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Conceptualizing the "Good Teacher"ée: An Integrative Systematic Review Guided by the PRISMA Framework of Educational Literature (2000–2025)

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Abstract:

The concept of "teacher quality" has gained increasing attention amid rapid transformations in educational systems and the expanding role of digital tools, making the identification of the characteristics of a "good teacher" an urgent research piriority. Existing literature suggests that teacher quality is shaped by three core dimensions: the knowledge and competencies teachers possess, the instructional and organizational practices they implement in the classroom, and the learning outcomes and behaviors demonstrated by students. However, the concept remains context-dependent and open to interpretation, limiting efforts to establish a unified and precise definition. This integrative systematic review examines conceptualizations of the "good teacher" across 40 peer-reviewed studies published between 2000 and 2025 in both English and Arabic. Following PRISMA 2020 guidelines, the review synthesizes theoretical frameworks, methodological approaches, and definitions of teacher quality. The analysis identifies four dominant dimensions: pedagogical expertise, ethical and emotional intelligence, leadership capacity, and contextual adaptability. While these dimensions demonstrate significant progress in broadening the construct beyond technical competence, the literature remains fragmented, with limited consensus on a unified definition./The review highlights methodological challenges, including inconsistent operationalization of teacher quality, reliance on conceptual rather than empirical evidence, and insufficient cross-cultural integration. To address these gaps, the study proposes an integrative model that combines technical rigor with relational, ethical, and contextual considerations. Practical recommendations are outlined for teacher education, evaluation frameworks, and policy design, emphasizing transparency, reproducibility, and cultural responsiveness. By bridging conceptual diversity with methodological clarity, this integrative systematic review contributes to advancing a more coherent and comprehensive understanding of teacher quality, offering a foundation for future empirical research and evidence-based educational reform.

Keywords: Good teacher; Teacher quality; Conceptual; Integrative Systematic review; Prisma 2020 guidelines.

Introduction

Rationale:

The concept of the "good teacher" has attracted sustained scholarly attention due to its central role in shaping instructional quality and student outcomes (Strong, 2018; York-Barr & Duke, 2004). Early research predominantly emphasized cognitive competence and pedagogical technique, with Darling-Hammond (2006) underscoring that teacher preparation must extend beyond subject-matter mastery to include knowledge

of learners, developmental psychology, and instructional strategies. This perspective aligned with Shulman's (2005) notion of pedagogical content knowledge, which positioned effective teaching as the integration of disciplinary expertise with the ability to translate knowledge into accessible learning experiences.

Over time, the construct expanded to incorporate personal and relational attributes. Hattie's (2009) meta-analyses demonstrated that teacher-student relationships and feedback practices exert a stronger influence on achievement than many structural variables. Similarly, Biesta (2015) argued that teaching is not merely technical but fundamentally ethical and relational, requiring empathy, adaptability, and moral responsibility. These insights reconceptualized teacher quality as a multidimensional framework that acknowledges affective and interpersonal dimensions alongside cognitive and instructional ones.

Recent scholarship situates teacher quality within broader social, cultural, and institutional contexts. Kennedy (2016) highlighted that professional development must be understood as embedded in organizational cultures, while OECD (2021) emphasized that systemic conditions—such as policy environments and institutional support—shape how teacher effectiveness is enacted. Comparative studies (Darling-Hammond, 2017; Schleicher, 2012) further reveal that definitions of "good teacher" vary across national and linguistic contexts, producing diverse and sometimes fragmented conceptualizations.

Despite this richness, consensus on a unified definition remains elusive. Many studies focus on isolated aspects—pedagogical technique, personal attributes, or contextual factors—without offering an integrated synthesis of conceptual and methodological approaches (Darling-Hammond, 2017; Cochran-Smith & Villegas, 2015). This fragmentation poses challenges for both research and practice, as policymakers and educators struggle to operationalize teacher quality in ways that are rigorous, culturally responsive, and empirically validated. Addressing this gap requires integrative systematic reviews that not only map the diversity of definitions but also critically evaluate methodological approaches, thereby advancing toward a more coherent and comprehensive framework.

