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(IJEPC)**www.ijeipc.com**THE INFLUENCE OF LECTURER PERSONALITY TRAITS ON
STUDENTS' SUFO RATINGS IN UiTM**

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Abstract:

Student Feedback Online (SUFO) ratings remain a significant system of measurement for teaching quality at Universiti Teknologi MARA (UiTM), yet they may reflect factors outside of instructional effectiveness. This study examines how lecturers' personality traits influence students' SUFO ratings and whether detected effects are mediated by teaching behaviours and classroom environment. Data was collected through a structured online questionnaire developed in Google Forms, focusing on perceived lecturer personality traits and examining the influence of these traits on student evaluations. Open-ended questions were also designed to gain insights and allow students to elaborate on factors influencing their SUFO ratings. The survey was administered using simple random sampling to undergraduate students. Findings show that student ratings are overwhelmingly positive across all six indicators (enthusiasm, confidence, friendliness/approachability, calm/composed demeanour, organisation, and expressive/engaging communication). Other than that, findings also show clear acknowledgement that lecturer personality affects SUFO ratings with most students indicating personality matters and many concede they tend to give higher ratings to lecturers they like. It can be concluded that SUFO ratings appear to capture both instructional quality and personality-driven impressions. Findings from this study may be used to chart future directions in research on lecturer's



personality as well as providing important pointers for the lecturers to improve themselves to be more approachable and likeable in the classroom.

Keywords:

Lecturer Evaluation, Lecturer Personality, Student Feedback, Teaching Quality, Classroom Climate

Introduction

In higher education, the quality of teaching is often evaluated through structured feedback systems such as the Students' Feedback Online (SUFO) in Universiti Teknologi MARA (UiTM). SUFO serves as a formal mechanism for students to assess their lecturers' teaching effectiveness, course delivery, and overall engagement. As the primary stakeholders in higher education, students are well-placed to assess lecturers' teaching, given their direct observations of classroom practices (Su, 1995). While most evaluation instruments primarily focus on pedagogical skills and course-related aspects, growing evidence suggests that non-academic factors, particularly lecturer personality traits are also influencing the students' perceptions and evaluations. Students may form judgments based not only on the quality of course content and teaching methodology but also on interpersonal interactions, communication style, and the lecturer's general demeanour. Kim and MacCann (2018) highlighted that examining lecturers' personalities is essential for gauging students' learning experiences. From lecturers' perspectives, students have the right to evaluate their teaching quality, however, there is concern that bias or favouritism may influence the evaluation scores (Harun, Dazz, Saaludin, & Ahmad, 2011). Surratt and Desselle's (2007) study revealed that while student evaluations were viewed as relevant and important, high scores did not always reflect genuine teaching effectiveness.

Lecturer personality traits, as conceptualized in models such as the Big Five Personality Framework (openness, conscientiousness, extraversion, agreeableness, and neuroticism), influence classroom dynamics, student motivation, and learning outcomes. For example, an approachable and empathetic lecturer may foster a positive learning environment, leading to higher student satisfaction and potentially better SUFO scores. Conversely, a lecturer perceived as distant or rigid may inadvertently affect students' perceptions, regardless of their actual teaching competence. This is supported by a study conducted by Iguodala et al. (2020), in which students were more likely to rate non-academic attributes higher than academic attributes. These personality-driven impressions can introduce bias in the overall evaluation scores either positive or negative into SUFO results, raising questions about the reliability of such evaluations for academic performance appraisals and career progression decisions.

Given the significance of SUFO in UiTM's academic quality assurance and promotion processes, it is essential to understand the extent to which lecturer personality traits influence student ratings. Identifying these effects can help ensure that SUFO results are interpreted accurately, avoiding unfair advantages or disadvantages to lecturers based on personality factors rather than actual teaching effectiveness. Moreover, such insights can inform lecturer professional development programs, enabling them to adopt interpersonal and communication strategies that positively enhance the learning experience. This study aims to explore the relationship between lecturer personality traits and SUFO ratings, contributing to a more nuanced understanding of teaching evaluation in the context of Malaysian higher education.

