Examining Student-Perceived Attributes in Rating Professors: A Course Evaluation Approach

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Abstract
All higher institutions are concerned about delivering quality education for all students. Every university must develop an evaluation system to improve teacher effectiveness in building successful educational learning. One of the most influential teachers' teaching effectiveness criteria is student evaluation, which has been applied in most schools. Several studies have been found on the factors affecting teachers' effectiveness that correlate to personality, experience, and digital skills. This research examines the validity of teacher effectiveness using the evaluation results data of college students in a Sino-American joint University and explore some relevant factors affecting teacher rating. Furthermore, this paper specifically looked into the criteria for how students rated their professors. The study utilized random sampling with at least 300 students of Wenzhou-Kean University were selected as the participants in this research and supplemented with an interview schedule for both students and professors from different departments. Theoretically, a Triangulation method was also applied to understand the phenomena better. This research mainly used a mixed approach and correlational research design using survey questionnaires regarding teachers' personalities, grade distribution, and factors affecting teacher ratings. The researchers analyzed the collected data qualitatively and quantitatively using descriptive and inferential statistics. Specifically, a thematic approach applied to qualitative data due to its flexibility. The results proved that the grade is the most closely correlated with course clarity, interest, practicability and personality. A considerable gap exists between male and female students in course clarity. Teachers with intuitive personalities enjoy the most incredible popularity among the students, followed by teachers with thinking personality. The study is significant to educators, students, and university administrators as a basis for reevaluating the tools for gauging teachers' effectiveness.

Keywords: Course Evaluation. Teaching, Student’s Perspectives

Introduction

All higher institutions are concerned about delivering quality education for all students.This concern underscores the imperative for universities to devise robust mechanisms that not only gauge the quality of education imparted by their faculty but also ensure its continual enhancement. As Ellis et al. (2021) state, assessing the quality and efficacy of course delivery constitutes a fundamental undertaking within the purview of all educational entities.[1] Such evaluations are pivotal in fostering the enhancement of pedagogical practices and the refinement of curricular material. Amidst a plethora of criteria for evaluating teaching effectiveness, student evaluations have gained considerable traction for their direct reflection of the educational experience. Such evaluations are instrumental in offering insights into the multifaceted dimensions of teaching that contribute to effective learning outcomes. Numerous investigations have elucidated the variables influencing educators' efficacy, establishing correlations with characteristics such as personality, experience, and proficiency in digital skills across a variety of academic disciplines (Centoni & Maruotti, 2021; Constantinou & Wijnen-Meijer, 2022; Reverter et al., 2020).[2]

Recognizing the complex interplay of factors influencing teacher effectiveness, this research extends beyond the conventional paradigms to explore the underlying elements that shape student perceptions and, consequently, evaluations of teaching performance. So much so that this research examines the validity of teacher effectiveness using the evaluation results data of college students in a joint Sino-American university, Wenzhou-Kean University (WKU), and explores some relevant factors affecting teacher rating. This inquiry leverages a mixed-methods approach, employing both quantitative and qualitative analyses to scrutinize the validity of using student evaluations as a barometer for teaching effectiveness. Through a methodical examination involving random sampling of 110 students in WKU complemented by interviews with faculty and students across various departments, the study seeks to unearth the criteria influencing student ratings of their professors. Furthermore, this study employs the triangulation method to enhance the understanding of the phenomena under investigation, thereby contributing to a more nuanced comprehension of how personality traits, experience, digital proficiency, and pedagogical strategies impact teacher evaluations.

Through the elucidation of the intricate relationships among course clarity, engagement, practical applicability, instructor personality traits, and student academic performance, this investigation seeks to furnish critical perspectives for educators, administrative leaders, and policy formulators. The objective is to enhance the mechanisms utilized for appraising pedagogical efficacy in the higher education sector. By dissecting these correlations, this research aims to contribute substantively to the ongoing discourse on pedagogical assessment, offering evidence-based recommendations that could inform the development of more nuanced and effective evaluation frameworks. This endeavor not only underscores the multifaceted nature of teaching effectiveness but also highlights the potential for such evaluative insights to drive educational innovation, improve instructional quality, and, ultimately, optimize student learning outcomes. This study is guided by the following questions:

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[1] Heidi J. Ellis et al., *SIGITE '21: Proceedings of the 22nd Annual Conference on Information Technology Education.*

[2] Centoni Marco and Maruotti Antonello; Constantinou Constantina and Wijnen-Meijer Marjo; Reverter and Antonio et al., *Unravelling student evaluations of courses and teachers.*

Research Questions

1. What are student evaluation on teacher effectiveness regarding course clarity, interest, and practicability?
2. Do the following factors influence the student's evaluation of the teacher effectiveness?
    a. effectiveness
    b. expected grade
    c. gender
    d. nationality
    e. personality
    f. relationship
    g. accent
    h. cumbersome assignment
3. What's the rank of the popularity of teachers' personality in students' perspectives?
4. Is there any correlation between course clarity and gender?
5. Is there any relationship between teacher's personality, student's interest in teacher's content and grade respectively?

Methodology

Research Design

This study addresses students' evaluation of teacher effectiveness. The study adopts a mixed-method approach to answer the research problem. A mixed-method questionnaire has been utilized; qualitative and quantitative questions were investigated as forms of inquiry (Creswell & Plano Clark, 2011).[3] This approach aims to understand the data at a more detailed level by using qualitative follow-up data to help explain a quantitative database. We designed the present study to explore students' responses regarding different attributes they use to evaluate their professors. The aim of this mixed-method study was to investigate students' perspectives on professor evaluations, with the goal of enhancing teaching effectiveness.