Objectives:
This study aims to achieve the following objectives:

1. To identify and analyze the theoretical orientations in the literature on teacher quality.
2. To examine methodological trends in the literature on teacher quality:

o **Sub-objective 1 (Macro-level orientation):** To analyze dominant methodological orientations (quantitative, qualitative, comparative, theoretical) in studies on teacher quality between 2000 and 2025, and to examine how these orientations reflect the evolution of the field.

o **Sub-objective 2 (Micro-level orientation):** To investigate how research tools (surveys, document analysis, interviews) and samples (teachers, students, international contexts) are employed in studies on teacher quality, and to assess the extent to which they align with proposed theoretical frameworks.

II. Methodology:

Inclusion and Exclusion Criteria:

Peer-reviewed studies published between 2000 and 2025 in English and Arabic were included if they addressed teacher quality. Non-academic sources, studies lacking conceptual clarity, or those focusing exclusively on student outcomes without linking to teacher attributes were excluded. A total of **40 studies** met the inclusion criteria.

Information Sources:

Searches were conducted in Scopus, Web of Science, ERIC, Google Scholar, Shamaa, ASJP, and EKB (Arab databases) **through March 2025**. Reference lists of included articles were also screened.

Search Strategy:

Keywords such as "good teacher," "teacher effectiveness," "teacher quality," and "conceptual framework" were combined with Boolean operators (e.g., *teacher quality AND conceptual framework*). Arabic keywords were also used: "المعلم الجيـد"، "جودة المعلـم"، "فعالية المعلم"، "كفاءة المعلم".

Study Selection Process:

Screening was performed in two stages: titles/abstracts followed by full-text review. Disagreements were resolved by a third independent reviewer.

- Initial pool: 420 studies
- After duplicates removed: 340
- After title/abstract screening: 90
- After full-text assessment: 40 final studies

Data Extraction Template:

The following table presents the data extraction template used in this integrative systematic review. It was designed to capture both conceptual frameworks and methodological practices, ensuring that theoretical clarity and empirical rigor were systematically analyzed.

Table 1 : *Data Extraction Template for Systematic Review*

Item	Description
Bibliographic Reference	Author(s), year, title, journal/source, country/region
Language	Language of publication (Arabic, English, etc.)
Type of Study	Research article, systematic review, descriptive study, conference paper
Educational Level	Primary, secondary, higher education
Conceptual Framework	Theory or model used (e.g., pedagogical, relational, contextual)
Definition of Good Teacher	How the study defines teacher quality
Methodology / Measurement	Data collection methods, analytical tools, evaluation procedures
Sample Size & Characteristics	Number of participants, demographics
Key Findings	Main results of the study
Theoretical / Practical Implications	Impact on theory and practice
Quality Assessment	Using Kmet tool (high, medium, low)
Notes	Limitations, recommendations, future research directions

Note. Adapted by the researcher based on PRISMA 2020 guidelines and Kmet et al. (2005) checklist.

This template demonstrates that extraction went beyond technical aspects such as study type or sample size, incorporating theoretical frameworks and definitions of teacher quality. By including both conceptual and methodological dimensions, the integrative design strengthens the reliability of the synthesis and ensures that findings are grounded in both theory and evidence.

Quality Assessment :

Study quality was appraised using the checklist developed by Kmet et al. (2005). Each study was rated as high, medium, or low depending on methodological rigor, transparency of reporting, and consistency of findings. Of the 40 studies, 18 were rated high, 20 medium, and 2 low.

Bias and Certainty:

Publication bias was assessed qualitatively by considering the absence of unpublished or negative studies. Certainty of evidence was appraised by combining Kmet quality ratings with thematic consistency, following PRISMA 2020 recommendations.

Data Analysis:

A narrative and thematic synthesis was employed. Definitions and challenges were coded into major conceptual categories, allowing comparison across languages and educational contexts. Sensitivity analyses tested robustness against inclusion/exclusion criteria. This synthesis distinguished between macro-level methodological orientations and micro-level tools and samples.

III. Results

After a careful and systematic search, the review reveals a rich and multidimensional

image of what constitutes a "good teacher." To make this image accessible, the results are presented in four interconnected parts: the screening and selection process, the characteristics of the included studies, the conceptual dimensions identified, and a general analysis of the literature.

3.1 Screening and Selection Process:

The journey began with a large pool of (420) studies. Through the PRISMA 2020 protocol, this number was gradually reduced to (40) final studies that met the inclusion criteria…

The following table illustrates the PRISMA screening process, showing how the initial pool of studies was refined to the final integrative sample.

