



“Beyond Four Walls”: Qualities of Criminal Justice Professors from the Students’ Perspective

Mark E. Patalinghug^{1*}, Vherno Jay S. Udtohan², Vonn Kristian M. Pamat³
and Haidee F. Patalinghug⁴

^{1, 2, 3} Criminal Justice Education, J.H. Cerilles State College Dumingag Campus, Philippines

⁴ Teacher Education, J.H. Cerilles State College Dumingag Campus, Philippines

Abstract

This study aims to explore the qualities that make a good criminal justice educator and what contributes to their likability of students, with seven participants responding to a rigorously validated set of open-ended questions to address the predetermined research questions. Regarding the perspectives on the qualities of good criminal justice educators, the participants identified that beyond transmitting information, essential qualities of criminal justice professors include an ability to value students’ emotional and learning needs, portray professionalism, competence, and responsibility for their welfare, as well as advocate for their personal and professional development. Additionally, a professor likability of students is significantly influenced by their ability to relate on a personal level, present material in an interesting manner, communicate effectively, and manage students. Moreover, factors such as using humor, providing real-world examples, being receptive to students, understanding their problems, and inspiring personal growth are all contributing to increasing a professor’s likability.

Keywords: quality educators, students’ perspective, valuable professors

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1. Introduction

Teachers, educators and professors are integral to education and learning experiences, with teachers and educators encompassing a wide range of professionals involved in teaching and facilitating learning across different educational settings, while professors specifically denote experts in higher education who engage in teaching, research, and scholarly pursuits within academic institutions.

The provision of quality education is one of the primary ways through which teachers, educators and professors can help students succeed academically. Research has found consensus among researchers exists regarding the significant role they played in shaping students’ academic success and future life outcomes within the school setting [1][2][3]. However, there was a major issue in deciding the exact teaching traits that characterize an effective educators and professors [4]. This problem presents a significant barrier for academics attempting to identify the components that contribute to teacher effectiveness and their impact on student performance [5]. Yet, research suggests that there were qualities that educators or professors must have as, such as being role models [6], excellent character [7], mentoring and coaching effectiveness, inspiring leadership, and being expert professor [8][9].

Meanwhile, educators’ unique blend of character [10], professionalism [11], pedagogy [12][1], and technical and innovative qualities [13] can contribute to the success of graduates [14][4]. Moreover, the pedagogical approach of professors involves extending the teaching and learning experience beyond the conventional classroom environment by integrating real-world scenarios and a variety of resources to establish genuine and captivating educational prospects. The approach promotes engagement, hands-on education, and engagement with the global community to cultivate comprehensive growth and significant utilization of knowledge and competencies.

The professors’ dedication to creating such an educational environment can be instrumental in enabling students to succeed in their academic pursuits in higher education [15][16][17]. The primary responsibility of a professor is to establish a conducive classroom atmosphere that fosters the reciprocal process of teaching and learning, thereby motivating students to acquire knowledge accurately and authentically [18]. As a result, the ability of professors to engage in effective teaching and learning exchanges is required [7]. However, it was not always the case that these qualities positively impacted the professors’ perceived qualities by the students. For example, it was found that professors who make harder courses tend to get lower ratings than those who make more accessible classes. However, ratings are subjective regarding the school’s qual-

*Corresponding author; email: mark.patalinghug@jhsc.edu.ph

ity and the student's intellectual ability [19].

Furthermore, professors' likability has been subjected to researchers in the past. It has to do with how much of an impact of students' opinions on their professors have on their performance in class. Factors such as a professor's personality, rapport, enthusiasm, fairness, helpfulness, and knowledge can affect how well they are liked in the classroom [20][21][22][1]. Moreover, the students took into account various factors such as gender, physical appearance, and academic discipline when assessing the level of likability of their professors [20]. With the evolution of teaching, professors who are adept at using technology have garnered positive student feedback, while those who are digital immigrants may experience a disconnect with students. [23][24][25][26][27].