Research Instrument

The study adopts two validated survey questionnaires taken from the studies of Mark Shevlin, Philip Banyard, Mark Davies, and Mark Griffiths (2010),[4] and Al-Issa, A., & Sulieman, H. (2007).[5] The survey questionnaires were tied to the research questions being addressed in the study. This study collects data through an online survey questionnaire among 200 respondents from Wenzhou Kean University using convenience sampling. Data were collected by means of a questionnaire containing closed-ended questions presented in Likert-scaled items and multiple-choice formats. All information used in this analysis was derived from questionnaire data.

Data Analysis

Statistics play an important role in answering the research questions to measure the association of variables (Kumar, 2019).[6] The study specifically utilized a Convergent

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[3] John W Creswell and Vicki L Plano Clark, *Designing and Conducting Mixed Methods Research* (Thousand Oaks Sage Publications, 2011)

[4] Mark Shevlin et al., *The Validity of Student Evaluation of Teaching in Higher Education: Love me, love my lectures?*

[5] Ahmad Al-Issa and Hana Sulieman, *Student evaluations of teaching: perceptions and biasing factors.*

[6] Ranjit Kumar, *Research Methodology A Step-by-Step Guide for Beginners*

Mixed-Method Approach; two databases were merged using a side-by-side approach for data analysis. The quantitative data were presented in table form, followed by qualitative findings using thematic analysis and narrative analysis. Interpretations of the results were included in the discussion section. SPSS software has been used for quantitative data analysis using Pearson-r correlation. This approach allows researchers to derive accurate results for better interpretation.

Problems and Limitations of the Study

The study's limited sample size of 200 respondents from the total population may limit its representativeness. This small sample size can also impact the correlational interpretations of the study. Convenience sampling was employed for respondent selection, which is not ideal as it may introduce bias; however, due to constraints in time and resources, random sampling was not feasible. Additionally, certain questions in the survey raised concerns regarding validity and reliability.

Ethical Considerations

The researchers strictly followed ethical procedures in this research activity. Respondents of the study were informed of the purpose of the study and sought voluntary participation. They were also informed that the data they shared were private and confidential, protecting individual confidentiality and the anonymity of the information. The researchers strictly followed ethical procedures in this research activity. Prior to participating in the study, respondents were provided with detailed information about the purpose, objectives, and procedures of the research. This included a clear explanation of how their data would be collected, stored, and used. Respondents were assured that their participation was voluntary, and they had the right to withdraw from the study at any time without consequences.

Furthermore, participants were informed about the confidentiality measures in place to protect their data.

Results and Discussions

Participants

A total of 110 Chinese undergraduate students at Wenzhou-Kean University, thirty males (27.27%) and eighty females (72.73%) were recruited into this study. Among these participants, there were 20 freshmen (18.18%), 34 sophomores (30.91%), 31 juniors (28.18%), and 25 seniors (22.73%). They stemmed from different colleges, forty-three (39.09%) participants came from the College of Business & Public Management (CBPM), forty-six (41.82%) samples studied in the College of Liberal Arts (CLA), six (5.45%) students were from the College of Architecture & Design (CAD), and fifteen (13.64%) students came from the College of Science and Technology (CST). They studied differentiated majors in Accounting (19, 17.27%), Finance (16, 14.55%), Economics (3, 2.73%), Management (2, 1.82%), Global Business (2, 1.82%), Marketing (1, 0.91%), English (23, 20.91%), Psychology (13, 11.82%), Communication (10, 9.09%), Design (4, 3.64%), Architecture (2, 1.82%), Computer Science (9, 8.18%), Mathematical Science (2, 1.82%), Biology (2, 1.82%), Environmental Science (1, 0.91%) and Chemistry (1, 0.91%). Table 1 shows the demographic information.

Table 1. Socio-demographic characteristics of the respondents

Measures	Sub-group	Frequency	Percentage (%)
Gender	Male	30	27.27
	Female	80	72.73
Grade	Freshman	20	18.18
	Sophomore	34	30.91
	Junior	31	28.18
	Senior	25	22.73
College	College of Business & Public Management	43	39.09
	College of Liberal Arts	46	41.82
	College of Architecture & Design	6	5.45
	College of Science and Technology	15	13.64
Major	Accounting	19	17.27
	Finance	16	14.55
	Economics	3	2.73
	Management	2	1.82
	Global Business	2	1.82
	Marketing	1	0.91
	English	23	20.91
	Psychology	13	11.82
	Communication	10	9.09
	Design	4	3.64
	Architecture	2	1.82
	Computer Science	9	8.18
	Mathematical Science	2	1.82
	Biology	2	1.82
	Environmental Science	1	0.91
	Chemistry	1	0.91

Data Analysis and Result

To assure the reliability of measures, a reliability test is conducted for each dimension of the questionnaire about the teacher's effectiveness evaluation, including course clarity, students' interest in the teacher's content, course practicability, teacher's personality, and students' attitudes toward student evaluation. The results of the reliability test are listed in Table 2.

All of the five main measures in the questionnaire exhibit strong reliability, as shown in Table 2, with Cronbach's Alpha values ranging from .85 to .87, which provide a basis for further data analysis.

Table 2. Descriptive and Reliability Statistics

Scales	Cronbach's Alpha	N of Items	Mean	SD
Course Clarity	0.87	3	3.93	0.77
Interest	0.87	4	3.99	0.67
Practicability	0.85	3	3.95	0.71
Personality	0.87	3	4.04	0.82
Attitude	0.86	8	3.86	0.66

Interest = Students' interest in the teacher's content; Practicability = Course practicability; Personality = Teacher's personality; Attitude = Students' attitude towards student evaluation.