Table 2: *PRISMA 2020 Screening Flowchart of Study Selection*

Notes	Number	Stage
Studies identified through databases (Scopus, ERIC, Web of Science, Google Scholar, Shamaa, ASJP, EKB)	420	Initial identification
Duplicate studies removed	80	After removing duplicates
Studies excluded (non-peer-reviewed or outside timeframe)	250	Title/abstract screening
Studies excluded (lack of conceptual clarity or irrelevant focus)	50	Full-text assessment
Final included studies	40	Included in synthesis

Note. Adapted to PRISMA 2020 guidelines. Numbers reflect the screening process conducted in the selected databases.

This flowchart is not just a technical step; it demonstrates the rigor and transparency of the process, ensuring that the synthesis rests on carefully chosen evidence.

3.2 Characteristics of Included Studies :

Once the final sample was established, it became important to understand the nature of these studies. They varied widely—ranging from analytical essays and empirical surveys to theoretical works and policy reports—and spanned both English and Arabic contexts.

The characteristics of the included studies, highlight diversity in language, type, and conceptual dimension.

Risk of Bias

Rated as high, moderate, or low using Kmet checklist.

Synthesis of Findings

Four conceptual categories identified: instructional competence, dispositions, leadership, contextual responsiveness

Table 3: *Theoretical Orientations in Teacher Quality Literature (2000–2025)*

Category		Number of Studies	Percentage
Language	(English)	36	90%
	(Arabic)	4	10%
Type	(General/Policy)	26	65%
	(Higher Education)	8	20%
	(Secondary education)	6	15%
Framework	(Pedagogical)	10	25%
	(Ethical/Relational)	5	12.5%
	(Leadership)	5	12.5%
	(Contextual/Adaptive)	6	15%

	(Effectiveness/Impact)	6	15%
	(Other)	8	20%
Findings	(Achievement Link)	8	20%
	(Values/Ethics)	5	12.5%
	(Educational Leadership)	5	12.5%
	(Context/Policy)	6	15%
	(Professional Development)	6	15%
	(Other)	10	25%
Implications	(Policy Reform)	10	25%
	(Redefining Role)	10	25%
	(Teacher Preparation)	8	20%
	(Professional Development)	7	17.5%
	(Values/Ethics)	5	12.5%

Note. Data compiled by the authors from 40 peer-reviewed studies (2000–2025).

Figure 1: Bar chart of theoretical orientations in teacher quality literature (2000–2025)

Figure 1. Distribution of Studies by Theoretical Trends in Teacher Quality Literature (n = 40)
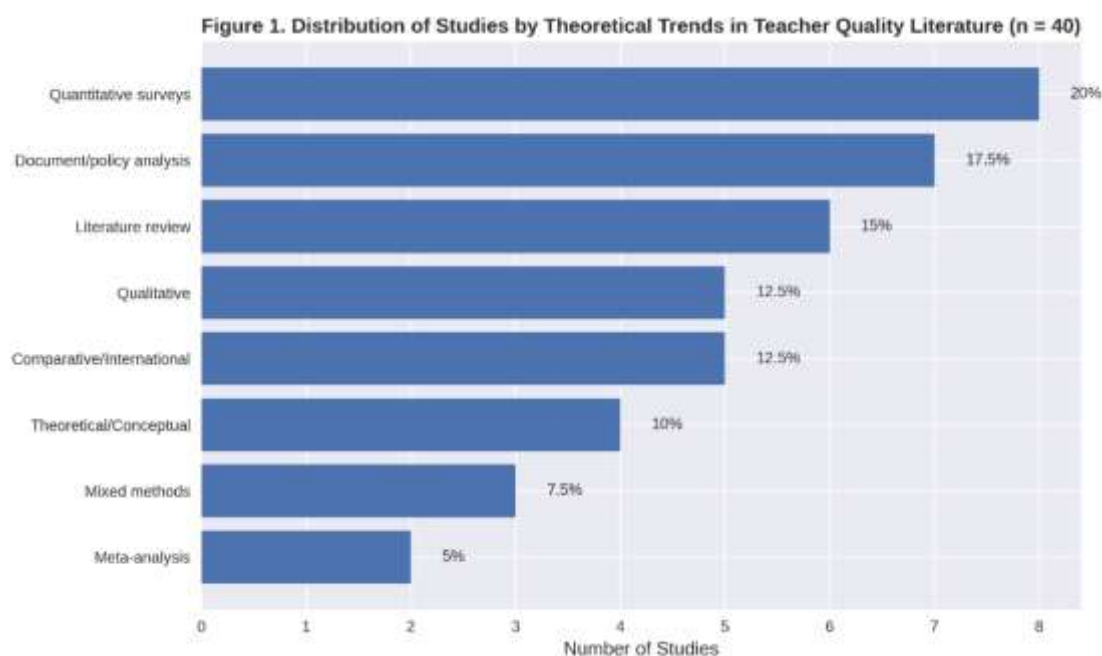
Note. Bars represent the number of studies; percentages are indicated above each bar. Source: Author's analysis of 40 studies on teacher quality (2025).