With the evolution of teaching, there has been a notable distinction in student feedback between technology-savvy professors who effectively utilize digital tools and those who are digital immigrants, as the latter may experience a disconnect with students due to their limited familiarity and proficiency in technology. [28][29]. However, the professors involved in criminal justice education programs have frequently faced disapproval for exhibiting an excessive focus on their own perspectives, leading to surface-level comprehension and constrained aptitude for critical thinking among their students [23][24][32]. Moreover, an onsite visit, such as students merely observing inmates or other individuals involved in the criminal justice system, is deemed a negative learning experience [33]. Addressing these challenges in delivering optimal learning experiences can be addressed using learners-centered practices [29]. The findings of a research conducted among criminal justice students in Massachusetts have indicated that the combination of conventional pedagogical methods with adult-learning settings can result in the most favorable outcomes with respect to the students' competency levels [34]. The current trend in education is to prioritize learner-centeredness with the objective of enabling students in the criminal justice discipline to engage in more profound and significant learning experiences [35][36][37]. The integration of new technology in the instruction of criminal justice students also has a profound effect on their educational experience and academic achievement [38][39], specifically those that can invoke the emotional state of students during the learning process[40][41] and to date, there has been a dearth of further inquiry regarding the composition of these orientations concerning professors-centered approaches [37].

Although limited in number, some studies have explored the instructional approaches or perspectives employed by professors in criminal justice education institutions[37][42][43][44][45]. Previous studies on this subject have predominantly utilized techniques such as questionnaires and standardized assessments,

which are insufficient in comprehensively capturing the range of attributes that constitute an effective educator. The extant research and scholarly works pertaining to the characteristics and prevalence of criminal justice professors may face certain possible constraints. The multifaceted nature of the gaps in the literature regarding effective teaching in higher education is evident. These gaps include the absence of a consensus among scholars regarding the precise attributes that constitute an effective professor, the inadequacy of conventional assessment techniques to capture a comprehensive range of qualities, the susceptibility of student evaluations to subjective influences, the dynamic nature of the teaching landscape with the incorporation of technology, and the limited exploration of qualitative research methods in this particular domain. The act of bridging these gaps holds significant importance in fostering an in-depth understanding of the attributes and likeability of professors, thereby facilitating advancements in educational methodologies and achievements within the realm of criminal justice education.

This study sought to address the gaps by utilizing a qualitative research approach to explore the qualities of professors in the field of criminal justice education, which had not yet been thoroughly explored. This study is novel because it focuses on an area of criminal justice education that has not been extensively investigated using qualitative methods. This research can provide valuable insights on how to improve the quality of educators in the field of criminal justice by examining the unique characteristics of a successful professor of criminal justice. Specifically, the objectives of the study are to investigate the characteristics of an effective criminal justice professors and the determine the factors that contribute to their likability among their students.

2. Methods

This qualitative case study utilized Yin's methodology [46] and in-depth interviews to explore the perceptions of criminal justice education students regarding their professors at J.H. Cerilles State College, a government-funded college in the Philippines. The main focus of the study was to investigate the qualities that professors possess and examine how these qualities impact students' learning outcomes in criminal justice education. By adopting this approach, the study aimed to gain a comprehensive and insightful understanding of students' perspectives on their professors and identify critical factors contributing to effective teaching and learning in this discipline. Furthermore, we hypothesize based on the presented gaps and research question for the study and utilized this qualitative hypothesis to develop the themes. First, criminal justice professors who demonstrate a genuine concern for their students' emotional well-being and

academic success are more likely to be perceived as good educators by students. Secondly, criminal justice professors who effectively incorporate humor and engaging communication techniques in their teaching approach are more potential to be liked by students.

Conducting research during the Covid-19 pandemic posed challenges for us regarding participant recruitment. To overcome this obstacle, we employed a convenience sampling methodology in selecting participants who were easily accessible and willing to participate in the study. However, the criteria for selecting the participants was set based on the two years stayed in criminal justice programs, and at least 3rd year college students at the time of the interview. Before data collection, we established a set of protocols that included validating interview guide questions by a panel of jurors, obtaining necessary approvals from school authorities, and ensuring adherence to rigorous qualitative research standards [47][48]. By following these protocols, we aimed to confirm the validity and reliability of the study's findings [49].