Problem Statement

In UiTM, the Students' Feedback Online (SUFO) system is a key tool for evaluating teaching performance and maintaining academic quality. These evaluations are often used in lecturer performance reviews, contract renewals, and promotion considerations. However, there is a growing concern that SUFO scores may not purely reflect teaching effectiveness, but are instead influenced by subjective factors such as lecturer personality traits. Personality-driven perceptions such as whether a lecturer appears approachable, enthusiastic, or empathetic can significantly affect how students rate their lecturers, even when actual teaching quality remains constant.

This potential bias raises a critical issue: if personality traits heavily influence SUFO scores, the validity of using these evaluations as an objective measure of teaching quality is questionable. Lecturers with certain personalities may consistently receive higher ratings, not necessarily due to better teaching, but because of favourable interpersonal impressions. Conversely, highly competent lecturers with less socially appealing traits may be unfairly rated lower. For a more comprehensive analysis, the study examines students from the Faculty of Business Management, the Faculty of Administrative and Policy Studies, and the Faculty of Information Management, which represent the university's largest faculties. This choice ensures the sample reflects a broad and diverse range of student perspectives, thereby increasing the generalizability and representativeness of the findings.

Research Objectives

1. To identify which lecturer personality traits are most associated with high SUFO ratings.
2. To determine whether students' perceptions of personality affect their evaluation more than teaching content or delivery.

Literature Review

Theoretical Framework on Lecturer Personality and Student Evaluations

The Big Five taxonomy—openness, conscientiousness, extraversion, agreeableness, and neuroticism/emotional stability—is frequently used in personality research as a condensed framework for characterising interpersonal differences that are evident in the classroom (John, Naumann, & Soto, 2008). According to a thorough meta-analysis that concentrated on teachers, personality has the strongest correlations with assessments of instruction; extraversion, conscientiousness, and openness are most frequently linked to higher student ratings; additionally, other reports of an instructor's personality have a stronger correlation with results than do the instructors' self-reports (Kim, Jörg, & Klassen, 2019). According to related research, in higher education, an instructor's personality affects students' ratings but not their academic performance. This suggests that learners value personality more than objective learning (Kim, Dar-Nimrod, & MacCann, 2018). These findings align with broader personality science showing that observer-rated traits frequently outperform self-ratings in predicting academic and job performance (Connelly & Ones, 2010). (John et al., 2008; Kim et al., 2019; Kim et al., 2018; Connelly & Ones, 2010.)

In addition, this study also draws upon the Credibility Theory of Teaching (McCroskey & Teven, 1999), which proposes that students evaluate instructors based on three interrelated dimensions, which are competence, character, and caring. These attributes align closely with personality expressions in the classroom, shaping how students judge teaching quality and effectiveness. For instance, a lecturer perceived as competent (knowledgeable and confident), caring (empathetic and approachable), and of good character (trustworthy and fair) is more likely to receive favourable ratings. Integrating the Big Five and Credibility Theory provides two perspectives with one that captures personality as an internal trait set, and another that explains how these traits translate into relational credibility and ultimately into measurable student feedback. A multilevel study by Kim and MacCann (2017) involving university students in mathematics and psychology ($N = 515$), where both students and instructors self-reported Big Five traits, found that students' perceptions of instructor personality predicted teaching evaluations, while self-reported traits by instructors did not influence outcomes at all. This indicates that students' evaluative judgments are influenced not by lecturers' intrinsic personality per se, but by the persona they project and the manner in which it is perceived by students. Such findings reinforce the notion that personality is not just a stable attribute, but also a performative element constructed in the classroom context, with implications for both pedagogical training and interpretation of evaluation data.

