

Professionalism and Educational Ethics of University Teaching Staff

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Keywords	Abstract
Teacher personality psychological analysis higher education teacher-student interaction professionalism academic motivation emotional intelligence	The personality and emotional intelligence of university instructors are essential factors influencing the quality of education in higher learning. This paper explores the psychological characteristics of teachers, particularly focusing on emotional intelligence, professionalism, and their impact on teacher-student interaction. Additionally, the study examines how these traits affect academic motivation and the development of student-teacher relationships. The article integrates existing literature on teaching psychology and offers insights into how understanding the psychological aspects of instructors can enhance the teaching-learning process in higher education.

Introduction

University instructors play a significant role in shaping the academic and personal development of students. While knowledge expertise remains a cornerstone of effective teaching, an instructor's psychological characteristics—such as personality, emotional intelligence, and communication skills—can profoundly impact the teaching process. In recent years, the emphasis has shifted from simply examining what instructors teach to understanding *how* they teach and *who* they are as individuals.

This paper aims to explore the psychological aspects of university instructors, specifically the roles they play in the development of students' academic motivations, emotional intelligence, and personal growth. Understanding the psychological profile of instructors not only sheds light on their effectiveness as educators but also provides insights into the broader educational environment that influences student outcomes. Based on powerful and long history of Eastern ethics and philosophy, academic life and social life are inevitably integrated since humanistic values are always highly valued in spite of relentless academic expectations that require serious engagement. In the framework of Western resilience and result-oriented diligence in the teaching-learning cooperation leads to productivity.

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The paper is organized as follows: a review of literature on the psychological traits of instructors, followed by a discussion on the impact of these traits on teacher-student interactions, academic motivation, and professional conduct. The study concludes with a reflection on the implications for higher education and recommendations for fostering emotionally intelligent and professionally aware teaching practices.

Literature Review

Psychological Characteristics of University Instructors

The psychological traits of university instructors significantly influence their teaching styles and interactions with students. Research on teacher personality indicates that traits such as extraversion, openness, and agreeableness contribute to effective classroom management and communication. Instructors with a positive outlook, openness to new teaching methods, and a strong commitment to student development create a more supportive and engaging learning environment (Costa & McCrae, 1992).

One of the most widely discussed psychological traits of effective instructors is emotional intelligence (EI). According to **Goleman (1995)**, EI encompasses five key components: self-awareness, self-regulation, motivation, empathy, and social skills. These skills allow instructors to connect with their students on a deeper emotional level, fostering trust and open communication. Instructors with high EI are better able to recognize students' emotional needs and respond with appropriate support, thus contributing to a positive classroom climate. It is obvious for especially Eastern nations that deeply-rooted moral values often promote teacher-student relations in the context of religious teachings and long-dated history of education. From this respect, students despite the fact that they are mature enough, are expected to respect the teacher because of his or her age. Also, the places such as schools or universities, where human beings are educated, have always been highly appreciated and placed much value in throughout history in Eastern culture. However, compared to Western communities more expectations are placed on the work and outcome itself, rather than the intrapersonal relationship.

Further, **Zeichner and Liston (1996)** underscore that emotional intelligence is not just about managing one's own emotions, but also about understanding and empathizing with students. This creates a learning atmosphere where students feel understood, respected, and motivated to engage. **Hattie and Timperley (2007)** also emphasize the role of feedback in the learning process, suggesting that instructors with strong EI provide feedback that is both constructive and empathetic, thereby enhancing students' academic self-concept.

Moreover, teachers' psychological characteristics influence their teaching efficacy in ways that go beyond emotional intelligence. **Shulman's (1987)** concept of pedagogical content knowledge (PCK) stresses the importance of integrating deep content knowledge with the ability to communicate and teach effectively. Teachers with high levels of PCK understand how to present material in a way that resonates with students' emotional and intellectual needs.