As shown in Table 3 and Figure 1, previous studies on teacher quality lean heavily toward theoretical and policy perspectives. Most are written in English (90%), reflecting global dominance, while Arabic studies are scarce (10%). The majority are general/policy-oriented (65%), with moderate attention to higher education (20%) and less to secondary education (15%).

Conceptual frameworks are dominated by pedagogical aspects (25%), followed by ethical, leadership, and contextual dimensions. Other frameworks such as equity and licensing account for 20%.

Findings highlight the link between teacher quality and student achievement (20%), alongside values, ethics, leadership, and professional development.

Implications emphasize policy reform and redefining the teacher's role (25% each), with additional focus on teacher preparation, professional development, and values.

This demonstrates that theoretical orientations prioritize frameworks, concepts, and policies over direct classroom applications.

Table 4: *Distribution of Studies by Methodological Trends, Tools, Samples, and Quality (n = 40)*

Level	Category	Studies	Percentage
Macro	Methodology (Quantitative surveys)	8	20%
Macro	Methodology (Document/policy analysis)	7	17.5%
Macro	Methodology (Literature review)	6	15%
Macro	Methodology (Qualitative)	5	12.5%
Macro	Methodology (Comparative/International)	5	12.5%
Macro	Methodology (Theoretical/Conceptual)	4	10%
Macro	Methodology (Mixed methods)	3	7.5%
Macro	Methodology (Meta-analysis)	2	5%
Micro	Tools (Questionnaires/Surveys)	8	20%
Micro	Tools (Document/Policy analysis)	7	17.5%
Micro	Tools (Literature/Secondary review)	6	15%
Micro	Tools (Interviews/Qualitative observation)	5	12.5%
Micro	Sample (No sample)	26	65%
Micro	Sample (International)	7	17.5%
Micro	Sample (Teachers)	6	15%
Micro	Sample (Students)	1	2.5%
—	Quality (Medium)	20	50%
—	Quality (High)	18	45%
—	Quality (Low)	2	5%

Note. Source: Author's analysis of 40 studies on teacher quality (2025).

Figure 2: Distribution of Studies by Methodological Trends, Tools, Samples, and Quality (n = 40)

Distribution of Studies by Methodological Trends, Tools, Samples, and Quality (n=40)
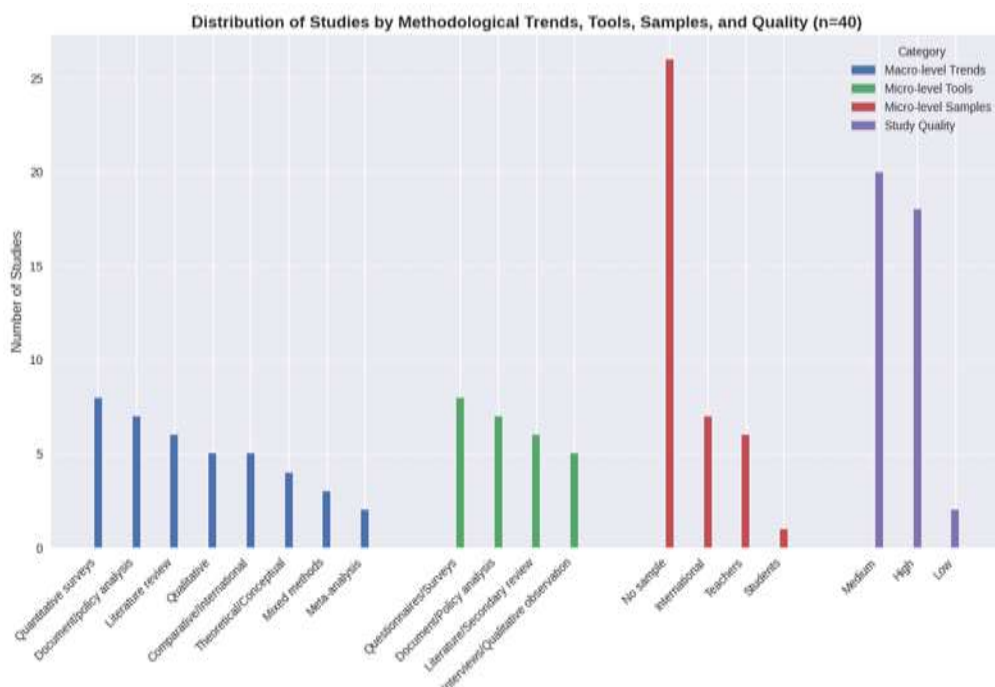
The table 4 and figure 2 distinguishes between **Macro-level orientations**, which emphasize the type of methodology and study design, and **Micro-level details**, which highlight the data collection tools and sampling strategies. Study quality is presented separately, as it represents an evaluative dimension rather than a methodological orientation.