Implementing applicable ethical principles to safeguard human subjects is crucial to all research endeavors. Ethical considerations were given due importance throughout the study, following the guidelines suggested by Mohd Arifin [50]. Ethical considerations ensure that participants' rights, welfare, and dignity are upheld and respected throughout the research process. The ethical principles of informed consent, confidentiality, minimizing risks, and promoting beneficence and honesty were ensured by adhering to these principles. These further ensure the integrity and credibility of the research process applied in this study.

The period of data collection extended from January through February of 2022. Although the study involved face-to-face interviews, we adhered to safety protocols during the COVID-19 pandemic to ensure the well-being of both the participants and the researchers. During the data collection phase, participants in the study underwent in-depth interviews. These interviews were conducted in a way that allowed for detailed exploration of their perspectives and experiences related to the qualities of good educators in the field of criminal justice. To ensure accuracy and precision in capturing the data, voice recording technology was utilized to record the interviews. This approach allowed for reliable and verbatim documentation of the participants' responses and insights. By recording the interviews, the researchers aimed to maintain the integrity of the data and ensure that no valuable information or nuances were missed during the analysis phase. The interviews were transcribed verbatim to preserve the authenticity of the participants' responses. We opted to terminate the interviews upon reaching data saturation [51][52] at the seventh participant, signifying that adequate data had been collected to tackle the research inquiries.

The collected data underwent a rigorous analysis

process to derive meaningful insights. The analysis followed a procedure outlined by Rashid and colleagues [49] which involved several key steps. Initially, the data was subjected to initial coding, wherein sub-concepts and themes were identified and labeled, looking for patterns and relationships within the data that address the research questions. After, we interpreted the analyzed data to draw meaningful conclusions and insights. We related the findings back to the research questions and objectives and discussed their implications and contributions to the existing knowledge in the field of criminal justice education. To proficiently convey the results of this particular investigation, we have devised a thorough and organized document encompassing the study's discoveries, approach, evaluation, and elucidation. Our process involved utilizing precise and succinct terminology while presenting corroborating proof obtained from the gathered information. Moreover, the accuracy and credibility of the research findings were improved by validation through member checking and review by the participants and members of the researcher committee. Lastly, to enhance the veracity and dependability of our analysis, we utilized the triangulation method. The process entailed meticulously comparing the interview data with field notes and pertinent documents to authenticate and corroborate the ascertained categories and themes. The utilization of diverse data sources was implemented to establish a firm evidence foundation and enhance the conclusions' overall credibility. We also tried to explore the generalization of our findings for the practice of teaching and the academic profession.

sectionResults and Discussion

The majority of the students were quite aware of the good qualities of criminal justice professors, which qualities make a good criminal justice professor, and what factors contributed to criminal justice professor likability among the students. The emerging themes that were derived from the informants' statements during the interview were classified into seven attributes, as reflected in Table 1. The professors demonstrated these attributes in their dealings with their students.

Theme 1: Qualities of a good criminal justice professor

This emergent emphasize the significance of criminal justice professors valuing students' emotional and academic needs, as well as exhibiting qualities such as compassion and empathy. Criminal justice professors who prioritize students' emotional and academic needs, demonstrate compassion and empathy, and actively advocate for their personal and professional development are perceived as good educators by students in the field of criminal justice.

Valuing students' emotional and learning needs beyond the four walls

Criminal justice professors who demonstrate an understanding and consideration of their students' emo-

Table 2. Effectiveness of the online lessons on English sound system and pronunciation of the sample group

Emergent themes	Cluster themes/Sub-themes
Qualities of a good criminal justice professor	-Valuing students' emotional and academic needs beyond four walls -Professionalism, competence, and responsible for the welfare of their students students -An image of respect, compassion, motivation, and empathy -Advocating personal and professional development of their students
Likable qualities among the students	-Personal concerns toward students -Knowledge of how to deliver the subject matter in humorous ways -The ability to communicate well and handle clients

tional and learning needs beyond the classroom setting will contribute to a positive and conducive learning environment. Developing students' emotional and psychological well-being is crucial to their academic success, indicating that education is about more than just imparting knowledge. Criminal justice educators who take into account their students' social and emotional needs outside of the classroom are more likely to foster an atmosphere that is conducive to student growth and development. That's because when students feel like they belong, they relax and focus on their studies. The qualities of a good professor that students admired are their way of valuing students beyond the classroom setting. Professors who prioritize student growth know that academic success depends on more than just acquiring knowledge and skills. Students perceive professor's capacity to address their students' emotional needs in addition to their intellectual ones as a desirable quality. Professors have the intrinsic ability to advise and direct students through the challenges of life. Many of the participants considered one of the most important qualities of a professor is having the ability to connect with their students on a personal level. The participants stated that;