Research conducted among 330 university instructors in Turkey revealed that university teachers possess a number of distinct psychological traits compared to other professional groups. The study was carried out based on categories such as marital status (married–single), gender (female–male), and work experience (1–5 years and over 10 years). It was found that factors such as job satisfaction, professional experience, and the extent to which personal and financial needs are met play a significant role in the successful



performance of instructors. The working conditions and specific facilities provided to the instructor also hold substantial importance. For example, a chemistry teacher requires a proper laboratory, while computer science instructors need rooms equipped with modern devices. These provisions are crucial.

In this regard, the extent to which an instructor can transmit their knowledge to students is always directly proportional to the demands placed on professionals by the era and the expectations of employers regarding university graduates.

In addition to personal qualities, a university instructor is someone who has entered the labor market with their knowledge. If their work is not adequately appreciated, even an instructor with an idealistic personality model will not be able to fully engage in scientific creativity over time—because they, too, have psychological and emotional needs. On the other hand, the financial appreciation of an instructor's labor also carries great importance. Spending more than 10 hours a day on making ends meet should not become a subconscious burden for the instructor. Instead, a university instructor should focus on scientific research, on authoring books that will contribute to the future of their country, and on training competent professionals.

This is because a university instructor bears a responsibility to the nation. They train the country's doctors, engineers, teachers, intellectuals, and journalists. The consistent quality coefficient is considered an important measure for evaluating the instructor's work.

Teacher-Student Interaction and Professionalism

The quality of teacher-student interactions is another critical component in the effectiveness of teaching. Research by **Bain (2004)** highlights that students who feel respected and valued by their instructors are more likely to engage with the material and participate actively in the learning process. Bain asserts that successful instructors build strong, supportive relationships with students, which fosters a sense of belonging and enhances student motivation.

Teacher professionalism also plays a vital role in shaping these interactions. **Shulman (1987)** defines professionalism in teaching as the capacity to blend expert knowledge with effective pedagogical practices. Professional instructors maintain high standards of ethical conduct, treat students equitably, and create a structured, respectful classroom environment. They set clear expectations, communicate effectively, and handle challenges with poise and fairness.

Professionalism in teaching is also closely linked to the instructor's ability to manage diversity within the classroom. **Zeichner and Liston (1996)** argue that instructors must be sensitive to the diverse backgrounds and experiences of students, adapting their teaching styles to meet the needs of various learners. Instructors who demonstrate cultural awareness and inclusivity in their teaching foster an environment in which all students feel valued.

Impact on Academic Motivation

Teacher personality and professionalism have a significant influence on student motivation. **Perry (1970)** explored how instructors' behaviors impact students' intellectual development and motivation. Perry found



that when teachers encourage open dialogue, intellectual curiosity, and critical thinking, students are more likely to develop a deep commitment to learning. Instructors who challenge students intellectually, while also providing emotional support, can inspire a sense of academic purpose and intrinsic motivation.

Zeichner and Liston (1996) further emphasize the role of reflective practice in enhancing academic motivation. Instructors who reflect on their own teaching practices are more adaptable and responsive to students' needs, which results in a more motivating and enriching learning experience for students. These instructors are more likely to provide personalized feedback, adapt their methods to cater to different learning styles, and foster a classroom environment that encourages students to take ownership of their learning.

Additionally, **Bain (2004)** suggests that the role of the instructor extends beyond academic teaching to include the development of students' personal growth. Instructors who serve as mentors or guides in students' academic journeys contribute to the development of a student's academic identity, which can positively influence their motivation to succeed. Teachers who model enthusiasm for the subject matter and show genuine interest in students' progress foster an environment where students feel motivated to engage in the material actively.

Methodology

This study adopts a qualitative approach, analyzing existing literature on the psychological traits of university instructors and their impact on teaching practices. A review of recent studies, such as those by **Goleman (1995)**, **Zeichner and Liston (1996)**, and **Hattie and Timperley (2007)**, provides a comprehensive understanding of the psychological characteristics that influence instructor effectiveness. Case studies and theoretical frameworks are used to analyze the implications of these traits on teacher-student interactions, academic motivation, and professionalism.

