A Narrative Review of How Students Perceive a Good Teacher

Kuok Ho Daniel Tang

Department of Environmental Science, The University of Arizona, AZ 85721, USA

Correspondence: daniel.tangkh@yahoo.com

ABSTRACT: Students come to class with various perceptions of what constitutes a good teacher. These affect how a teacher is evaluated in increasingly student-centered classrooms where students' needs, interests, and learning styles are prioritized. To better understand how students perceive a good teacher, this review comprehensively presents the perceptions of students at different educational levels on the traits of a good teacher. It discusses the nuances in these perceptions and whether they are justifiable. It reviewed more than 75 papers to achieve its aims. This review indicates that effective teachers possess characteristics like desirable personality, interpersonal skills, and instructional methods. It highlights the complex role teachers play in influencing students' academic and emotional growth. The shift from teaching skills in primary to relationship-oriented traits in secondary education shows that a student's developmental stage significantly affects their view of effective teaching. Secondary students often emphasize relational elements, such as appreciation and empathy, due to their need for autonomy and peer-like connections. University students value subject expertise, effective communication, and motivation. Like secondary students, they view traits like empathy, respect, and approachability as important. The perceptions of a good teacher, particularly the ability to create a safe and supportive environment, relational skills, and competence in delivering content, are largely justifiable. However, the emphasis on rendering socio-emotional support and a student-consumer mentality in universities that prompts students' needs to be prioritized could add to teachers' already heavy workload and result in burnout. While serving as motivators, teachers themselves need motivation to perform their work more effectively.

KEYWORDS: Empathy; instructional; learning needs; motivation; perceptions; relationships

1. Introduction

In various regions globally, assessing professors through student evaluations has become commonplace. Typically, toward the conclusion of each academic term, faculty members, administrators, or their aides distribute and gather standardized forms that request students to assess their instructors based on numerous criteria, including their level of competence, responsiveness, friendliness, and helpfulness [1]. The extensive collection of student feedback is warranted for two main reasons: initially, to assess the effectiveness of instructors, influencing choices regarding their job security, pay, and advancement; and subsequently, to assist teachers in recognizing their teaching strengths and weaknesses, allowing them to

address the identified weaknesses while enhancing their strengths. This costly and labor-intensive process persists despite facing certain challenges [2].

Evidence suggests that students are constrained in their ability to assess effective teaching accurately. Some studies show that students tend to rate professors they have a favorable impression of as effective, while those they view unfavorably are seen as ineffective [3,4]. Essentially, from the students' viewpoint, these evaluations primarily reflect personal preference rather than true effectiveness in teaching. However, some studies advocate the consistency and usefulness of student evaluation. Gaertner and Brunner demonstrated that students' views (all levels starting from grade 3) on 16 teaching elements remained consistent over time, regardless of the subject or educational level [5]. Although educational level did influence stability to some degree, neither the subjects taught nor the time intervals between surveys impacted it [5]. These findings highlight the influence of situational factors on the consistency of student perceptions regarding teaching practices. According to Fauth et al., evaluations made by students regarding classroom management were found to be indicative of their academic success [6]. Furthermore, when considering the influence of teacher popularity, students' assessments of cognitive stimulation and a nurturing classroom atmosphere were shown to contribute significantly to their interest in specific subjects [6]. The findings suggest that student evaluations are valuable indicators of teaching effectiveness in primary education.

The dimensions measured in these surveys may determine the generalizability of the responses. Wagner et al. examined the general applicability of the rating dimensions and discovered that the assumption of uniform measurement characteristics of student ratings across different classes was valid for certain dimensions, such as structure and classroom management. However, this assumption did not hold for dimensions like understandability, motivation, and student engagement. It is possible that students' subjective perceptions substantially influence dimensions lacking generalizability [7]. Raufelder et al. found that, in typical classroom interactions, students value the interpersonal qualities of their teachers more than their academic skills when assessing them as educators. This indicates that teachers with interpersonal qualities or who are adept at meeting students' interpersonal or personal needs are generally perceived as popular and effective [8]. It is possible that what teachers perceive as helpful to students may not be perceived similarly by students. The divergence in teachers' and students' perceptions of good teaching potentially results in the disparity in how students evaluate teachers and how teachers expect to be evaluated, thus fueling the arguments of whether teaching evaluation reflects teachers' actual teaching and academic skills. Research across various educational levels—primary [9], secondary [10], and higher education [11, 12]—indicates that the manner in which teachers provide feedback has a minimal effect on how students interpret it. Although educators are confident that the feedback they give is beneficial and that students apply it to enhance their learning, many students do not view this feedback as valuable and assert that they do not utilize it.

With student-centered learning gaining traction, increasing focus has been shifted to students in the learning process, prioritizing their needs, interests, and learning styles in education [13, 14]. In this model, students take an active role in their education, while teachers act as facilitators or guides rather than the primary source of knowledge [15]. Students assume rising autonomy in determining what and how they learn, fostering independence and motivation [16]. However, researchers argue that education is frequently a continuum of student-centered and teacher-centered, depending on the levels, and there is rarely an entirely

student-centered approach because teachers' professional judgment is crucial in determining the content suitable for students and how they could learn better [17–19]. Under the influence of student-centered learning, teaching evaluation has included these elements, for instance, those related to support for diverse learning styles, encouragement of student autonomy of learning, motivation in learning, and responsiveness to feedback. The student-centered emphasis spurs learning toward satisfying the educational needs of the students, which are determined by students in a highly student-centered setting [20].

In light of the potential divergence in how students and teachers view a good teacher and the stress on student-centered learning, it is interesting to learn how students perceive a good teacher and whether these perceptions are educationally justifiable. However, few reviews are devoted to this currently. Recent studies examine how the compatibility of cultural backgrounds between students and teachers influences children's academic and extracurricular success in educational settings [21], nuances in the way students perceive minority and majority teachers [22], and the effectiveness of support techniques in virtual education [23]. There is also much interest in students' views on assessment feedback and their level of involvement in academics [24, 25]. Therefore, this review aims to examine students' perception of a good teacher generally. It aims to discuss if these perceptions are reasonable in view of teachers' multifaceted roles. Knowing how students define a good teacher will enable teachers to harmonize their teaching styles more effectively with students' expectations within reasonable boundaries. This enhances teaching and learning effectiveness.

