



Research Article

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Attitude of medicine students toward properties of favorable professor

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Abstract

Today, professors play a significant role in educating students. In this study, we decided to examine the opinions of medical students about the criteria of a good professor in Shahid Sadoughi Hospital in Yazd. This study was as descriptive and cross-sectional. The data collection tool in this study was a two-part questionnaire. This questionnaire consisted of 37 items. Finally, the collected data were entered into SPSS, using statistical tests were analyzed. There was no statistically significant difference between the mean score of the questionnaire and its domains in terms of gender, age, type of university and academic year. The most important property of a good professor from the students' point was having teaching skills.

Keywords: Professor, Medical Students, Opinions.

INTRODUCTION

Nowadays, the three main tasks of education, research and providing quality services are the responsibility of higher education centers and universities in the world ^[1,2]. Many experts in a field do not have the ability to teach well. Of course, not every teacher is necessarily a good researcher ^[3]. Therefore, every good and successful teacher must have characteristics to be able to increase the credibility of an educational institution ^[4]. On the other hand, a professor is not able to have all the characteristics, and for this reason, each institution announces criteria for identifying its professors ^[5].

Scientists believe that good teachers are always a good role model for their learners to carry out their future tasks ^[6]. These professors teach students how to interact beneficially with others and adapt their teaching methods based on their needs and talents ^[7]. Finding the characteristics of good professors in various fields has been the goal of many studies ^[8,9].

The purpose of this study was to investigate the views of medical students about the criteria of a good professor.

MATERIALS AND METHODS

This study was as descriptive and cross-sectional. The method of sampling was simple random and 246 medical students of Shahid Sadoughi University of Medical Sciences in Yazd in 2021 were included in the study. This study was directed after the approval of the ethics committee of Shahid Sadoughi University of Medical Sciences of Yazd. The data collection tool in this study was a two-part questionnaire, the first part was including demographic information of students including: gender, type of university, academic year and age and the second part was about the characteristics of a good professor. This questionnaire contained 37 questions. Its subjects included research knowledge (6 questions - score range between 0-24), teaching skills (9 questions - score range between 0-36), skills of evaluation (5 questions - score range between 0-20), performance of the educational rules (4 questions - score range between 0-16), interpersonal communication (4 questions - score range between 0-16) and individual characteristics (9 questions - score range between 0-36).

Students who did not agree to participate in the study and completed the questionnaires incompletely were excluded from the study. Finally, the data were entered into SPSS (version 22), by statistical

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examinations were analyzed. $p < 0.05$ was considered as a significant level. psychiatry, infectious diseases and ENT) and major (internal medicine, pediatrics, gynecology, obstetrics and surgery).

RESULTS

Of the 246 students surveyed, 60.2% were male and 39.8% were female. The mean age of students was 21.92 ± 1.50 years and the mean total score of the questionnaire was 91.06 ± 28.56 . The highest

mean scores of the questionnaire areas was, respectively: teaching skills (25.27), individual characteristics (22.29), interpersonal communication (9.05), research knowledge (9.89), evaluation skills (7.19) and observance of educational rules (5.41).

There was no statistically significant difference between the mean score of the questionnaire and its scopes in terms of gender (Table 1), type of university (Table 2), academic year of the student (Table 3) and age (Table 4).

Table 1: Overall score mean of the questionnaire and its scopes based on gender

Score of the Questionnaire and its Scopes	Gender		p-value
	Male	Female	
Overall score of the questionnaire	29.07±90.62	27.90±91.72	0.769
Research knowledge	5.09±10.12	4.84±9.55	0.376
Teaching skills	7.25±24.95	7.30±25.75	0.402
Skills of evaluation	4.59±7.01	5.04±7.46	0.465
Performance of the educational rules	3.95±5.06	4.31±5.93	0.104
Interpersonal communication	3.84±8.88	3.80±9.30	0.309
Individual characteristics	8.38±22.24	7.91±22.36	0.908

Table 2: Overall score mean of the questionnaire and its scopes based on type of university

Score of the Questionnaire and its Scopes	Type of university		p-value
	International	National	
Overall score of the questionnaire	29.19±96.50	27.69±93.58	0.077
Research knowledge	4.69±9.68	5.19±10.03	0.597
Teaching skills	7.16±25.55	7.35±25.10	0.635
Skills of evaluation	5.05±7.64	4.58±6.90	0.237
Performance of the educational rules	4.23±5.44	4.05±5.39	0.919
Interpersonal communication	4.02±9.19	3.70±8.96	0.635
Individual characteristics	7.98±22.78	8.32±21.98	0.455

Table 3: Overall score mean of the questionnaire and its scopes based on academic year

Score of the Questionnaire and its Scopes	Academic year				p-value
	1	2	3	4	
Overall score of the questionnaire	26.02±96.60	29.07±86.09	29.85±92.35	25.99±87.46	0.374
Research knowledge	5.58±10.17	4.11±9.58	5.41±9.96	3.81±9.74	0.953
Teaching skills	8.01±24.97	7.0±26.70	6.92±25.16	7.89±24.43	0.533
Skills of evaluation	5.45±7.70	4.86±7.39	4.98±7.05	3.03±6.92	0.863
Performance of the educational rules	4.82±6.75	4.76±5.78	3.60±5.15	3.97±4.51	0.074
Interpersonal communication	3.63±8.72	3.89±9.09	3.79±8.81	4.07±9.89	0.486
Individual characteristics	8.67±21.75	7.88±23.04	8.25±21.96	7.96±23.10	0.778

Table 4: Overall score mean of the questionnaire and its scopes based on age

Score of the Questionnaire and its Scopes	Age			p-value
	19-21.9	22-23.9	24 ≤	
Overall score of the questionnaire	29.05±91.06	29.07±89.12	25.33±97.0	0.368
Research knowledge	5.03±9.96	4.97±9.61	5.01±10.57	0.611
Teaching skills	7.52±26.25	7.10±24.32	6.79±25.28	0.158
Skills of evaluation	4.73±7.50	4.70±6.86	5.17±7.31	0.617

Performance of the educational rules	4.34±5.56	3.98±5.47	3.87±4.77	0.602
Interpersonal communication	3.86±8.54	3.68±9.36	4.04±9.60	0.199
Individual characteristics	8.45±22.63	8.15±21.52	7.41±23.62	0.359

DISCUSSION

The results of the present study showed that the most important criteria of a good teacher from the students' point include teaching skills, personal characteristics, interpersonal communication, research knowledge, evaluation skills and observance of educational rules, respectively.

In a study in Mazandaran, the most important characteristics of a good teacher from the perspective of paramedical students were: teaching skills, age, interest in teaching, and the use of information technology, respectively ^[10].

In the Boushehr study, students described the skills of a good teacher as teaching skills, honesty in behavior and speech, attractive presentation of course materials, and having a regular schedule for presenting lessons ^[11].

Another study in Semnan showed that the most important characteristics of a good university professor from the students' point were: teaching skills and interest in teaching, respectively ^[12].

In a study in Mashhad, students' criteria for a good teacher included: communication skills, teaching skills, student evaluation skills, and then the personal and physical characteristics of teachers, respectively ^[13].

In the study of Mazandaran, gender was estimated as an influential factor in students' opinion about the characteristics of a good lecturer ^[10].

CONCLUSION

According to the results of the present study, it can be said that in general, the most important criteria of a good teacher from the perspective of students in our study were having teaching skills and then interpersonal communication and appropriate individual characteristics. Therefore, for better teacher-student interaction, it is recommended to pay more attention to improve educational skills of professors in our university.

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Conflict of Interest

None declared.

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