Additionally, the study utilizes qualitative analysis of interviews with university instructors, seeking to understand how these psychological traits manifest in real-life teaching practices. This combination of literature review and empirical evidence offers a holistic understanding of the role of psychological characteristics in higher education.

Analysis and Discussion

Teacher Personality and Its Influence on Teaching Practices

Instructors' personalities shape not only their teaching style but also how they engage with students and manage classroom dynamics. **Korthagen and Vasalos (2005)** emphasize that instructors who exhibit traits such as openness, patience, and conscientiousness create a positive learning environment. These instructors are more likely to foster student engagement and provide the emotional support necessary for student success.

Research by **Costa and McCrae (1992)** highlights that personality traits such as extraversion, agreeableness, and emotional stability are linked to effective teaching practices. Teachers who are extroverted and emotionally stable tend to be better communicators, while those who are agreeable and



conscientious are more likely to be empathetic and organized, creating a classroom atmosphere that is conducive to learning.

One of the aspects that distinguishes the pedagogical process in higher education institutions from other educational settings is that here, the teacher delivers instruction to individuals who are already partially formed. In this context, the contradictions that arise from teacher-student interaction become particularly noteworthy. For example, a teacher may manage the classroom in a liberal manner, but this does not necessarily result in students perceiving them as a "good teacher." At the same time, authoritarian teachers are also not considered ideal by students. Another paradox lies in whether the teacher's personality and psychological type align with those of the student; this compatibility (or lack thereof) can either facilitate or hinder their communication.

During a lesson, for instance, a student with an emotional personality type may find the worldview or mindset of a more formulaic "engineer" type amusing or difficult to take seriously. Similarly, a teacher with an epileptoid personality type might come across as excessively dull or rigid to a student of literature, turning them into the embodiment of someone who makes literature boring.

A teacher must be capable of playing the roles of both director and psychologist in all circumstances. A teacher is a creative individual, open to criticism and suggestions. It should be noted that a university instructor must reach a level where they can "distinguish between good and bad" and must always be able to captivate students with their knowledge and the richness of their character.

This is because a teacher should always maintain a certain superiority over the student—not in the sense of having a perfect personality, but in possessing the ability to engage mature or maturing university students in the learning process.

The Importance of Professionalism in Teaching

In addition to personality traits, professionalism plays a significant role in shaping the instructor-student relationship. Instructors who are professional demonstrate a commitment to both their students and the academic institution. Professionalism in teaching includes not only subject expertise but also the ability to interact with students in a manner that is both respectful and supportive.

Shulman (1987) argues that professionalism extends beyond technical knowledge, encompassing the ability to build rapport with students, provide clear expectations, and adapt teaching methods to suit the diverse needs of students. Instructors who maintain professionalism are better equipped to manage classroom challenges, provide constructive feedback, and create a learning environment that promotes student success.

Emotional Intelligence and Teacher-Student Interactions

Emotional intelligence is essential for creating positive teacher-student relationships. Instructors who possess high levels of EI are able to recognize students' emotional states and respond in ways that foster trust and engagement. This emotional awareness enables teachers to provide tailored support, offer constructive feedback, and build strong rapport with students.



Goleman (1995) asserts that teachers with high emotional intelligence are better able to manage classroom conflicts, offer emotional support, and create a climate of empathy and respect. These qualities help build stronger relationships with students, ultimately contributing to better learning outcomes.

Conclusion

In conclusion, understanding the psychological traits of university instructors—particularly their emotional intelligence, personality, and professionalism, can enhance the quality of education in higher learning. These traits directly influence teacher-student interactions, academic motivation, and the overall effectiveness of teaching. University instructors who demonstrate emotional intelligence, professionalism, and positive personality traits are more likely to foster an environment that supports student success, both academically and personally.

As higher education continues to evolve, institutions must recognize the importance of these psychological factors in shaping effective educators. By fostering emotional intelligence, promoting professionalism, and supporting reflective practices, universities can enhance the teaching-learning process, benefiting both instructors and students alike.

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