2. Materials and Methods

This review adopted a narrative approach because it offers a broader perspective on the perceived traits of a good teacher at different levels of education. This allows flexibility in exploring diverse topics and theories. A narrative review is also easier for a broader audience to understand as it is usually more descriptive and engaging. To accomplish the aims of this narrative review, a literature search was conducted using established scholarly databases, including Scopus, the Web of Science, and ScienceDirect. The keywords used in the search comprised effective, teaching, good, teacher, student, and perception. The keywords are combined to refine the search. Examples of the key phrases are 'students' perception of good teaching', 'students' perception of effective teacher', 'how students perceive good teaching', and 'how students perceive effective teaching'. A total of 77 papers were retrieved from the databases. A flowchart showing literature screening and selection is shown in Figure 1. The inclusion criteria are 1) the articles must have been published in the past 10 years; earlier articles are used if articles of the past 10 years are limited; 2) the articles must be written in English; 3) the articles must be related to students' perception rather than teachers' self-perception, and 4) the articles must be related to the general qualities of a good teacher, instead of the qualities or effectiveness of a particular educational facet, such as feedback, virtual learning and academic engagement. The review is not limited to a particular educational level.
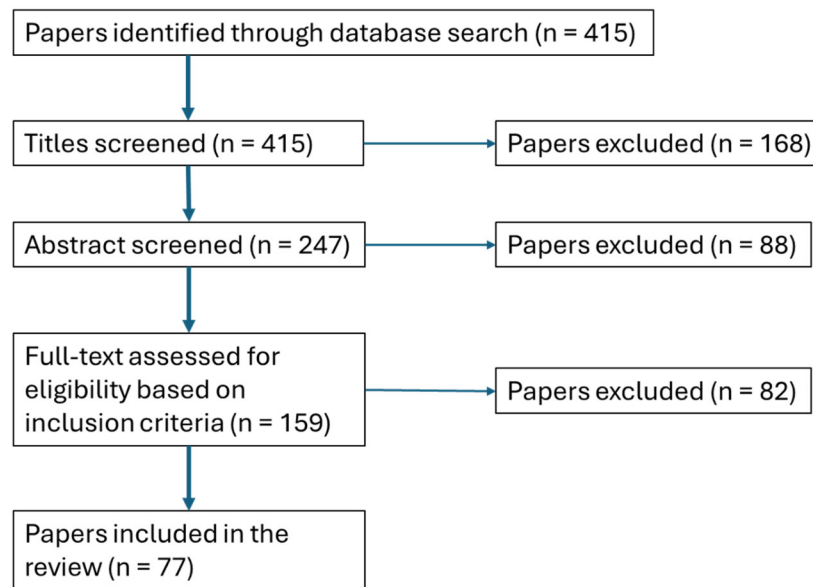
Figure 1. Literature screening and selection process.

3. Results and Discussion

Students' perception of their teachers generally affects how they interact with them. Learners who view their instructors as trustworthy and compassionate tend to show greater academic involvement. This includes an increased readiness to embrace challenges and a stronger determination when encountering setbacks [26]. Therefore, it is both crucial and interesting to know how students define a good teacher. Over recent years, studies have tended to focus on the perceptions of college or university students regarding good teaching. There are relatively fewer papers on the primary and secondary levels. Papers published more than 10 years ago were sometimes cited to make the review more balanced.

3.1. Primary level.

Research on primary school students' views of a good teacher is scarce, likely due to the difficulties in obtaining data from this age group. They may lack a comprehensive grasp of the qualities that define a good teacher, making it harder to gather reliable insights from them. In the absence of recent studies, this review also considers older research. Most existing studies typically merge data from both primary and secondary school students. For instance, students of four age groups (7, 10, 13, and 16 years of age) from primary and secondary schools were asked to write an essay on a good teacher [27]. Correspondence analysis revealed two dimensions. The first dimension reflected the preference of students for describing a good teacher in terms of either personality or ability characteristics (Figure 2). The second dimension was interpreted as an orientation in the essays towards either attachment to, detachment from, or commitment to school and teachers. Primary school students described good teachers primarily as competent instructors, focusing on the transfer of knowledge and skills, whereas secondary school students emphasized relational aspects of good teachers [27].
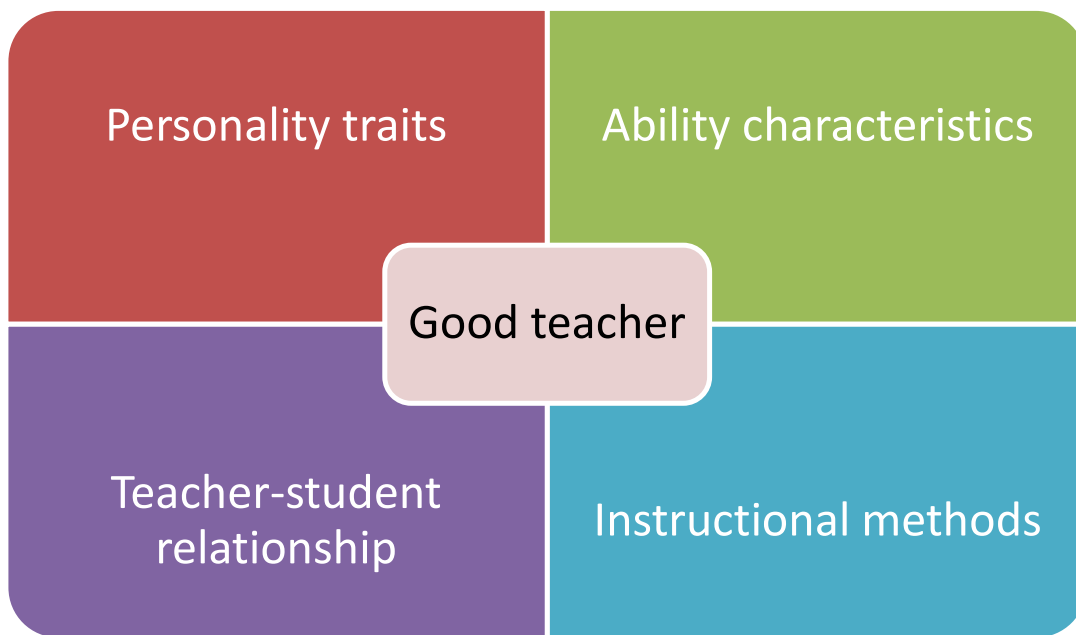
Personality traits	Ability characteristics
Good teacher	
Teacher-student relationship	Instructional methods

Figure 2. Key dimensions of a good teacher.

In another study, fourth-grade students from a school in St. Mary's County responded to an open-ended questionnaire asking what qualities contribute to being a good teacher. The students highlighted attributes such as capability, personality, and relational skills as significant, indicating that defining a good teacher is quite complex (Figure 2) [28]. When asked to evaluate 20 different characteristics of a good teacher, students averaged their highest ratings on traits like caring, content knowledge, dependable, prepared, safe environment, and teacher-student relationships. This outcome contrasts the findings of Beishuizen et al., where students frequently mentioned personality and relational traits over capability when describing effective teaching [27, 28].

The opinions of 170 elementary students from Turkey in grades 6 to 8 were explored in a study regarding the qualities of an effective teacher [29]. The most important factor identified was the relationship between teachers and students. Second, students valued teachers' personalities, followed by their instructional methods. Key traits of a desirable teacher-student relationship included not using physical punishment, yelling, or humiliating students, and acting supportively like a parent or friend [29]. Personality traits highlighted were kindness, friendliness, honesty, tolerance, helpfulness, and patience. The ideal instructional approach involved teaching well at the students' level, explaining clearly, and ensuring students understand by repeating as needed [29, 30].

At a US elementary school, sixty second-graders expressed their thoughts on what makes a teacher effective. They also illustrated their visions of desirable teachers and classrooms. The results revealed that positive teacher characteristics include being caring, patient, engaged, polite, and organized. Traits such as being soft-spoken, ordinary, or strict were deemed less significant. The students' drawings depicted a student-focused learning environment, showcasing happy learners and teachers who actively participate in classroom activities [31]. This reinforces the concept that engaging teaching promotes active learning and effective communication. With young students learning to read and using reading as a means to learn, it is evident why literacy holds considerable importance [32].

3.2. Secondary level.

There are comparatively more studies on secondary students. In Swedish upper secondary schools, students recognized two types of hope related to climate change: constructive hope and denial-based hope [33]. Constructive hope is tied to reality and emphasizes proactive, solution-focused methods to tackle issues (Table 1). In contrast, denial-based hope either minimizes or disregards the severity of problems, often resulting in inaction or unwarranted optimism. This form of hope may arise from avoidance, misinformation, or a reluctance to confront difficult truths (Table 1). Constructive hope acknowledges the gravity of the challenges while promoting optimism through achievable actions [34]. Constructive hope was found to correlate positively with student engagement and the perception that teachers respect their students' negative feelings about societal problems, as well as having a communication style that is future-oriented, positive, and solution-focused (Table 2) [33, 35].