"They are very approachable, and they are not only an instructor; but they can be your guardian, you can approach them personally even your problem they can help you that." (Participant 1)

"Our professors were concerned about us not only when we performed low in the class and with the absences of other students but also with our wellbeing outside the class." (Participant 4)

"As I rate their qualities in handling students' concern, I rate them A+ because all instructor I encounter is very approachable and they know how to help the student with their concern." (Participant 3)

"The criminology instructors are all experts and their all knowledgeable. The criminology instructors interact with their students and is very approachable, in time during you need help they are there to help and they help you with your problem, any kind of your problem they will help." (Participant 5)

"Being knowledgeable and respect itself so that they can respect all and good in socializing. The qualities of instructor in handling students' concerns are approachable, willing to listen to student problems and best of in giving of advises." (Participant 7)

Having an image that portrays professionalism, competence, and responsibility for the welfare of their students

A professional, competent, and responsible educator image is crucial to developing a successful learning environment. A teacher who is well-groomed, calm, and collected projects an image of professionalism to their students. In every educational institution, cultivating an atmosphere that exudes professionalism, expertise, and responsibility on the part of the educator is crucial to the development of a productive learning environment. Professors are the students' models in life, and they play a significant part in guiding their students' intellectual, social, and emotional growth. Students look up to their teachers as role models. For this reason, professors must present their students with an image that is positive and professional.

A well-groomed appearance is an essential component in a professional light. Criminal justice professors were seen to have always worn the proper attire and were always keep a clean and nice appearance. It is easier to leave a favorable impression on the minds of one's students when one professionally presents themselves, maintains good personal hygiene, and dresses in clothes that are nice and tidy. Students are given the impression that their teacher takes their job seriously and is committed to their line of work when the teacher dresses in a manner that is appropriate for their career. A competent instructor should not only be well groomed in the eyes of their students but also calm and cool throughout the entire class. Criminal justice professors who can maintain their composure in the face of difficult circumstances contribute to the creation of a pleasant and supportive learning environment. A teacher who maintains composure and demonstrates healthy behavior is one whose students are more likely to want to emulate.

Responsibility is another essential component of presenting a professional image to the outside world.

Criminal justice professors have to take responsibility for their students' health and academic development, as well as the acts and choices they take on their behalf. A responsible teacher who can communicate clearly with their pupils and the parents of those students, is well-organized and arrives on time, and keeps the commitments they make, is seen having valuable attributes. Additionally, a responsible educator exhibits a dedication to continued professional development and is continually looking for new methods to improve their teaching abilities. The participants contended that;

"In my opinion, I can view the criminology instructors that they are very competent and they build the student in their way." (Participant 2)

"The opinion as a criminology student I view the criminology instructor as a very active instructor, especially in academic performance. They teach us very well; Criminology instructors interact with students by giving reports, and oral recitations. They show us reaches and students interaction." (Participant 6)

"The qualities that are beneficial in classroom instruction possessed by criminology instructor are nothing late, use a proper haircut and proper uniform or complete uniform then wear an ID." (Participant 3)

"Through giving us the appropriate knowledge about the discussion, sharing their experiences." (Participant 4)

"Criminology instructor presents him/herself to students have a standard like when you are in class they show that they are high to student and respect them." (Participant 6)