In the beginning, Bivariate Pearson's correlations are conducted to examine the relationship between all variables in this study, including course clarity, students' interest in the teacher's content, course practicability, teacher's personality, and students' attitude towards student evaluation.

Results in Table 3 show that all main variables are significantly positively correlated with each other. Specifically, course clarity is positively correlated with students' interest in the teacher's content, $r(108) = .69$, $p < .001$, course practicability, $r(108) = .67$, $p < .001$, teacher's personality, $r(108) = .61$, $p < .001$, and students' attitude towards student evaluation, $r(108) = 50$, $p < .001$. Furthermore, students' interest in the teacher's content is favorably associated with course practicability, $r(108) = .76$, $p < .001$, teacher's personality, $r(108) = .71$, $p < .001$, and students' attitude towards student evaluation, $r(108) = 61$, $p < .001$. Moreover, course practicability is positively related to teacher's personality, $r(108) = .74$, $p < .001$, and students' attitude towards student evaluation, $r(108) = .62$, $p < .001$. Lastly, teacher's personality is found to be positively related to students' attitude towards student evaluation, $r(108) = .56$, $p < .001$.

Table 3. Pearson's Correlations Among the Study Variables

N=110	Course Clarity	Interest	Practicability	Personality	Attitude
Course Clarity	-				
Interest	.69***	-			
Practicability	.67***	.76***	-		
Personality	.61***	.71***	.74***	-	
Attitude	.50***	.61***	.62***	.56***	-

Note. *p < .05; ** p < .01; *** p < .001

Interest = Students' interest in the teacher's content; Practicability = Course practicability; Personality = Teacher's personality; Attitude = Students' attitude towards student evaluation.

In the second part, the results of Spearman's correlations between ordinal demographic variables and study variables are demonstrated in Table 4. All demographic variables did not have significant correlations with the main study variables ($p > .05$) except grade. Table 4 exhibits grade is positively correlated to course clarity, $r(108) = .21$, $p < .05$, students' interest in the teacher's content, $r(108) = .37$, $p < .001$, course practicability, $r(108) = .27$, $p < .001$, teacher's personality, $r(108) = .33$, $p < .001$, and students' attitudes towards student evaluation, $r(108) = .19$ $p < .05$. These results indicate that participants from higher grade are more likely to evaluate higher scores on teacher's effectiveness. This finding contradicts to

Lawson's finding that there was no correlation between class grade and teacher grade (Lawson, 2005). [7]

Table 4. Spearman's Correlation between All Categorical Demographic Variables and Study Variables

N=110	Course Clarity	Interest	Practicability	Personality	Attitude
Gender	.16	.03	.09	.01	.07
Grade	.21*	.37***	.27***	.33***	.19*
College	-.12	-.13	-.19	-.04	.06
Major	-.08	-.08	-.13	-.01	.05

Note. *p < .05; ** p < .01; *** p < .001
Interest = Students' interest in the teacher's content; Practicability = Course practicability; Personality = Teacher's personality; Attitude = Students' attitude towards student evaluation.

Table 5. Independent T-test (Gender)

	Group	Mean	SD	t	p
Course Clarity	Male	3.60	1.01	-2.85**	.005
	Female	4.05	0.61		
Interest	Male	3.88	0.80	-1.12	.266
	Female	4.03	0.61		
Practicability	Male	3.78	0.83	-1.62	.108
	Female	4.02	0.65		
Personality	Male	3.90	1.05	-1.07	.288
	Female	4.09	0.72		
Attitude	Male	3.68	0.87	-1.72	.087
	Female	3.92	0.56		
Factor	Male	2.09	1.11	-0.64	.524
	Female	2.23	1.02		

Independent T-tests are conducted to compare binary sociocultural groups including male and female. The T-tests will test the influence of gender on students' evaluation of teachers' effectiveness. Table 5 shows females (M = 4.05, SD = 0.61) have a significantly higher appraisal of teachers' course clarity compared to males (M = 3.60, SD = 1.01), $t(108) = -2.85$, $p = .005$, while others have no difference between males and females ($p > .05$). Figure 1 shows the description of males and females on course clarity. According to the research (Csank & Conway, 2004), women tend to have higher standards of clarity in terms of evaluation, which corresponded to the current result.[8]

Note. Male (N=30); Female (N=80); *p < .05; ** p < .01; *** p < .001
Interest = Students' interest in the teacher's content; Practicability = Course practicability; Personality = Teacher's personality; Attitude = Students' attitude towards student evaluation.

[7] Luther D. Lawson, *The Correlation between Teaching Attributes and the Instructor's Rating.*
[8] Csank Patricia A. R.and Conway Michael, *Engaging in self-reflection changes self-concept clarity: On differences between women and men, and low- and high-clarity individuals*.