Table 1. Comparison between constructive hope and denial-based hope.

Aspect	Constructive Hope	Denial-based Hope
Definition	Tied to reality; focuses on proactive, solution-driven actions.	Avoids or minimizes the problem; grounded in unrealistic optimism.
Emotional basis	Grounded in realistic optimism and resilience.	Based on avoidance, misinformation, or fear.
Response to problems	Actively engages with the problem to seek solutions.	Ignores or downplays the severity of the issue.
Associated behaviors	Promotes environmental actions and future-oriented solutions.	Leads to inaction or complacency.
Impact on engagement	Increases student engagement and problem-solving motivation.	Reduces engagement and fosters passivity
Teachers' Influence	Teachers encourage open discussions and validate emotions.	Teachers may avoid tough conversations about challenges.

In middle schools, for students in fifth and sixth grades, the most significant factors influencing how students perceived their relationships with teachers were the teachers' positive classroom actions and their support for social and emotional needs (Table 2) [36]. Along the same vein, Hein et al. conducted a survey involving school children aged 12 to 16 and discovered that physical education teachers who refrained from using negative conditional regard and intimidation tended to have students who felt a lesser degree of need frustration (Table 2) [37]. Interviews conducted with 86 seventh- and eighth-grade students from German secondary schools revealed that these students placed greater importance on the interpersonal qualities of their teachers rather than their academic skills during everyday classroom interactions [8]. According to the students, a positive teacher-student relationship is defined by three main qualities: (1) appreciation, (2) individual attention, and (3) sympathy (Table 2) [8]. These results are consistent with earlier studies that indicate teachers' expressions of appreciation, which include encouragement and recognition, can enhance students' self-belief [38] and boost their motivation and effort [39]. In examining the personal traits of teachers, three key qualities that characterize an effective teacher were highlighted: (1) assertiveness, (2) humor, and (3) empathy. Students shared experiences that echoed past studies, indicating they appreciate a learning environment that is both respectful and well-organized [40]. Additionally, the findings of this study align with previous research showing a beneficial link between students' perception of their teachers' humor and their own learning experiences [41]. Students

emphasized that a teacher's enthusiasm can enhance their own motivation during lessons, as it engages them with the material, making the educational experience both more productive and enjoyable, consistent with earlier research [42, 43].

A study involving 796 middle school students from grades 7 and 8 gathered data on their views regarding teacher social support as well as their academic and social-emotional performances. The findings revealed that girls viewed emotional and appraisal support as more significant compared to boys (Table 2) [44]. Both boys and girls showed a significant positive correlation between teachers' emotional support and their grade point averages. Among girls specifically, both emotional and informational supports demonstrated a significant link to their reading scores on the Iowa Tests of Basic Skills (ITBS), while emotional, informational, and instrumental supports were significantly correlated with ITBS Math scores. In terms of social-emotional aspects, emotional support was significantly inversely related to issues at school, internalizing problems, inattention/hyperactivity, and overall emotional symptoms while showing a positive association with personal adjustment for both genders [44].

Table 2. Summary of how secondary students perceive a good teacher.

Country	Sample Size	Main Findings	Reference
Sweden	624 senior high school students	Students recognized two types of hope related to climate change: constructive hope (linked to proactive, solution-focused actions) and denial-based hope (tied to avoidance and inaction). Constructive hope positively correlated with student engagement and future-oriented teacher communication.	[33]
Germany	86 students (7th-8th grade)	Students valued interpersonal qualities (appreciation, individual attention, and sympathy) over academic skills in teacher-student relationships. Effective teachers display assertiveness, humor, and empathy. Positive teacher-student relationships improve students' self-belief and motivation.	[8]
Iraq	122 students (11th grade)	Students highly valued English teachers' language proficiency, classroom management, and confidence. No significant differences in perceptions based on gender or academic performance. Key skills: reading English effectively, classroom management, and self-control.	[45]
Oman	171 students (Grades 9-12)	Essential teacher characteristics include subject mastery, effective teaching strategies, empathy, fairness, and clear communication. Proficiency in English and the ability to explain lessons clearly were emphasized.	[46]
USA	796 middle school students (Grades 7-8)	Emotional support from teachers was positively associated with higher GPA and personal adjustment while reducing internalizing problems, inattention/hyperactivity, and emotional symptoms. Girls viewed emotional and appraisal support as more significant than boys, and it correlated with higher reading and math scores on ITBS.	[44]
Estonia	602 Students aged 12-16	Physical education teachers who avoided negative conditional regard and intimidation had students who experienced less need frustration.	[37]
USA	336 students (Grades 5-6)	Positive teacher actions and support for social-emotional needs were the most significant factors in how students perceived their relationships with teachers.	[36]

In a study involving 122 eleventh-grade students in Iraq, it was discovered that students highly valued the English proficiency of an effective English teacher [45]. The analysis revealed no notable differences in perceptions between male and female students, nor between those achieving high versus low academic performance. The results highlighted that skills such

as reading English effectively, managing the classroom efficiently, and demonstrating confidence along with self-control received the highest average scores (Table 2) [45]. In line with this, a study involving 171 Omani students from Grades 9 to 12 revealed a consensus among them regarding the significance of various teacher characteristics. These characteristics included essential qualities like mastery of the subject, effective teaching strategies, and empathy (Table 2). Notably, they emphasized the importance of clear and audible communication, proficiency in English, the ability to explain lessons with clarity and confidence, fairness in the treatment of students, and genuine care for all students [46].

3.3. University Level

Most recent studies on the traits of a good teacher have been conducted among university or college students, with more studies focusing on students trained to be teachers than on students in other programs. A research study involving college students in health sciences identified the key traits valued by the students. The highest-rated qualities included effective communication skills with a score of 112, the ability to motivate students at 103, extensive subject knowledge at 100, and strong presentation abilities scored at 99. In contrast, the lowest-rated traits were constructive criticism, receiving a score of 28, and a sense of humor, with a score of 53. The study concluded that a good educator should possess excellent communication skills, the capacity to inspire students, and a comprehensive grasp of their subject matter (Table 3) [47].

Interestingly, a qualitative study conducted with 259 student teachers from three various teacher education programs found that they viewed caring as a crucial attribute of teachers. They believed that schools should serve as environments for personal growth and development, emphasizing that education needs to meet and respond to the individual needs of students (Table 3) [48]. A total of 140 college students enrolled in physical education (PE) classes filled out surveys assessing their views on the autonomy support and control provided by their PE teachers, along with their own feelings of basic psychological needs being met or frustrated, as well as their levels of autonomous and controlled motivation. The results indicated a positive relationship between students' views of their teachers' autonomy support and various beneficial student outcomes (Table 3). Conversely, students' perceptions of teacher control correlated negatively with well-being and knowledge while positively correlated with feelings of ill-being [49]. These findings support the self-determination theory, which suggests that the fulfillment of psychological needs and the presence of autonomous motivation play crucial roles in explaining the connection between autonomy support and positive outcomes in PE [50]. Specifically, significant indirect predictive relationships were identified from perceived autonomy support of teachers to students' well-being, knowledge, and intent to continue participating, with notable trends observed concerning performance through the lens of students' need satisfaction, frustration, and autonomous motivation [49].