Methodological orientations (Macro):

Quantitative surveys (20%) and document/policy analysis (17.5%) dominate, reflecting the literature's reliance on numerical evidence and textual analysis. Mixed methods (7.5%) and meta-analyses (5%) are relatively rare, suggesting limited integration of diverse approaches or systematic evidence accumulation.

- **Data collection tools (Micro):**
Questionnaires and document analysis are the most frequently used tools, consistent with the dominance of quantitative and textual approaches. Interviews and qualitative observations (12.5%) appear less often, indicating limited engagement with direct qualitative perspectives.

- **Sampling:**
A striking finding is that most studies (65%) did not employ a direct sample, underscoring the conceptual or analytical nature of much of the literature. Among those that did, international samples (17.5%) and teacher-focused samples (15%) were more common, while students were almost absent (2.5%).

- **Quality:**
Half of the studies were rated as medium quality (50%), while 45% were high quality and only 5% were low quality. This distribution suggests a relatively balanced body of literature, though it leans toward medium quality, highlighting the need for greater methodological rigor in future research.

As illustrated in Table 4 and Figure 2, the results indicate that

- **Methodological trends (Macro):**
Quantitative surveys (20%) and document/policy analysis (17.5%) dominate,

showing reliance on numerical and textual evidence. Mixed methods (7.5%) and meta-analysis (5%) remain rare.

- **Tools (Micro):** Questionnaires and document analysis are most common, while interviews/observations (12.5%) are less frequent, reflecting limited qualitative engagement.

- **Samples (Micro):** Most studies (65%) did not use a direct sample, highlighting the conceptual/analytical nature of the literature. Teacher-focused (15%) and international samples (17.5%) appear more often than student samples (2.5%).

- **Quality:** Half of the studies are medium quality (50%), 45% high quality, and only 5% low quality, suggesting a balanced but moderately rigorous body of literature.

IV. Discussion

The concept of teacher quality has become a cornerstone in contemporary educational research and policy debates. Yet, the ways in which this concept has been theorized and studied vary significantly across contexts, reflecting both global epistemic trends and local cultural specificities. This review synthesizes findings from a broad corpus of literature, organizing them into two overarching dimensions: theoretical orientations and methodological orientations. By critically analyzing these dimensions, the paper aims to illuminate prevailing trends, highlight gaps, and propose directions for future scholarship that can enrich both global and Arab perspectives on teacher quality.

Theoretical Orientations

Global Dominance of English-Language Scholarship

The overwhelming dominance of English-language publications (Darling-Hammond, 2006, 2010, 2017; Shulman, 2005) reflects the epistemic centrality of Anglo-American and European research communities in shaping the discourse on teacher quality. While this has facilitated the diffusion of influential frameworks—such as pedagogical content knowledge (Shulman, 2005) and effective teaching practices (Hattie, 2009)—it has also

marginalized local epistemologies. Biesta (2015) critiques this trend, warning against the reduction of "good education" to measurable outcomes, thereby sidelining ethical and democratic dimensions.

Policy Orientation and Systemic Framing

A significant proportion of studies frame teacher quality as a systemic issue, emphasizing licensing, accountability, and professional standards (OECD, 2013, 2019, 2021; Schleicher, 2012). This policy orientation has advanced comparative analyses and cross-national benchmarking (Darling-Hammond & Rothman, 2011), but it risks creating a disconnect between macro-level policy discourses and micro-level classroom realities. The literature often privileges reform narratives over nuanced accounts of teacher-student interactions, thereby reinforcing a technocratic vision of quality.