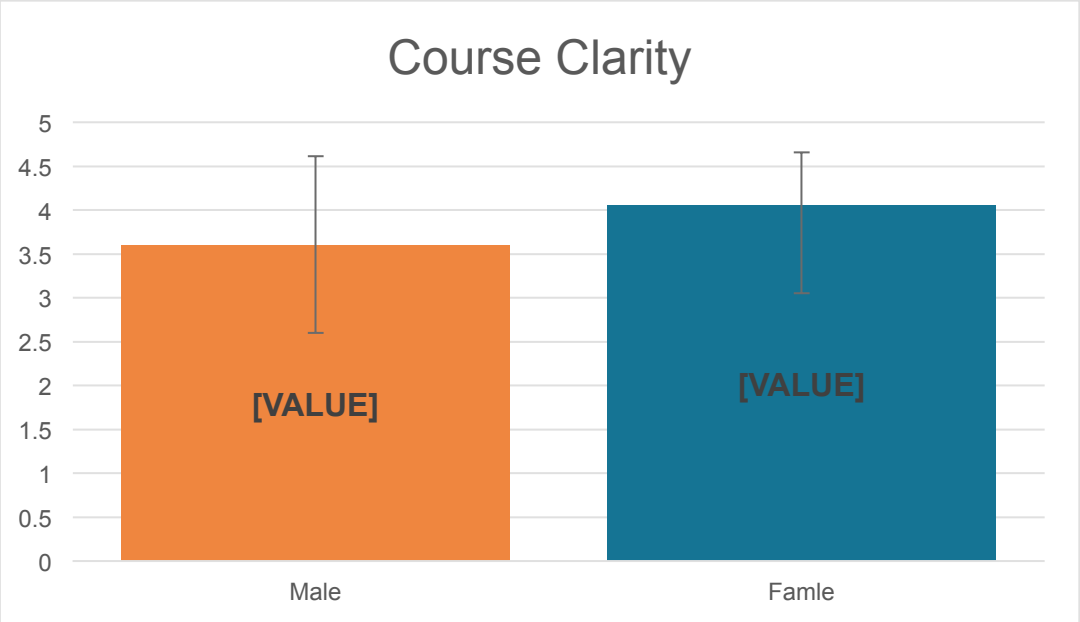

Figure 1. Course Clarity Comparison between Male and Female

To further investigate differences in key variables across different grades and colleges, ANOVA analysis has been conducted and the detailed results are shown in Table 6 and Table 7.

Table 6 shows that there is no significant difference in students' attitudes towards student evaluation across different grades ($p > .05$). However, a one-way ANOVA revealed there is a significant difference in course clarity across different grades, $F(3, 106) = 2.79$, $p < .05$. The effect size eta squared (η^2), was 0.07, indicating a medium effect. Tukey's HSD post hoc test showed juniors ($M = 4.06$, $SD = 0.61$) scored significantly higher than freshmen ($M = 3.50$, $SD = 1.00$) ($p < 0.05$).

A one-way ANOVA also reported the effect of grade on students' interest in the teacher's content, $F(3, 106) = 5.00$, $p < 0.01$. The effect size, eta squared (η^2), was 0.12, indicating a medium effect. Tukey's HSD post hoc test showed seniors ($M = 4.34$, $SD = 0.43$) scored significantly higher than both freshmen ($M = 3.64$, $SD = 0.78$) ($p < 0.01$) and sophomores ($M = 3.89$, $SD = 0.63$) ($p < 0.05$).

A one-way ANOVA also reported the effect of grades on students' interest in the teacher's content, $F(3, 106) = 5.00$, $p < 0.01$. The effect size, eta squared (η^2), was 0.12, indicating a medium effect. Tukey's HSD post hoc test showed seniors ($M = 4.34$, $SD = 0.43$) scored significantly higher than both freshmen ($M = 3.64$, $SD = 0.78$) and sophomores ($M = 3.89$, $SD = 0.63$) ($p < 0.001$).

Furthermore, a one-way ANOVA also reported the effect of grades on course practicality, $F(3, 106) = 4.21$, $p < 0.01$. The effect size, eta squared (η^2), was 0.11, indicating a medium effect. Tukey's HSD post hoc test showed seniors ($M = 4.25$, $SD = 0.43$) scored significantly higher than freshmen ($M = 3.55$, $SD = 0.95$) ($p < 0.01$).

In addition, a one-way ANOVA also reported the effect of grades on teacher's personality, $F(3, 106) = 6.89$, $p < 0.001$. The effect size, eta squared (η^2), was 0.16, indicating a large effect. Tukey's HSD post hoc test showed freshmen ($M = 3.40$, $SD = 1.15$) scored

significantly lower than sophomores ($M = 4.00$, $SD = 0.63$) ($p < 0.05$), juniors ($M = 4.22$, $SD = 0.75$) ($p < 0.01$) and seniors ($M = 4.37$, $SD = 0.53$) ($p < 0.001$). Figure 2, 3, 4 and 5 described the significant difference in variables across difference grades. The highlighted bars show the significant comparisons. For Chinese students, professors with intuitive traits tend to enjoy greater popularity among students.

Table 6. One-Way ANOVA Analysis of Multiple Dimensions across Different Grades

	Group	Mean	SD	Mean Differences (I-J)		*F*	*p*
Course Clarity	Freshman	3.50	1.00	Sophomore	-.47	2.79*	.044
				Junior	-.56*		
				Senior	-.55		
	Sophomore	3.97	0.61	Freshman	.47		
				Junior	-.09		
				Senior	-.08		
	Junior	4.06	0.61	Freshman	.56*		
				Sophomore	.09		
				Senior	.01		
	Senior	4.05	0.85	Freshman	.55		
				Sophomore	.08		
				Junior	-.01		
Interest	Freshman	3.64	0.78	Sophomore	-.25	5.00**	.003
				Junior	-.41		
				Senior	-.70**		
	Sophomore	3.89	0.63	Freshman	.25		
				Junior	-.16		
				Senior	-.45*		
	Junior	4.05	0.67	Freshman	.41		
				Sophomore	.16		
				Senior	-.29		
	Senior	4.34	0.43	Freshman	.70**		
				Sophomore	.45*		
				Junior	.29		
Practicability	Freshman	3.55	0.95	Sophomore	-.35	4.21**	.007
				Junior	-.48		
				Senior	-.70**		
	Sophomore	3.90	0.60	Freshman	.35		
				Junior	-.13		
				Senior	-.35		
	Junior	4.03	0.71	Freshman	.48		
				Sophomore	.13		
				Senior	-.22		
	Senior	4.25	0.43	Freshman	.70**		
				Sophomore	.35		
				Junior	.22		
				Sophomore	-.60*		