In an interesting observation, Tomlinson noted the rise of the 'student-consumer' phenomenon, coinciding with universities increasing tuition fees and intensifying their marketing efforts [51]. This shift has the potential to alter students' expectations and their perceptions of what constitutes a good teacher. The qualitative research revealed that students who adopted a service-user mentality strongly believed that the higher costs should be accompanied by clear and efficient service delivery from the institutions collecting these fees. These students tended to see themselves as 'paying customers' and validated this consumer

perspective as both rightful and relevant for modern learners [51, 52]. Consequently, the overall learning experience, including the responsiveness and quality of lecturers, was assessed based on how well they met the anticipated service excellence and delivery standards. Assessments of lecturers' engagement and efficacy, along with challenges to their authority, are connected to clientelist discussions regarding "lecturer compensation." This connection is based not only on the intensified examination of lecturers' performance but also on how they generate their knowledge and the potential repercussions of this process [53]. The effectiveness of lecturers in performance and knowledge creation is measured by their expertise and enthusiasm, as well as how well they fulfill established expectations [51]. However, no further study exists on how 'student-consumer' alters how university students define effective teachers.

A qualitative study conducted at a UK university found that students define a good teacher as someone who promotes engagement in learning, motivates students to keep up with their coursework, shows passion for their subject, challenges students to excel, and embodies enthusiasm, motivation, and reliability (Table 3) [54]. Furthermore, they emphasized the importance of establishing a strong rapport with students by being supportive, assisting with issues outside the classroom, and being approachable. A good teacher is also characterized by professionalism and effective organization. Students' views on inspiring teaching were mixed with academic and student support [54]. In online environments, students at universities in the United States believed that prompt responses to their inquiries from instructors, as well as timely feedback on their assignments and projects, were essential (Table 3) [23]. This indicates that online learners generally view quick replies and constructive feedback from their instructors as beneficial for enhancing the instructors' presence, fostering greater engagement in their studies, and ultimately achieving higher educational outcomes.

In a survey among students of a university in Turkey, it was revealed that students regarded professors who are actively engaged in research as the most crucial factor among 27 identified elements that enhance their learning experience. There was no perceived conflict among students regarding professors' high levels of research activity and their roles as educators. Furthermore, the respondents emphasized that having faculty available for meetings during office hours plays a vital role in their education [55]. In exploring the characteristics that students associated with instructors they deemed "effective teachers," several notable correlations were identified. Students viewed effective teachers as those who are involved in research, assign research projects, give homework, and require the use of online journals available in the library (Table 3) [55, 56]. These findings indicate that students feel they learn more when they participate in active learning opportunities.

Data was gathered from 89 students across two teachers' colleges through a questionnaire featuring open-ended questions. The results revealed two primary categories that shape the perceptions of an ideal teacher: first, personal attributes, and second, expertise in the subject matter, along with pedagogical knowledge. The students placed significant emphasis on the ideal teacher's personal attributes, which include being 'empathetic and attentive,' 'skilled in teaching methodologies,' and possessing 'leadership qualities' (Table 3) [57]. A survey was conducted online involving 104 students from the Faculty of Humanities and Social Sciences at a university [2]. In the survey, the attributes of teacher quality were categorized into three main areas: teacher expertise, teaching competence, and personal qualities (Table 3). Teacher expertise relates to the specialized knowledge teachers have in their academic field [58]. The most critical expertise trait identified was the ability to provide effective examples and

exercises. Teaching competence focuses on a teacher's skill in fostering a positive learning environment and delivering lessons [59]. According to students, the key aspect of teaching competence was the instructor's capability to clearly and understandably convey the course material. Another vital trait was the clear definition of course objectives and student responsibilities, highlighting students' need for guidance on how to fulfill their duties for successful course completion. In terms of personal qualities, students considered it essential for teachers to treat them with respect [57, 60].

A study was carried out among students of communication courses at a university in the United States, utilizing the Communication Functions Questionnaire to assess eight specific communication abilities: conversational skill (the capability to start, sustain, and conclude enjoyable informal dialogues), referential skill (the competence to express information clearly and without ambiguity), ego-supportive skill (the talent for enhancing another person's self-esteem), comforting skill (the proficiency in uplifting others during times of sadness, depression, or distress), conflict management (the skill in achieving agreeable resolutions during disputes), persuasive skill (the ability to influence others to adjust their thoughts and actions), narrative skill (the knack for amusing others through storytelling and humor), and regulation (the capacity to assist someone in effectively correcting a norm violation) [61]. The students reported referential skill, ego support, and conflict management as being most important to effective teaching. Referential skill, ego support, and immediacy have a strong relationship with student learning and motivation (Table 3) [38].

Students enrolled in teacher education programs at three Pennsylvania universities assessed the traits of an exemplary teacher on a specified website [62]. Analyzing the feedback regarding their perceptions of teachers revealed three key categories: 1) Knowledge and delivery; 2) Personal characteristics of the instructor; and 3) Professional and instructional skills. Students anticipated that their professors were not only knowledgeable but also skilled at imparting this knowledge in a meaningful and engaging way. There was also an expectation for students to forge a personal connection with their professors and establish a strong academic relationship (Table 3) [62]. While some students may seek an easy path to an A with minimal effort, the general sentiment was that they were willing to put in the effort for a good grade, provided the professor demonstrated mastery of the subject and conveyed it in a way that was comprehensible and applicable [63]. Professors' personal qualities play a crucial role in how students feel about being supported and valued. Students found it vital to be treated with respect and kindness. They often considered this to be the most significant quality a professor can possess. In fact, without this quality, other aspects became less important. This encompassed the belief that professors genuinely want their students to succeed and recognize them as mature individuals [62, 64]. Additionally, students valued well-organized teaching and the ability to deliver lessons smoothly. They were particularly interested in having the syllabus clarified, their questions addressed, and course expectations outlined. Assignments that were meaningful and allowed students to have a say in the work and actively participate were also essential for them [62].

Table 3. Perceived traits of a good teacher among university students.

Country	Program/course	Perceived Traits of a Good Teacher	Reference
Pakistan	Health sciences	Effective communication, ability to motivate, extensive subject knowledge, strong presentation skills; lowest-rated traits: constructive criticism and sense of humor.	[47]
Sweden	Teacher education	Caring, fostering personal growth and development, meeting individual student needs.	[48]
Iran	Physical education	Autonomy support correlated with positive outcomes (well-being, knowledge, intent to continue participation)	[49, 50]
UK	General university program	Promoting engagement, motivating students, showing passion, challenging students, enthusiasm, reliability, professionalism, strong rapport, supportiveness, and effective organization.	[54]
United States	Online university courses	Prompt responses from instructors, timely feedback, fostering instructor presence and engagement.	[23]
Turkey	General university program	Professors' active research involvement, faculty availability during office hours, assigning research projects, homework, and use of online journals.	[55, 56]
Israel	Teachers' college	Empathy, attentiveness, teaching methodology skills, leadership qualities, expertise in subject matter, and pedagogical knowledge.	[57]
Croatia	Humanities and social sciences	Teacher expertise (providing effective examples and exercises), teaching competence (fostering a positive environment and delivering lessons clearly), personal qualities (respect and clear guidance on student responsibilities).	[2]
United States	Communication courses	Communication abilities: referential skill, ego support, conflict management, immediacy, and persuasive and narrative skills	[38, 61]
United States	Teacher education	Knowledge and delivery, personal characteristics (respect, kindness, supportive attitude), professional and instructional skills, organized teaching, clear expectations, meaningful assignments, and active student participation.	[62–64]

3.4. Other levels.

In Vietnam, participants from commercial English language centers, including both employees and students, expressed their views during interviews and surveys regarding twelve essential qualities that impacted their learning experience. All students identified English proficiency, teaching approaches, and socio-affective skills as the most critical attributes of effective teachers. The findings indicate that students expect educators to conduct their classes and interact professionally, likely due to their awareness in the informal education environment that they occupy a customer role rather than merely that of students. Moreover, the research demonstrated that teachers' personalities and socio-affective attributes can significantly affect students' English learning. Students sought approachable teachers whom they could consult about learning strategies or receive constructive feedback. Additionally, they insisted that teachers treated every student equally and maintained professionalism in the classroom [65].