An image of respect, compassion, motivation, and empathy

These themes showed how the participants responded to the questions about the views of students about the criminal justice professors through how they showed their image to the student as a mentor. A criminal justice professor who is respectful, inspiring, and likable may be pictured as someone who is warm and welcoming but also professional and well-versed in their field. They could be someone who takes an interest in what you have to say, invites you to ask questions, and offers insightful criticism. Professors who value the student's opinions, experiences, and ideas can demonstrate respect for their students. Furthermore, the welcoming and secure setting in which the student would feel at ease expressing themselves, making requests for assistance, and taking chances to further their academic endeavors. Professors who are

easy to talk to and get along with, have a good sense of humor, and show real concern for their students are considered possess good attributes. Someone who cultivates a pleasant and supportive relationship with their students, assisting them in achieving their goals and becoming the greatest version of themselves, is a respectable, inspiring, and likable educator. Lastly, criminal justice professors are approachable, allowing them to quickly build strong, trusting relationships with their students. The participant shared that;

"Being a good instructor should be knowledgeable and approachable, so it helped them to improve their learning." (Participant 1)

"For me, the criminology instructors are knowledgeable enough, competent, and responsible. They interact with students like that they should show to students that they are respectable and presentable enough." (Participant 2)

"They are people who are giving the students a bright future. They interact using showing the personality of being approachable. A respectable, a friendly one, and a person who is kind." (Participant 3)

"Criminology instructors present him/herself to students through teaching us the students with all their passion of teaching. The criminology Instructors are very patient to their students and hardworking in terms of teaching. They are giving feedback on their students' performance." (Participant 4)

"They are knowledgeable enough to their field of teaching, very approachable, very sensitive to their student." (Participant 5)

"Knowledgeable, approachable, knows how to understand every student struggle. They are willing to understand every student struggle. Through giving us the appropriate knowledge about the discussion, sharing their experiences." (Participant 6)

"Being knowledgeable and respect itself so that they can respect all and good in socializing. The qualities of an instructor in handling students' concerns are approachable, willing to listen to student problem and best of in giving of advised." (Participant 7)

Advocating personal and professional development of the students

In the criminal justice education practice, professors who provided opportunities to their respective students to learn and explore in a supportive environment were positively viewed as advocates for students' development. This shows that participants place a high value on professors who can create a learning environment that is both helpful and inter-

esting, and in which students may grow and be successful. Students have the potential to develop both personally and academically with the help of professors who are dedicated to their roles as educators and who are experts in the disciplines in which they teach. These professors performed their duties by offering advice that would help them achieve their goals. In addition, criminal justice educators who are skilled in interpersonal communication are better able to connect with their students, contributing to the development of a constructive and encouraging educational setting that is conducive to both student advancement and achievement. This theme emerged from the responses of participants.

“The qualities of the instructor should be good to understand and work well with people the decides of teach between the subject the motivation, creativity, empathy, and meditation skills.” (Participants 1)

“I can say that they have good qualities since they help us to grow personally and academically.” (Participant 2)

“For me the qualities that need to be good instructors are responsible, and full knowledge about the criminology courses.” (Participant 3)

“Our instructors help us to meet compliance of the subject by providing guidance and help develop our academic standing through their advice.” (Participant 5)

“Hard working instructors and very passionate in terms of teaching and aiming for our improvement.” (Participants 6)

Theme 2: Likability of Mentors This theme highlighted the significance of having the ability of criminal justice professors to establish strong personal connections with students and provide guidance and support were the reasons why students like their professors. Further, if criminal justice professors prioritize the holistic well-being of their students and embody these qualities, they are likely to be perceived as effective educators and advocates by their students. Moreover, fostering a positive learning environment can lead to students feeling valued, supported, and motivated to excel both academically and personally.

Personal concerns toward students

The idea of taking care of personal concerns for students draws attention to the significance of criminal justice professors being aware of and attentive to the unique challenges and needs of their students. According to the opinions made by the participants, having professors who take the time to listen and provide them with assistance and direction can have a beneficial effect on how well students get along with those

professors. Students value and like professors who are approachable and eager to listen when they have questions or concerns about a topic being covered in class. It is possible to foster a sense of trust and respect among students when professors demonstrate a real interest in the personal lives and well-being of their students, thus, making this characteristic contribute to the likability of professors among their students. As shared during the interview;

“I like professors who are easy to approach and get along with especially if we have concerns related to his subject.” (Participant 1)

“One thing that I appreciate and like about our professors is their way of entertaining our concerns about the subject they taught.” (Participant 2)