Personality	Freshman	3.40	1.15	Junior	-.82**		
				Senior	-.97***		
	Sophomore	4.00	0.63	Freshman	.60*		
				Junior	-.22		
				Senior	-.37	6.89***	<.001
	Junior	4.22	0.75	Freshman	.82**		
				Sophomore	.22		
				Senior	-.16		
	Senior	4.37	0.53	Freshman	.97**		
				Sophomore	.37		
				Junior	.16		
Attitude	Freshman	3.54	0.85	Sophomore	-.33		
				Junior	-.35		
				Senior	-.49		
	Sophomore	3.88	0.49	Freshman	.33		
				Junior	-.01		
				Senior	-.15		
	Junior	3.89	0.65	Freshman	.35	2.16	.097
				Sophomore	.01		
				Senior	-.14		
	Senior	4.03	0.67	Freshman	.49		
				Sophomore	.15		
				Junior	.14		

Note. *p < .05; ** p < .01; *** p < .001
Interest = Students' interest in the teacher's content; Practicability = Course practicability; Personality = Teacher's personality; Attitude = Students' attitude towards student evaluation.

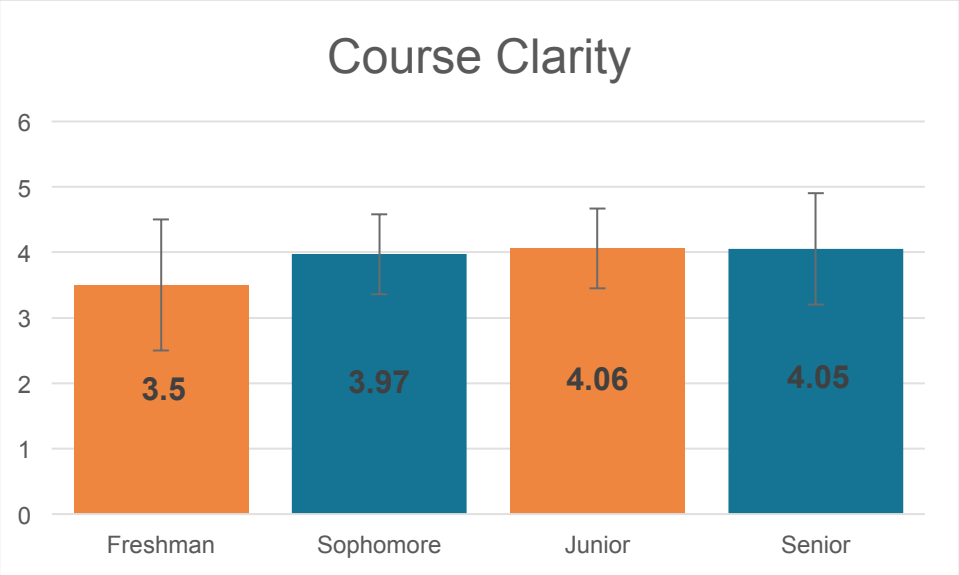

Figure 2. Course Clarity Comparison among Different Grades

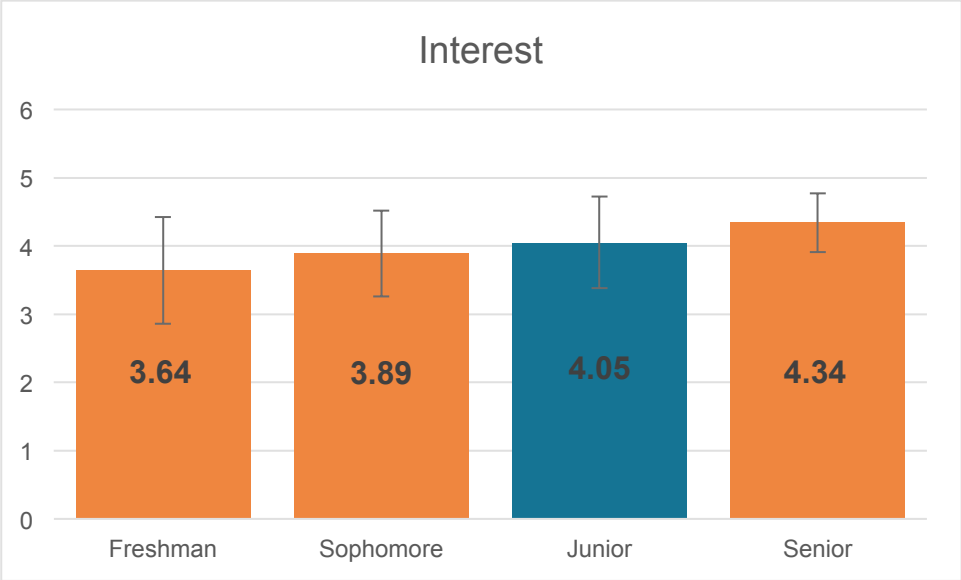

Figure 3. Student's Interest to Teacher's Content Comparison among Different Grades