3.5. Implications.

This review reveals that the qualities of a good teacher encompass diverse dimensions, including personality, relational skills, and teaching ability. This reflects the multifaceted role of teachers in shaping students' academic and emotional development. The shift in emphasis from instructional capability among primary students to relational qualities among secondary students suggests that age and developmental stage play a crucial role in how students perceive teacher effectiveness. The review demonstrates that even young students can articulate thoughtful perspectives on teacher effectiveness, challenging the assumption that they lack the

maturity to evaluate this subject meaningfully. Their insights often prioritize traits that foster a safe, engaging, and supportive learning environment, such as patience, caring, and clear communication.

Studies on secondary school students (e.g. Tennant et al. [44]) demonstrate the tangible academic and social-emotional benefits of teacher support, particularly for female students. Emotional and informational support contributes to better academic performance and psychological well-being, highlighting the need for gender-sensitive approaches in teacher training. Secondary students tend to emphasize relational aspects of teaching, such as appreciation, empathy, and positive interpersonal interactions. This aligns with their developmental need for autonomy and stronger peer-like relationships with adults [36, 37]. Conversely, primary students often prioritize the teacher's instructional ability and classroom management, reflecting their need for structure and clear guidance. The preferences of Iraqi and Omani students for English proficiency and clarity in communication reflect the cultural and subject-specific priorities in those regions. These findings emphasize the importance of tailoring teaching methods and teacher characteristics to the local context. Observations indicate that middle and high school students perceive the qualities of a good teacher slightly differently, suggesting these views may change over time (Figure 3). Middle school students often prioritize acclimating to a new educational setting, thus valuing teachers' roles in aiding this transition to enhance their emotional and social well-being (Figure 3) [36, 44]. Nonetheless, these perceptions still fall into the overarching dimensions of a good teacher, as shown in Figure 2. Despite this commonality, differences were observed between boys and girls regarding their emphasis on certain traits. As noted, girls viewed emotional and appraisal support as more significant than boys [44]. Research suggests that girls often display greater emotional sensitivity and empathy, making them more attuned to emotional cues and more likely to value emotional support [28, 44]. Additionally, girls are more inclined to use emotion-focused coping strategies, such as seeking comfort and expressing their feelings, whereas boys tend to adopt problem-focused or avoidant strategies, which may render emotional support less relevant to them [45].
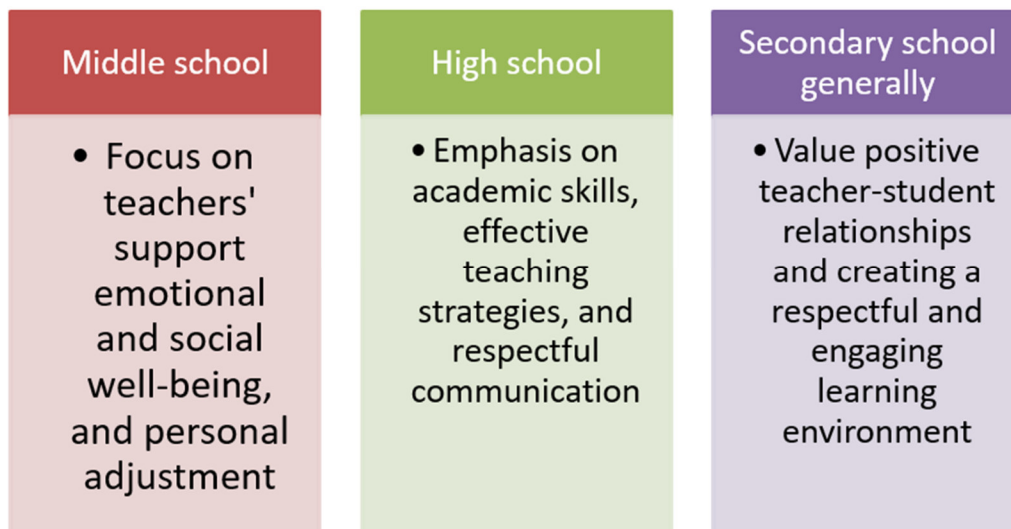
Middle school	High school	Secondary school generally
• Focus on teachers' support emotional and social well-being, and personal adjustment	• Emphasis on academic skills, effective teaching strategies, and respectful communication	• Value positive teacher-student relationships and creating a respectful and engaging learning environment

Figure 3. Perceptions of secondary school students (middle, high, and generally) of a good teacher.

University students consistently value subject expertise, communication, and motivation [2, 47]. These priorities reflect the advanced level of content mastery expected at this stage and

the need for clarity and inspiration in engaging with complex topics. Scarboro underscores the value students place on research-active professors, challenging the notion of a dichotomy between research and teaching [55]. By involving students in active learning and research opportunities, professors enhance both educational engagement and academic outcomes [66]. Unlike university students, teachers' research involvement is rarely considered by secondary students. Across multiple studies [54, 57], university students emphasize relational qualities such as empathy, respect, and approachability, similar to secondary students. Tomlinson describes a paradigm shift where students view themselves as consumers, demanding higher standards of service delivery. This is primarily because of the increasing costs of university education [51]. At the secondary level, where education is largely publicly funded, the consumer mentality is less prevalent. Secondary students often depend more on teachers for guidance and structure, whereas university students value autonomy support [49], reflecting their growing independence and self-regulated learning.

The perception of a good teacher, as expressed by primary and secondary school students, is largely justifiable because it aligns with fundamental educational principles: 1) a teacher's ability to create a safe and supportive environment is essential for learning, especially for younger students; 2) relational skills such as empathy, kindness, and approachability build trust and motivation, directly influencing students' academic and personal growth, and 3) competence in delivering content and adapting instruction to student's needs is universally acknowledged as critical to teaching effectiveness. However, when students move to secondary schools, they seem to emphasize socio-emotional support, which encompasses empathy, humor, and emotional support. This indicates that teachers are not only classroom managers, facilitators, and instructors but also take on student support and counseling responsibilities. Teachers' roles become more multifaceted, and balancing such responsibilities with their primary academic duties is increasingly required. Teachers already face heavy workloads, and additional responsibilities might lead to burnout [67]. In a meta-analysis conducted by García-Carmon et al., it was found that teachers in secondary education faced a significant risk of experiencing burnout syndrome. The findings indicated that 28.1% of these educators experienced severe emotional exhaustion, 37.9% exhibited pronounced depersonalization, and 40.3% reported low levels of personal fulfillment. These figures, which are considerably higher than those observed in other professional sectors, raise serious concerns [68]. Moreover, Hinds et al. discovered that 26.8% of the 529 teachers from middle and elementary schools who participated in their research experienced mild depression, 8.9% faced moderate depression, and 2.8% dealt with moderate to severe depression. This finding highlights the need for mindfulness-based interventions [69]. Furthermore, not all teachers are trained to provide effective socio-emotional support, which could lead to unintended outcomes. This may be a factor in why some teachers are changing their careers globally [70]. Weston et al. observed that educators have progressively transitioned from focusing on supporting students with learning disabilities to addressing the mental health requirements of their students [71]. According to Mazzer and Rickwood, teachers recognize that there is a growing population of students facing mental health challenges in their classrooms [72]. However, they often feel uninformed about the available resources in their schools to effectively support these needs [73] and lack the confidence necessary to move beyond basic assistance for students dealing with social-emotional difficulties [74, 75]. When faced with relentless pressure to continually

improve achievement metrics, linking learning to well-being may feel like just another burden added to an already heavy workload.