“Being good, they know to help the students when they need them.” (Participant 3)

“They influence me most is when you have any concern they are willing to listen and to help.” (Participant 4)

“They are good at socializing, they are willing to listen if need them, they did not ignore you, cause they are helpful in terms of your needs, grades or any other, etc.” (Participant 5)

Knowledge of how to deliver the subject matter in humorous ways

The theme of knowledge on how to convey the subject matter in humorous ways emphasizes the significance of professors possessing not only the knowledge to teach their subject but also the ability to make the subject engaging and relevant to students. Through the use of humor and real-world examples, criminal justice professors can increase their likeability and create a more relaxed and pleasurable learning environment by simplifying difficult concepts into engaging lessons. This can result in an increased more favorable attitude toward the instructor and the course. The professors' likeability is further influenced by their ability to employ a variety of teaching methods, which contributes to the development of a learning atmosphere that is encouraging and welcoming to all students. The participants shared during the interview that;

“Being good, you can ask them for assessment, especially for the lesson which is difficult, you can approach them.” (Participant 1)

“We like our professors because of how he delivers the subject matter. He can answer complex questions and make students understand difficult topics in simple ways. Sometimes they use jokes for us to understand.” (Participant 2)

“Professors in the criminal justice were good at making the subject understandable by using attention-catching scenarios such as jokes and questions. This is why we like the way they handle classes.” (Participant 3)

“Being knowledgeable, they are good at teaching, and if you have any question they find a way to answer you.” (Participant 5)

“Our professors are using different styles of delivering the lesson some used life scenarios that make us laugh and get interested, we like instructors who are like that.” (Participant 6)

“The reason that I like criminology instructors is they have enough knowledge to teach their learners related to their courses which is criminology.” (Participant 7)

The ability to communicate well and handle clients

The criminal justice professors' ability to interact with clients or students significantly influences the participants' perceptions of their likability. They noted that instructors who demonstrate this trait are more likable because they are not only concerned with enhancing their students' knowledge but also with helping them become better people. The participants valued instructors who were receptive and understanding of their problems, as well as those who displayed a parental-like demeanor. Additionally, they mentioned that instructors who spoke well, displayed friendly expressions, and treated them honestly were more likable. The ability to effectively manage students and inspire them to become better people is a significant factor in determining the likeability of criminal justice professors.

“First reason that I like criminology instructors, is they are not only building us to have a better future but also they help the student to be better person.” (Participant 1)

“I like criminology instructors because of their way of teaching and their open-minded about every student about their problem, they know how to understand the student's problem, etc.” (Participant 2)

“I like our professors because they are like parents to us. They speak well and show us how to tackle difficult things.” (Participant 3)

“One thing I like about our professor is when we approach him, he shows his smile and talks well to us.” (Participant 4)

“I like our professors because of their truthful-

ness and handle us very well, especially when we approach them.” (Participant 5)

“It is the attitude towards us how they deal with us which I think is why they are likable.” (Participant 6)

3. Discussion

An effective and engaging learning experience for students in the field of criminal justice is contingent upon a confluence of key qualities that a professor must possess. First, having knowledge is essential. Professors who have a good grasp of the subject can explain difficult ideas in an easy-to-understand way. They keep up with the latest research and trends to make sure their teaching is current and applicable [53]. It is imperative to continually update the responsibilities of university professors in their capacities as counselors, facilitators, and researchers. This update should not only stem from their disciplinary expertise, but also from their pedagogical knowledge. By assuming a more educational role that transcends the subject matter, professors can contribute to enhancing the overall quality of education during academic practice[54]. The professor's knowledge helps them communicate well with students and teach them about the details of the criminal justice field. Just having knowledge is not sufficient to motivate students. Professors must be enthusiastic about their job, and this reflects in their teaching [55]. They are very enthusiastic and excited, which makes the learning environment lively and interesting. Criminal justice professors inspire students to explore and learn more about criminal justice by making the subject matter interesting. Having a passion for something makes students curious, interested in the subject, and encourages them to participate and learn more[56].