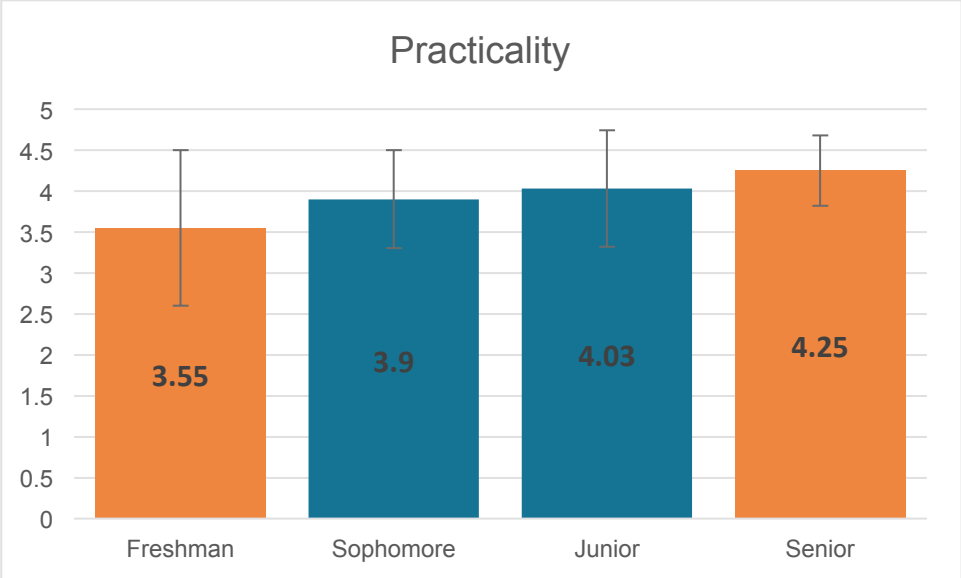

Figure 4. Students' Evaluation on Course Practicality Comparison among Different Grades

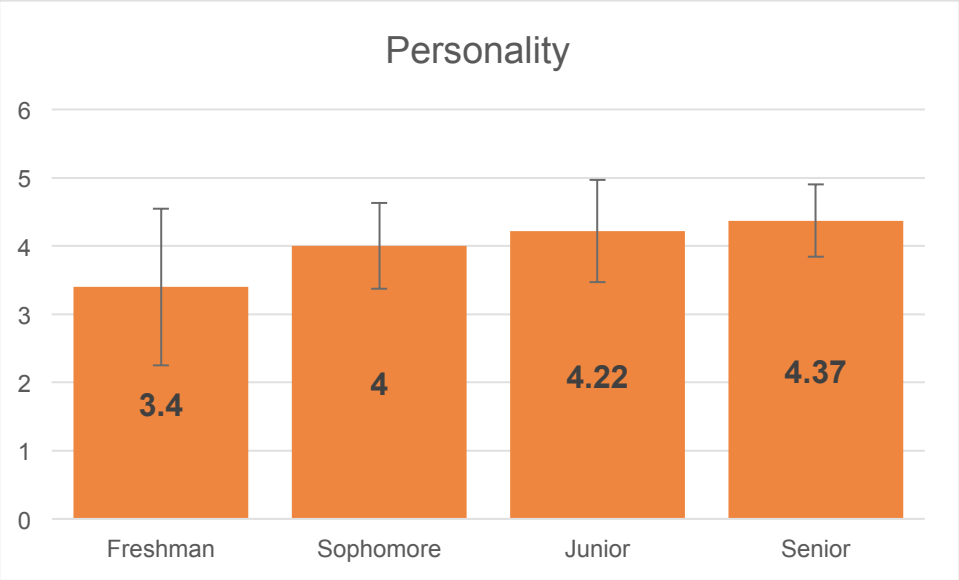

Figure 5. Students Conception on Teacher's Personality Comparison among different Grades

Table 7 shows one-way ANOVA analysis of study variables across different colleges. No significant difference was found in teacher's personality and students' attitudes towards student evaluation across different colleges ($p > .05$). However, in terms of course clarity, its p-value is close to 0.05, thus the author reserves this for further discussion. Tukey's HSD post hoc test showed CLA ($M = 4.06$, $SD = 0.75$) scored significantly higher than CST ($M = 4.00$, $SD = 0.63$) ($p < 0.05$), juniors ($M = 3.47$, $SD = 0.88$) ($p < 0.05$).

Additionally, a one-way ANOVA revealed there is a significant difference in students' interest in the teacher's content across different colleges, $F(3, 106) = 2.92$, $p < .05$. The effect size eta squared (η^2), was 0.08, indicating a medium effect. Tukey's HSD post hoc test showed CLA ($M = 4.17$, $SD = 0.61$) scored significantly higher than CST ($M = 3.62$, $SD = 0.51$) ($p < 0.05$).

Moreover, a one-way ANOVA also reported the effect of colleges on course practicality, $F(3, 106) = 3.51$, $p < 0.5$. The effect size, eta squared (η^2), was 0.09, indicating a medium effect. Tukey's HSD post hoc test showed CLA ($M = 4.11$, $SD = 0.64$) scored significantly higher than CST ($M = 3.49$, $SD = 0.65$) ($p < 0.05$). Figures 6, 7, and 8 describe the significant difference in variables across different colleges. Significant comparisons were exhibited by the highlighted bars show the significant comparisons.

Table 7. One-Way ANOVA Analysis of Multiple Dimensions across Different Colleges

	Group	Mean	SD		Mean Differences (I-J)	*F*	*p*
Course Clarity	CBPM	3.95	0.73	CLA	-.10	2.35	.077
				CAD	.01		
				CST	.49		
	CLA	4.06	0.75	CBPM	.10		
				CAD	.11		
				CST	.59*		
	CAD	3.94	0.65	CBPM	-.01		
				CLA	-.11		
				CST	.48		
	CST	3.47	0.88	CBPM	-.49		
				CLA	-.59*		
				CAD	-.48		
Interest	CBPM	3.94	0.73	CLA	-.23	2.92*	.038
				CAD	.03		
				CST	.33		
	CLA	4.17	0.61	CBPM	.23		
				CAD	.25		
				CST	.55*		
	CAD	3.92	0.61	CBPM	-.03		
				CLA	-.25		
				CST	.30		
	CST	3.62	0.51	CBPM	-.33		
				CLA	-.55*		
				CAD	-.30		
Practicability	CBPM	3.99	0.73	CLA	-.12	3.51*	.018
				CAD	.33		
				CST	.50		
	CLA	4.11	0.64	CBPM	.12		
				CAD	.44		
				CST	.62*		
	CAD	3.89	1.07	CBPM	-.33		
				CLA	-.44		
				CST	.18		
	CST	3.49	0.65	CBPM	-.50		
				CLA	-.62*		
				CAD	-.18		
Personality	CBPM	4.01	0.87	CLA	-.20	1.764	.158
				CAD	.12		
				CST	.34		
				CBPM	.20		