The rise of the student-consumer mentality in universities reflects broader societal and economic trends, where students expect value for money. While this perception might risk reducing education to a transactional relationship, it is a natural response to increased tuition fees and institutional marketing. University teachers are expected to meet students' psychological and learning needs more effectively and be more responsive to students. However, teachers' responsiveness has not been adequately defined. Responsiveness in the literature has frequently revolved around culturally responsive teaching that recognizes and values students' cultural backgrounds, experiences, and identities to make learning more relevant and effective [76], and responsive teaching generally, which prioritizes adapting teaching strategies, interactions, and instructional methods to meet the individual needs, interests, and developmental levels of students [77]. In the context of student consumerism, responsiveness could relate to how fast teachers reply to students' queries, requests, needs, or comments through various communication channels. Teachers become increasingly accessible to students through emails, messaging, and social media [78]. Despite a lack of consensus on response timelines, the expectation for effective responses could disrupt teachers' personal lives and distract them from other tasks, such as administration or research. Research has conventionally been integral to the job of a university professor. Different types of professors exist to meet diverse university needs. For example, professors of practice prioritize teaching and have limited research expectations, whereas research professors primarily focus on conducting research with little emphasis on teaching. As university students also expect teachers to conduct research and involve them in research, the responsibilities of professors grow, especially the teaching-focused ones. These increasing expectations prompt the roles of teachers, particularly those in secondary and tertiary education, to be properly defined.

4. Conclusions

The roles of a teacher have become increasingly versatile, ranging from primarily a classroom manager, an instructor, and a facilitator to a motivator, a counselor, and a friend who students can confide in. In universities, teachers may also need to be good researchers who are responsive to the various needs of students. Although views on what defines a good teacher vary across educational levels and cultural contexts, there is a common consensus that interpersonal and relational skills are often as crucial, or even more so, than subject matter expertise and teaching methods. With increasing expectations of what a good teacher should be, teachers are at risk of burning out. Such expectations could deter people from joining the education industry or cause in-service teachers to switch their careers. For teachers to effectively provide their services to students, they themselves need to be motivated. Other than the monetary rewards they get from their jobs, teachers need encouragement so that they can continue to feel a sense of satisfaction in what they are doing and give their best. This can be done by 1) regularly acknowledging teachers' contributions through awards, public recognition, or thank-you notes, 2) offering access to workshops, seminars, or advanced training in their field, 3) ensuring a supportive and collaborative culture among staff, 4) allowing teachers to design and implement innovative teaching methods; 5) involving them in decision-making processes related to curriculum and school policies; 6) offering counseling services and stress-management programs; and 7) creating opportunities for teachers to share

their opinions and ideas, among others. Through these, teachers could be better equipped to meet the expectations of students while continuing to get a sense of satisfaction from their work.

Acknowledgments

Author Contribution

Conceptualization, Methodology, Writing: K. H. D. Tang

Competing Interest

The author declares that there are no known conflicts of interest.

References

[1] Cook, C.; Jones, J.; Al-Twal, A. (2022). Validity and fairness of utilising student evaluation of teaching (SET) as a primary performance measure. *Journal of Further and Higher Education*, *46*, 172–184. http://doi.org/10.1080/0309877X.2021.1895093.

[2] Pavlina, K.; Zorica, M.B.; Pongrac, A. (2011). Student perception of teaching quality in higher education. *Procedia - Social and Behavioral Sciences*, *15*, 2288–2292. http://doi.org/10.1016/j.sbspro.2011.04.095.

[3] Clayson, D. (2022). The student evaluation of teaching and likability: what the evaluations actually measure. *Assessment & Evaluation in Higher Education*, *47*, 313–326. http://doi.org/10.1080/02602938.2021.1909702.

[4] Hoorens, V.; Dekkers, G.; Deschrijver, E. (2021). Gender bias in student evaluations of teaching: Students' self-affirmation reduces the bias by lowering evaluations of male professors. *Sex Roles*, *84*, 34–48. http://doi.org/10.1007/s11199-020-01148-8.

[5] Gaertner, H.; Brunner, M. (2018). Once good teaching, always good teaching? The differential stability of student perceptions of teaching quality. *Educational Assessment, Evaluation and Accountability*, *30*, 159–182. http://doi.org/10.1007/s11092-018-9277-5.

[6] Fauth, B.; Decristan, J.; Rieser, S.; Klieme, E.; Büttner, G. (2014). Student ratings of teaching quality in primary school: Dimensions and prediction of student outcomes. *Learning and Instruction*, *29*, 1–9. http://doi.org/10.1016/j.learninstruc.2013.07.001.

[7] Wagner, W.; Göllner, R.; Helmke, A.; Trautwein, U.; Lüdtke, O. (2013). Construct validity of student perceptions of instructional quality is high, but not perfect: Dimensionality and generalizability of domain-independent assessments. *Learning and Instruction*, *28*, 1–11. http://doi.org/10.1016/j.learninstruc.2013.03.003.

[8] Raufelder, D.; Nitsche, L.; Breitmeyer, S.; Keßler, S.; Herrmann, E.; Regner, N. (2016). Students' perception of "good" and "bad" teachers—Results of a qualitative thematic analysis with German adolescents. *International Journal of Educational Research*, *75*, 31–44. http://doi.org/10.1016/j.ijer.2015.11.004.

[9] Dann, R. (2015). Developing the foundations for dialogic feedback in order to better understand the 'learning gap' from a pupil's perspective. *London Review of Education*, *13*.

[10] Jónsson, Í.R.; Smith, K.; Geirsdóttir, G. (2018). Shared language of feedback and assessment. Perception of teachers and students in three Icelandic secondary schools. *Studies in Educational Evaluation*, *56*, 52–58. http://doi.org/10.1016/j.stueduc.2017.11.003.

[11] Winstone, N.E.; Nash, R.A.; Parker, M.; Rowntree, J. (2017). Supporting learners' agentic engagement with feedback: A systematic review and a taxonomy of recipience processes. *Educational Psychologist*, *52*, 17–37. http://doi.org/10.1080/00461520.2016.1207538.

[12] Tang, K.H.D. (2022). A model of behavioral climate change education for higher educational institutions. *Environmental Advances*, *9*, 100305. http://doi.org/10.1016/j.envadv.2022.100305.

[13] Tang, K.H.D. (2023). Climate change education in China: a pioneering case of its implementation in tertiary education and its effects on students' beliefs and attitudes. *International Journal of Sustainability in Higher Education*, *24*, 1058–1081. http://doi.org/10.1108/IJSHE-05-2022-0151.

[14] Tang, K.H.D. (2021). Personality traits, teamwork competencies and academic performance among first-year engineering students. *Higher Education, Skills and Work-Based Learning*, *11*, 367–385. http://doi.org/10.1108/HESWBL-11-2019-0153.

[15] Tang, K.H.D. (2021). Engaging students in the development of an atmospheric science course: A discourse analysis. *Asian Journal of Education and Social Studies*, *19*, 1–9. http://doi.org/10.9734/AJESS/2021/v19i330463.

[16] Tang, K.H.D. (2021). Education for sustainable development from the perspective of Christianity: Pedagogies and prospects. *European Journal of Education Studies*, *8*. http://doi.org/10.46827/ejes.v8i4.3678.

[17] Tang, K.H.D. (2023). Student-centered approach in teaching and learning: What does it really mean? *Acta Pedagogia Asiana*, *2*, 72–83. http://doi.org/10.53623/apga.v2i2.218.