Pedagogical Centrality and Expanding Dimensions

Pedagogy remains the most prominent theoretical lens, with studies emphasizing instructional clarity, feedback, and high expectations as key determinants of student achievement (Hattie, 2009). However, scholarship has increasingly incorporated ethical (Fenstermacher & Richardson, 2005), leadership (York-Barr & Duke, 2004), and contextual dimensions (Day & Gu, 2007), reflecting a shift toward multidimensional understandings of teacher quality. This expansion challenges narrow effectiveness paradigms and situates quality within broader professional, relational, and cultural contexts.

Redefining the Teacher's Role

Recent works reconceptualize teachers not merely as implementers of curricula but as "learning leaders" who exercise professional autonomy and contribute to policy through practice-based evidence (Ball & Forzani, 2009; Grossman, Hammerness, & McDonald, 2009; Darling-Hammond & Bransford, 2005). This redefinition aligns with calls for equity-oriented teacher education (Cochran-Smith & Villegas, 2015) and practitioner inquiry as a stance (Cochran-Smith & Lytle, 2009). The implication is a paradigmatic shift from technical competence to professional agency, situating teachers as co-constructors of educational reform.

Arab Scholarship and Contextual Challenges

In Arab contexts, scholarship echoes global orientations but faces unique challenges. Studies highlight adaptability, equity, and contextual relevance (Alghamdi, 2022; Aldossari, 2023) yet often struggle with limited empirical grounding and overreliance on imported frameworks. The rise of artificial intelligence and digital transformation further complicates definitions of teacher quality, demanding new competencies that blend pedagogical, ethical, and technological dimensions.

Methodological Orientations

Predominance of Quantitative and Documentary Approaches

Quantitative surveys and document/policy analyses dominate the methodological landscape (Goe, Bell, & Little, 2008; OECD, 2013, 2021). While these approaches enable comparability and large-scale insights, they often sacrifice depth and contextual sensitivity. Meta-analyses, though rare, provide powerful syntheses of evidence (Hattie, 2009), yet their scarcity limits cumulative knowledge building.

Limited Engagement with Learners

Most studies remain conceptual or teacher-focused, with few directly investigating student outcomes (Strong, 2018; Loughran, 2010). This imbalance reflects a methodological blind spot: while teacher quality is assumed to impact learning, empirical evidence linking specific practices to multidimensional student outcomes remains underdeveloped. Practitioner research offers promise in bridging this gap by generating contextualized knowledge (Cochran-Smith & Lytle, 2009).

Quality and Rigor

The majority of studies are of medium quality, with a strong base of high-quality research but notable methodological limitations. Common issues include reliance on self-reported data, weak causal designs, and insufficient longitudinal tracking (Kennedy, 2016; Hammerness & Darling-Hammond, 2005). Calls for mixed-method designs and multilevel contextual analyses are recurrent, emphasizing the need to connect "what happens" with "why it happens."

Arab Methodological Gaps

Arab scholarship faces additional methodological challenges, including limited access to large-scale datasets, underdeveloped longitudinal designs, and insufficient localization of measurement tools | (Alghamdi, 2022; Aldossari, 2023). Addressing these gaps requires investment in regional research infrastructure and methodological innovation that integrates global rigor with local relevance.

Critical Synthesis and Future Directions

The review reveals a field characterized by theoretical richness but methodological unevenness. On the theoretical side, teacher quality has evolved from a narrow focus on effectiveness to a multidimensional construct encompassing pedagogy, ethics, leadership, and context. On the methodological side, however, the field remains constrained by quantitative dominance and limited student-focused inquiry.

A critical challenge is the translation of theoretical advances into methodological innovation. Without robust empirical designs, theoretical claims risk remaining aspirational. Conversely, without theoretical depth, empirical studies risk becoming technocratic exercises. Bridging this divide requires integrative approaches that combine large-scale quantitative evidence with qualitative insights into teacher practice and student experience.

For Arab scholarship, the imperative is twofold: (1) localizing global frameworks to reflect cultural and institutional realities, and (2) building methodological capacity to generate contextually grounded evidence. This dual agenda can position Arab research not merely as a consumer of global paradigms but as a contributor to the international discourse on teacher quality.