	CLA	4.20	0.60	CAD	.31		
				CST	.54		
				CBPM	-.12		
	CAD	3.89	1.07	CLA	-.31		
				CST	.22		
				CBPM	-.34		
	CST	3.67	1.07	CLA	-.54		
				CAD	-.22		
				CLA	-.28	1.64	.185
	CBPM	3.72	0.74	CAD	-.28	0	
				CST	-.01		
				CBPM	.28		
Attitude	CLA	4.00	0.59	CAD	.00		
				CST	.27		
				CBPM	.28		
	CAD	4.00	0.82	CLA	.00		
				CST	.27		
				CBPM	.01		
	CST	3.73	0.51	CLA	-.27		
				CAD	-.27		

Note. *p < .05; ** p < .01; *** p < .001
Interest = Students' interest in the teacher's content; Practicability = Course practicability; Personality = Teacher's personality; Attitude = Students' attitude towards student evaluation.

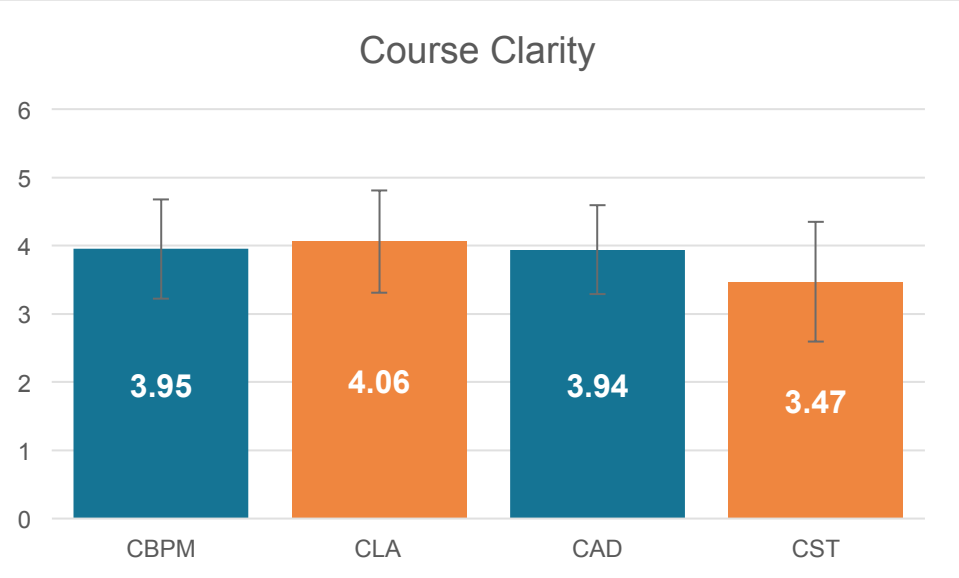

Figure 6. Course Clarity Comparison among Different Colleges

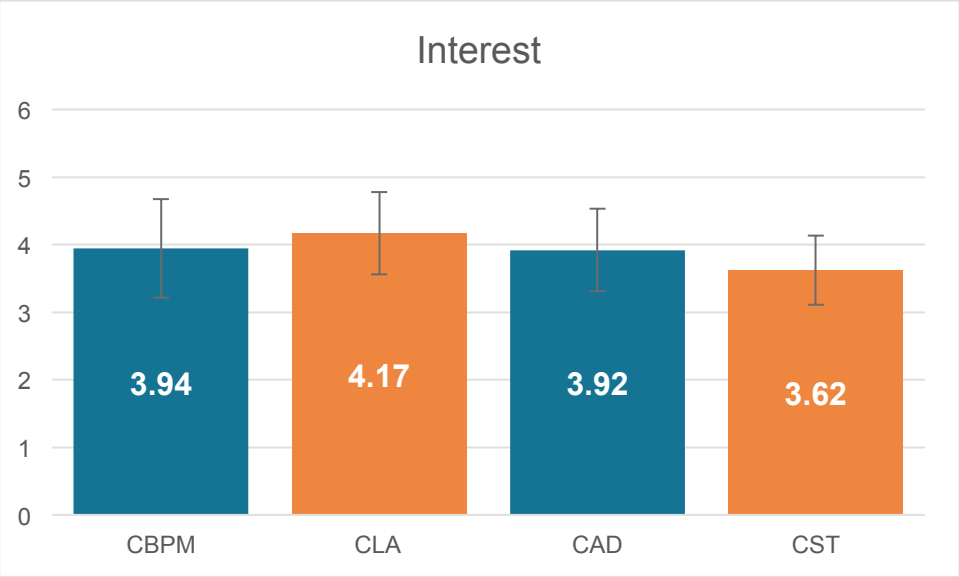

Figure 7. Student's Interest to Teacher's Content Comparison among Different Colleges

