

Разоренова М. В.

Преподаватель университета как фактор качества высшего образования: результаты опроса преподавателей, студентов и руководителей ВУЗов.

Представлены результаты изучения мнений украинских студентов, преподавателей и топ-менеджеров ВУЗов относительно качества преподавателей, которые являются самыми важными для обеспечения качества высшего образования. Методом анкетирования были опрошены 647 студентов, 245 преподавателей и 52 топ-менеджера 10-ти высших учебных заведений шести городов Украины.

Наиболее часто в качестве необходимых качеств преподавателей все категории респондентов называли: профессионализм и компетентность; общую образованность, высокий интеллект, широкий кругозор, стремление к постоянному саморазвитию; толерантность, уравновешенность,

терпение, вежливость, оптимальную требовательность, доброжелательность, апатия, понимание студентов, уважение к ним; объективность, справедливость, непредвзятость, беспристрастность, адекватность оценивания студентов. Причем для студентов самыми важными оказались объективность, справедливость, толерантность и доброжелательность, а для преподавателей и топ-менеджеров ВУЗов – профессионализм и компетентность, общая образованность, высокий интеллект, широкий кругозор, стремление к постоянному саморазвитию.

Установлено, что в Украине доминирует взгляд на идеального преподавателя как на профессионала с высокими моральными качествами, который имеет хороший психологический контакт со студентами.

Ключевые слова: высшее образование, университет, преподаватель, необходимые качества преподавателя, недопустимые качества преподавателя, роль качества преподавателя в обеспечении качества образования.

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