The findings reveal a notable divergence between the theoretical trends and the methodological practices in the literature on teacher quality. While theoretical and conceptual contributions (10%) and literature reviews (15%) underscore the field's reliance on abstract frameworks and secondary synthesis, the methodological evidence remains heavily skewed toward quantitative surveys (20%) and document/policy analysis (17.5%). This imbalance suggests that

theoretical advances are not consistently matched by methodological innovation, thereby limiting the empirical grounding of conceptual claims. Furthermore, the predominance of studies without direct samples (65%) highlights a tendency toward normative or policy-oriented discourse rather than evidence-based inquiry. Such a gap between theory and method raises important concerns about the robustness of conclusions drawn in this domain. On the one hand, the strong presence of theoretical and comparative work reflects the global and conceptual interest in teacher quality; on the other hand, the limited use of mixed methods (7.5%) and meta-analyses (5%) points to a missed opportunity for triangulation and systematic accumulation of evidence. Taken together, these results emphasize the need for future research to bridge the divide between theoretical ambition and methodological rigor, ensuring that conceptual frameworks are substantiated by diverse empirical strategies and representative samples. This alignment would not only strengthen the validity of findings but also enhance the field's contribution to policy and practice in education.

Section V: Conclusions and Recommendations:

The journey through forty studies published between 2000 and 2025 reveals that the idea of the "good teacher" is far richer than any single definition can capture. It is not only about mastering subject matter or applying effective strategies, but also about embodying ethical responsibility, relational intelligence, leadership, and adaptability to diverse contexts.

Theoretical Contribution

This integrative systematic review demonstrates that conceptions of the "good teacher" have evolved from behaviorist and technical models toward holistic frameworks that integrate relational, ethical, and contextual dimensions. Teacher quality is best understood as a multidimensional construct bridging theoretical diversity with empirical rigor.

Methodological Implications

The findings highlight the importance of methodological transparency, precise conceptual definitions, and the adoption of

mixed-method designs. Reproducibility and disclosure policies are essential for advancing teacher quality research, while open sharing of data, instruments, and protocols strengthens reliability and enables cross-cultural comparisons.

Limitations

This review is limited by its time frame (2000–2025), which may exclude earlier foundational works. Restricting the scope to English and Arabic literature may overlook perspectives from other linguistic and cultural contexts. Reliance on published studies introduces potential publication bias, as unpublished or negative findings may not be represented.

Proposed Conceptual Model

The integrative model developed through this review synthesizes four key dimensions of teacher quality:

1. **Pedagogical expertise** – mastery of subject matter and instructional strategies.
2. **Ethical and emotional intelligence** – empathy, adaptability, and relational skills.
3. **Leadership capacity** – agency in school improvement and professional collaboration.
4. **Contextual adaptability** – responsiveness to cultural, institutional, and technological contexts.

This model provides a comprehensive framework that can guide teacher education, evaluation, and policy development.

Future Research Directions

Future studies should extend integrative systematic reviews by conducting longitudinal, cross-cultural research, developing standardized measurement protocols, and implementing controlled experiments. Mixed-method designs that connect conceptual clarity with empirical robustness are particularly needed to validate the multidimensional model of teacher quality.

Recommendations

Based on the synthesis of findings from the forty included studies, several recommendations emerge:

- Develop integrative evaluation frameworks that combine pedagogical, ethical, leadership, and contextual dimensions.
- Strengthen conceptual clarity by defining "teacher quality" with precise, operational constructs.
- Promote methodological rigor by expanding beyond descriptive designs to longitudinal, experimental, and mixed-method approaches.
- Support teacher training with context-sensitive programs aligned with cultural, institutional, and policy environments.
- Investigate the impact of emerging technologies, particularly AI and digital tools, on teacher roles, competencies, and evaluation.
- Enhance study quality through transparent reporting, validated instruments, and standardized measurement protocols.

Conclusions

By adopting an integrative systematic review approach, this study offers a synthesized understanding of teacher quality that unites theoretical diversity with methodological evidence. The proposed model provides a foundation for evaluation frameworks, professional development programs, and policy reforms that are both rigorous and culturally responsive.

Final Reflection

While this review does not claim to offer a universal definition of the "good teacher." Instead, it provides a multidimensional framework that can guide teacher education, evaluation, and policy reform. By combining methodological rigor with cultural sensitivity, the model offers a more realistic and comprehensive foundation for understanding teacher quality in the twenty-first century.

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