[18] Naimi-Akbar, I.; Weurlander, M.; Barman, L. (2024). Teaching-learning in virtual learning environments: a matter of forced compromises away from student-centredness? *Teaching in Higher Education*, *29*, 2095–2111. http://doi.org/10.1080/13562517.2023.2201674.

[19] Dervić, D.; Glamočić, D.S.; Gazibegović-Busuladžić, A.; Mešić, V. (2018). Teaching physics with simulations: Teacher-centered versus student-centered approaches. *Journal of Baltic Science Education*, *17*, 288.

[20] Tang, D.K.H. (2021). A case study of outcome-based education: Reflecting on specific practices between a Malaysian engineering program and a Chinese science program. *Innovative Teaching and Learning*, *3*. http://doi.org/10.4208/itl.20210005.

[21] Redding, C. (2019). A teacher like me: A review of the effect of student–teacher racial/ethnic matching on teacher perceptions of students and student academic and behavioral outcomes. *Review of Educational Research*, *89*, 499–535. http://doi.org/10.3102/0034654319853545.

[22] Cherng, H.-Y.S.; Halpin, P.F. (2016). The importance of minority teachers: Student perceptions of minority versus White teachers. *Educational Researcher*, *45*, 407–420. http://doi.org/10.3102/0013189X16671718.

[23] Martin, F.; Wang, C.; Sadaf, A. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *The Internet and Higher Education*, *37*, 52–65. http://doi.org/10.1016/j.iheduc.2018.01.003.

[24] Van der Kleij, F.M.; Lipnevich, A.A. (2021). Student perceptions of assessment feedback: A critical scoping review and call for research. *Educational Assessment, Evaluation and Accountability*, *33*, 345–373. http://doi.org/10.1007/s11092-020-09331-x.

[25] Amerstorfer, C.M.; Freiin von Münster-Kistner, C. (2021). Student perceptions of academic engagement and student-teacher relationships in problem-based learning. *Frontiers in Psychology*, *12*.

[26] Mercer, S. (2016). Seeing the world through your eyes: Empathy in language learning and teaching. In Positive Psychology in SLA; MacIntyre, P.D., Gregersen, T., Mercer, S., Eds.; Multilingual Matters: Milton Keynes, UK, pp. 91–111.

[27] Beishuizen, J..; Hof, E.; Van Putten, C.M.; Bouwmeester, S.; Asscher, J.J. (2001). Students' and teachers' cognitions about good teachers. *British Journal of Educational Psychology*, *71*, 185–201. http://doi.org/10.1348/000709901158451.

[28] Bullock, M. (2015). What makes a good teacher? Exploring student and teacher beliefs on good teaching. *Rising Tide*, *7*, 1–30.

[29] Aksoy, N. (1998). Opinions of upper elementary students about a "good teacher" (case study in Turkey). *Annual Meeting of the Northeastern Educational Research Association*, Ellenville, New York.

[30] Sullivan, P.; Bobis, J.; Downton, A.; Feng, M.; Hughes, S.; Livy, S.; McCormick, M.; Russo, J. (2021). An instructional model to support planning and teaching student-centred structured inquiry lessons. *Australian Primary Mathematics Classroom*, *26*, 9–12.

[31] Murphy, P.K.; Delli, L.A.M.; Edwards, M.N. (2004). The good teacher and good teaching: Comparing beliefs of second-grade students, preservice teachers, and inservice teachers. *The Journal of Experimental Education*, *72*, 69–92. http://doi.org/10.3200/JEXE.72.2.69-92.

[32] Nugraha, L.; Saud, U.S.; Hartati, T.; Damaianti, V.S. (2022). Profile of learning environmental literacy in elementary school. *PrimaryEdu: Journal of Primary Education*, *6*, 211–222.

[33] Ojala, M. (2015). Hope in the face of climate change: Associations with environmental engagement and student perceptions of teachers' emotion communication style and future orientation. *The Journal of Environmental Education*, *46*, 133–148. http://doi.org/10.1080/00958964.2015.1021662.

[34] Ratinen, I. (2021). Students' knowledge of climate change, mitigation and adaptation in the context of constructive hope. *Education Sciences*, *11*. http://doi.org/10.3390/educsci11030103.

[35] Tang, K.H.D.; Hadibarata, T. (2022). What are stopping university students from acting against climate change? *Community Engagement in Higher Education*, *1*, 1–13.

[36] Prewett, S.L.; Bergin, D.A.; Huang, F.L. (2018). Student and teacher perceptions on student-teacher relationship quality: A middle school perspective. *School Psychology International*, *40*, 66-87. http://doi.org/10.1177/0143034318807743.

[37] Hein, V.; Koka, A.; Hagger, M.S. (2015). Relationships between perceived teachers' controlling behaviour, psychological need thwarting, anger and bullying behaviour in high-school students. *Journal of Adolescence*, *42*, 103–114. http://doi.org/10.1016/j.adolescence.2015.04.003.

[38] Frymier, A.B.; Houser, M.L. (2000). The teacher-student relationship as an interpersonal relationship. *Communication Education*, *49*, 207–219. http://doi.org/10.1080/03634520009379209.

[39] Fredriksen, K.; Rhodes, J. (2004). The role of teacher relationships in the lives of students. *New Directions for Youth Development*, *103*, 45–54.

[40] Klem, A.M.; Connell, J.P. (2004). Relationships matter: Linking teacher support to student engagement and achievement. *Journal of School Health*, *74*, 262–273.

[41] Garner, R.L. (2006). Humor in pedagogy: How Ha-Ha can lead to Aha! *College Teaching*, *54*, 177–180. http://doi.org/10.3200/CTCH.54.1.177-180.

[42] Daniels, E. (2011). Creating motivating learning environments: Teachers matter. *Middle School Journal*, *43*, 32–37. http://doi.org/10.1080/00940771.2011.11461799.

[43] Frenzel, A.C.; Goetz, T.; Lüdtke, O.; Pekrun, R.; Sutton, R.E. (2009). Emotional transmission in the classroom: Exploring the relationship between teacher and student enjoyment. *Journal of Educational Psychology*, *101*, 705–716. http://doi.org/10.1037/a0014695.

[44] Tennant, J.E.; Demaray, M.K.; Malecki, C.K.; Terry, M.N.; Clary, M.; Elzinga, N. (2015). Students' ratings of teacher support and academic and social-emotional well-being. *School Psychology Quarterly*, *30*, 494.

[45] Alzeebaree, Y.; Zebari, I. (2021). What makes an effective EFL teacher: High school students' perceptions. *The Asian ESP Journal*.

[46] Al-Mahrooqi, R.; Denman, C.; Al-Siyabi, J.; Al-Maamari, F. (2015). Characteristics of a good EFL teacher: Omani EFL teacher and student perspectives. *SAGE Open*, *5*(2), 2158244015584782. http://doi.org/10.1177/2158244015584782.

[47] Malik, A.N.; Bashir, S. (2015). Good teacher: Student's perception about top qualities in health sciences. *The Professional Medical Journal*, *22*(5), 670–673.

[48] Bergmark, U.; Lundström, S.; Manderstedt, L.; Palo, A. (2018). Why become a teacher? Student teachers' perceptions of the teaching profession and motives for career choice. *European Journal of Teacher Education*, *41*, 266–281. http://doi.org/10.1080/02619768.2018.1448784.

[49] Behzadnia, B.; Adachi, P.J.C.; Deci, E.L.; Mohammadzadeh, H. (2018). Associations between students' perceptions of physical education teachers' interpersonal styles and students' wellness, knowledge, performance, and intentions to persist at physical activity: A self-determination theory approach. *Psychology of Sport and Exercise*, *39*, 10–19. http://doi.org/10.1016/j.psychsport.2018.07.003.