In addition, criminal justice professors accept the challenging aspect of their role to enhance students' growth and learning. Professors promote critical thinking by asking questions that make you think and showing real-life situations [57]. By challenging students to step out of their comfort zones, they encourage intellectual growth and aid in the development of analytical skills needed in the criminal justice field. This approach is challenging and helps students to use their knowledge in real-life situations, which will prepare them for the difficulties they may face in their future jobs. An excellent professors also values fairness and equality in their teaching practices [58][59]. They set clear expectations and grading standards to ensure fairness and consistency. Additionally, professors who welcome feedback from students understand the significance of continuous communication[60][61][62]. Being open enables them to deal with concerns and

make changes to enhance the learning experience. The professor creates a classroom environment that is fair, which helps students feel respected and trusted. This promotes a positive and inclusive atmosphere[63]. A good criminal justice professor should be knowledgeable, passionate, challenging, and fair. They should also support their students' academic and personal growth. Professors are always ready to assist students in achieving success by providing guidance and help whenever required. They are understanding and patient, which allows students to feel safe when seeking help, asking questions, or expressing their concerns. The professor helps students overcome challenges and achieve their full potential by offering support, mentorship, and resources. Being supportive helps to create good relationships and makes learning more enjoyable [64][65][66][67].

In addition, the warmth of criminal justice educators arises from their aptitude to forge connections with students and furnish assistance and direction. This is apparent through their conscientiousness towards the individualized needs of students and their readiness to lend an ear and provide support. Professors foster likability by exhibiting a sincere concern for the welfare and personal lives of their students, thereby establishing a foundation of trust and respect. In addition, the adeptness of instructors in imparting the course content through captivating and amusing means heightens their likeability to their student [68]. Professors establish a comfortable and pleasant learning atmosphere by utilizing teaching techniques that simplify intricate concepts, incorporate real-world illustrations, and integrate humor. This methodology cultivates a more positive disposition towards the educator and the curriculum, rendering them more likeable to the students[69]. The capacity of professors to communicate proficiently and manage students in a professional manner is an additional aspect that affects their likability. The significance of professors who exhibit a responsive, empathetic, and nurturing disposition is emphasized by the students. Professors' likability is enhanced by their capacity to effectively engage with students, attentively attend to their concerns, and demonstrate respectful conduct towards them. Furthermore, the students place a high degree of importance on professors who possessed effective communication skills, utilized friendly language, and exhibited integrity [70][71][72]. The capacity to proficiently administer students and motivate them towards personal growth is an additional factor that enhances the likeability of criminal justice professors. Lastly, in the realm of criminal justice education, the likability of professors is significantly influenced by the interrelated concepts of personal investment in students, the use of humor in knowledge dissemination, and the ability to communicate effectively.

4. Conclusion

The findings of the research analysis allow the study to determine the characteristics that are indicative of an effective educator in the field of criminal justice. These qualities include valuing students' emotional and learning needs beyond the four walls of the classroom, having an image that portrays professionalism, competence, and responsibility for the welfare of their students, having an image that portrays respect, compassion, motivation, and empathy, and advocating for the personal and professional development of the students. The attributes that students respect in a professor of criminal justice are varied and extend beyond the act of merely transmitting information to students. Professors who project a professional image that emanates competence and accountability, and demonstrate respect, compassion, motivation, and empathy toward their needs as students are seen as good attributes. In addition, the qualities of being able to cultivate a supportive learning environment the criminal justice professors encourage and promote students' development and achievement in their courses. Similarly, it has been shown that professors need to understand and embody the qualities stated above to effectively connect with students and guide them toward becoming the best versions of themselves.

Furthermore, a professor's likability among their students depends on several factors, including his or her ability to relate to his or her students on a personal level, to present the material interestingly, to communicate effectively, and to manage students. When a student has questions or concerns regarding a subject being covered in class, they appreciate and like professors who are approachable and willing to listen. Professors can make the class more enjoyable for their students and turn complex ideas into interesting lessons by using humor and real-world examples. This helps fostering an environment conducive to learning, where all students feel supported and included. Professors who are receptive and understanding of their students' problems, have a friendly demeanor and treat them honestly are perceived as more likable. The ability to effectively manage students and inspire them to become better people is a major factor in determining criminal justice professors' likeability.

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