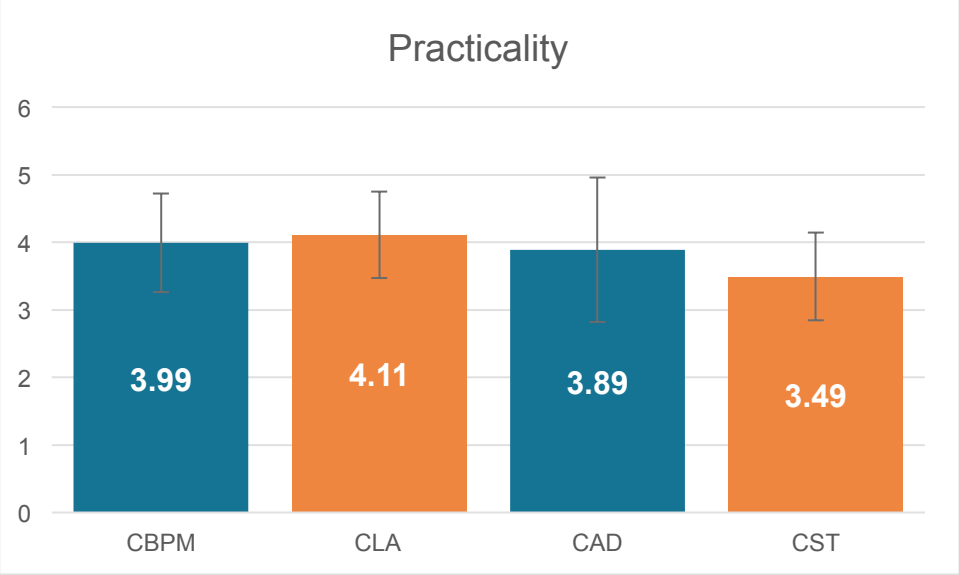

Figure 8. Students' Evaluation on Course Practicality Comparison among Different Colleges

Table 8 shows the statements of factors that affect student evaluation of teacher effectiveness for respondents by choosing the numbers 1-5, 1 is "strongly disagree", and 5 is "strongly agree". From the statements, nine factors influence student appraisal. The mean of factors that impact students' evaluation was listed in the following orders in students' perspectives: 1) the cumbersome of the teacher's homework/class requirements 2) the teacher's accent 3) expected grade 4) the relationship with teachers 5) teacher's knowledge 6) personality 7) gender 8) age 9) nationality. Students agreed that the top three factors, the cumbersome of the teacher's homework/class requirements, the teacher's accent and expected grade, influence their evaluation on teacher's effectiveness. Apart from the top three factors and nationality, the rest of factors were not sure to effect teachers' effectiveness in students' minds. Students disapproved that nationality have an influence on their evaluation on teachers' effectiveness.

The result is corresponding to Pacek (2005), students have no preference about teachers nationalities. [9]

Table 8. Factors Effect Student Evaluation

Descriptive statements	Mean	SD	Interpretation
1. My rating of my professors is affected by my expected grade in the course.	3.74	1.03	Agree
2. The gender of my professor (male-female) affects my evaluation.	2.67	1.37	Not Sure
3. The age of my professor (old-young) affects my evaluation.	2.65	1.36	Not Sure
4. The nationality of my professor affects my evaluation.	2.58	1.36	Disagree
5. When evaluating my professors, I usually pay more attention to their personality (friendsless, looks, dress, etc,) than their teaching methods or course content.	2.72	1.33	Not Sure
6. If I have a good friendship with my professor, I will rank him/her high on teaching effectiveness even if he/her is not an effective teacher.	3.26	1.14	Not Sure
7. If I ask my professor a question that is related to the subject being taught and my professor responds by saying, "I am not really sure, but I will check on that and get back to you," I will still not consider him/ her knowledge.	3.15	1.20	Not Sure
8. I think a teacher's accent will affect my evaluation of the teacher/class.	4.11	.95	Agree
9. I think how cumbersome the teacher's homework/class requirements are will affect my evaluation of the teacher.	4.16	.89	Agree
Average	3.07	0.51	Not Sure

Table 9 shows students' notions on personalities of a good teacher. Chinese college students' opinions on personalities to be a supportive teacher: Intuitive (imaginative, enthusiastic) (ranked 1); Thinking (critical logical objective) (ranked 2); Extraverted (outgoing) (ranked 3); Sensing (realistic, practical) (ranked 4); Introverted (reserved) (ranked 5). This result is similar to a finding that the four strongest personalities most expected of students were caring, humble, responsible and patience (Hidayah at el., 2023). [10]

[9] Dorota Pacek, *Personality not nationality': Foreign students' perceptions of a Non-native speaker lecturer of English at a British university.*

[10] Nur Hidayah Md Noh et al., *Assessing ideal teacher's personality: Students' perspective and expectations.*

Table 9. Students' Conception on traits of a good teacher

	Numbers*	Percent	Rank
Extraverted (outgoing)	75	68.18%	3
Intuitive (imaginative, enthusiastic)	97	88.18%	1
Introverted (reserved)	17	15.45%	5
Sensing (realistic, practical)	73	66.36%	4
Thinking (critical logical objective)	77	70.00%	2

* Multiple responses

Conclusion

Student evaluation is highly associated with teaching effectiveness, as it encompasses various factors that influence ratings. The majority of students express that they evaluate teachers based on course clarity, level of engagement, and practicality. Additionally, professors who demonstrate intuition tend to be more popular among students, followed by those who possess critical thinking and logical objectivity.

Moreover, there is a correlation between course clarity and gender. Female students tend to have higher expectations regarding course clarity compared to their male counterparts. Additionally, there exists a relationship between a teacher's personality, student interest in the content being taught, and grades. Among these factors, grades exhibit the closest correlation with the study variables.

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