[50] Ryan, R.M.; Deci, E.L. (2016). Facilitating and hindering motivation, learning, and well-being in schools: Research and observations from self-determination theory. In: *Handbook of Motivation at School*; Routledge: pp. 96–119.

[51] Tomlinson, M. (2017). Student perceptions of themselves as 'consumers' of higher education. *British Journal of Sociology of Education*, *38*, 450–467. http://doi.org/10.1080/01425692.2015.1113856.

[52] Naidoo, R.; Whitty, G. (2014). Students as consumers: Commodifying or democratising learning? *International Journal of Chinese Education*, *2*, 212–240.

[53] Silverio, S.A.; Wilkinson, C.; Wilkinson, S. (2020). The powerful student consumer and the commodified academic: A depiction of the marketised UK higher education system through a textual analysis of the ITV drama *Cheat*. *Sociological Research Online*, *26*, 147–165. http://doi.org/10.1177/1360780420970202.

[54] Bradley, S.; Kirby, E.; Madriaga, M. (2015). What students value as inspirational and transformative teaching. *Innovations in Education and Teaching International*, *52*, 231–242. http://doi.org/10.1080/14703297.2014.880363.

[55] Scarboro, A. (2012). Student perception of good teaching. *International Journal of New Trends in Arts, Sports & Science Education (IJTASE)*, *1*.

[56] Kwiek, M.; Roszka, W. (2024). Once highly productive, forever highly productive? Full professors' research productivity from a longitudinal perspective. *Higher Education*, *87*, 519–549. http://doi.org/10.1007/s10734-023-01022-y.

[57] Arnon, S.; Reichel, N. (2007). Who is the ideal teacher? Am I? Similarity and difference in perception of students of education regarding the qualities of a good teacher and of their own qualities as teachers. *Teachers and Teaching*, *13*, 441–464. http://doi.org/10.1080/13540600701561653.

[58] Anderson, J.; Taner, G. (2023). Building the expert teacher prototype: A metasummary of teacher expertise studies in primary and secondary education. *Educational Research Review*, *38*, 100485. http://doi.org/10.1016/j.edurev.2022.100485.

[59] Dervenis, C.; Fitsilis, P.; Iatrellis, O. (2022). A review of research on teacher competencies in higher education. *Quality Assurance in Education*, *30*, 199–220. http://doi.org/10.1108/QAE-08-2021-0126.

[60] Istiyono, E.; Kartowagiran, B.; Retnawati, H.; Cahyo Adi Kistoro, H.; Putranta, H. (2021). Effective teachers' personality in strengthening character education. *International Journal of Evaluation and Research in Education*, *10*, 512–521.

[61] Burleson, B.R.; Samter, W. (1990). Effects of cognitive complexity on the perceived importance of communication skills in friends. *Communication Research*, *17*, 165–182. http://doi.org/10.1177/009365090017002002.

[62] Helterbran, V.R. (2008). The ideal professor: Student perceptions of effective instructor practices, attitudes, and skills. *Education*, *129,* 125.

[63] Guillaume, D.W.; Khachikian, C.S. (2011). The effect of time-on-task on student grades and grade expectations. *Assessment & Evaluation in Higher Education*, *36*, 251–261. http://doi.org/10.1080/02602930903311708.

[64] O'Grady, E.; Hinchion, C.; Mannix McNamara, P. (2011). The importance of respect in teaching and learning: Perspectives of final year pre-service teachers in a regional university in Ireland. *European Journal of Teacher Education*, *34*, 501–518. http://doi.org/10.1080/02619768.2011.592978.

[65] Nghia, T.L.H. (2015). Vietnamese students' perception of English teacher qualities: Implications for teacher professional development. *International Journal of Academic Research in Education and Review*, *3*, 7–19.

[66] Lombardi, D.; Shipley, T. F.; Bailey, J. M.; Bretones, P. S.; Prather, E. E.; Ballen, C. J.; Knight, J. K.; Smith, M. K.; Stowe, R. L.; Cooper, M. M.; Prince, M.; Atit, K.; Uttal, D. H.; LaDue, N. D.; McNeal, P. M.; Ryker, K.; St. John, K.; van der Hoeven Kraft, K. J.; Docktor, J. L. (2021). The Curious Construct of Active Learning. *Psychological Science in the Public Interest*, *22*, 8–43. http://doi.org/10.1177/1529100620973974.

[67] Pyhältö, K.; Pietarinen, J.; Haverinen, K.; Tikkanen, L.; Soini, T. (2021). Teacher burnout profiles and proactive strategies. *European Journal of Psychology of Education*, *36*, 219–242. http://doi.org/10.1007/s10212-020-00465-6.

[68] García-Carmona, M.; Marín, M. D.; Aguayo, R. (2019). Burnout syndrome in secondary school teachers: a systematic review and meta-analysis. *Social Psychology of Education*, *22*, 189–208. http://doi.org/10.1007/s11218-018-9471-9.

[69] Hinds, E.; Jones, L. B.; Gau, J. M.; Forrester, K. K.; Biglan, A. (2015). Teacher distress and the role of experiential avoidance. *Psychology in the Schools*, *52*, 284–297. http://doi.org/10.1002/pits.21821.

[70] Juvonen, S.; Toom, A. (2023). Teachers' Expectations and Expectations of Teachers: Understanding Teachers' Societal Role. In Finland's Famous Education System: Unvarnished Insights into Finnish Schooling; Thrupp, M., Seppänen, P., Kauko, J., Kosunen, S., Eds.; Springer Nature Singapore: Singapore, pp. 121–135.

[71] Weston, K.; Ott, M.; Rodger, S. (2018). Yet One More Expectation for Teachers. In Handbook of School-Based Mental Health Promotion: An Evidence-Informed Framework for Implementation; Leschied, A.W., Saklofske, D.H., Flett, G.L., Eds.; Springer International Publishing: Cham, Switzerland, pp. 105–126.

[72] Mazzer, K.R.; Rickwood, D. J. (2015). Teachers' role breadth and perceived efficacy in supporting student mental health. *Advances in School Mental Health Promotion*, *8*, 29–41. http://doi.org/10.1080/1754730X.2014.978119.

[73] Stormont, M.; Reinke, W.; Herman, K. (2011). Teachers' knowledge of evidence-based interventions and available school resources for children with emotional and behavioral problems. *Journal of Behavioral Education*, *20*, 138–147. http://doi.org/10.1007/s10864-011-9122-0.

[74] Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. Educational Publishing Foundation: Washington D.C, USA, pp. 51–59.

[75] Alisic, E. (2012). Teachers' perspectives on providing support to children after trauma: A qualitative study. Educational Publishing Foundation: Washington D.C, USA, pp. 51-59.

[76] Reinke, W.M.; Stormont, M.; Herman, K.C.; Puri, R.; Goel, N. (2011). Supporting children's mental health in schools: Teacher perceptions of needs, roles, and barriers. *School Psychology Quarterly*, *26*(1), 1-13. http://doi.org/10.1037/a0022714.

[77] Gay, G. (2015). The what, why, and how of culturally responsive teaching: International mandates, challenges, and opportunities. *Multicultural Education Review*, *7*, 123-139. http://doi.org/10.1080/2005615X.2015.1072079.

[78] Swanson, H.; Lawrence, L.; Arnell, J.; Jones, B.; Sherin, B.; Wilensky, U. (2023). Computational models as tools for supporting responsive teaching. *Behaviour & Information Technology*. http://doi.org/10.1080/0144929X.2024.2377385.