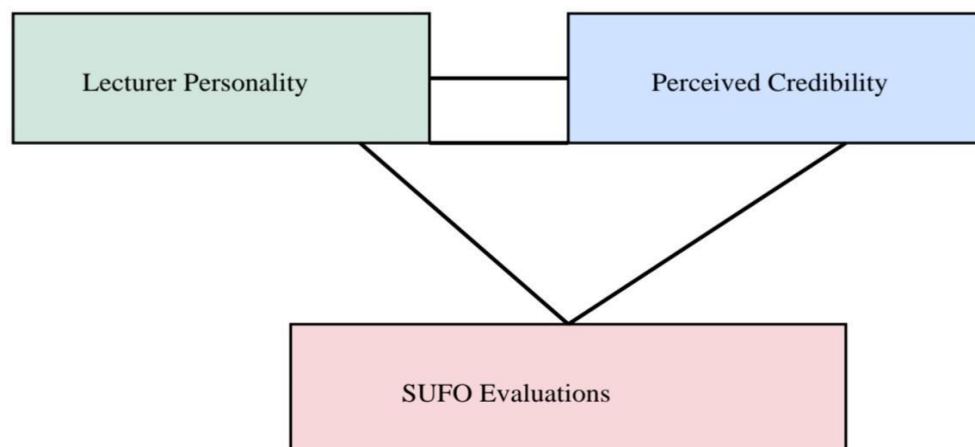


Figure 1: Theoretical Framework on Students' Evaluations of Lecturers

The Students' Feedback Online (SUFO) Evaluations

Published research in Malaysia and UiTM has mostly focused on stakeholder perceptions and the implementation of SUFO rather than the psychological factors that influence ratings (Noh et al, 2019). According to studies, SUFO is used to assess the infrastructure, content, and performance of lecturers. Students and staff generally accept the evaluation process. The institution-wide status of SUFO and its incorporation with UFUTURE/i-Learn are confirmed by UiTM materials. However, there is a dearth of empirical research relating SUFO outcomes to perceived lecturer personality, particularly when contextual and grading-related factors are appropriately controlled for. This disparity bolsters the current study's emphasis on the faculties of business management, administrative and policy studies, and information management, where sizable student populations enable reliable calculation of the correlations between personality and SUFO. (Zainal Abedin et al., 2014; ICEPS, n.d.; UiTM Digital, 2018; Eng, Ibrahim, & Shamsuddin, 2015).

Another research indicates that SUFO is widely recognized among UiTM academicians not just as an evaluative tool but also as a mechanism for formative teaching improvement. In a quantitative study involving 152 lecturers from UiTM Shah Alam, researchers utilized Rasch measurement analysis to confirm the tool's reliability and validity. Findings revealed that educators generally accept SUFO results and support their use in formative assessment to refine teaching practices rather than merely serve summative purposes. (Mohd Ariffin & Askol, 2019). This underscores SUFO's dual utility: enabling instructors to reflect on their own performance while offering institutional stakeholders' evidence-based input for instructional enhancement.

Author(s), Year	Framework Used	Target Group	Key Findings
Kim & MacCann (2018)	Big Five (student- & self-report)	515 students, 45 instructors (Australia)	Student-reported agreeableness & conscientiousness predicted higher evaluations; self-reports not predictive.
Holmes et al. (2015)	Personality Style Inventory (9 traits, self-report)	115 online instructors (U.S.)	All 9 traits significantly correlated with online teaching performance.
Kneipp et al. (2010)	Big Five (self-report)	63 instructors (U.S., rural university)	Only agreeableness significantly predicted evaluations; other traits non-significant.
Chan Yin-Fah & Osman (2011)	Custom lecturer characteristics (student-report)	88 undergraduates (Malaysia)	Lecturer characteristics strongly correlated with teaching performance; course characteristics most influential.
Nurfalah et al. (2011)	Unspecified lecturer personality (student-report)	Islamic Broadcasting students (Indonesia)	Lecturer personality had a significant positive effect on student motivation.

Table 1: Summary of Past Findings

Evaluation Methods and Cultural Context in Personality

The interplay between the personality characteristics of lecturers and student evaluations is considerably influenced by the methodologies of evaluation utilized, alongside the cultural milieu of the research. Empirical evidence indicates that measures derived from student reports are generally more indicative of evaluation results compared to self-reported personality assessments, as evidenced by the findings of Kim and MacCann (2018), wherein traits reported by students were strongly correlated with elevated teaching ratings, whereas self-reported metrics exhibited diminished correlations. In contrast, Holmes et al. (2015) discovered that self-reports proved to be efficacious within online contexts, implying that the mode of delivery may affect the credibility of evaluative instruments. Furthermore, cultural variances assume a significant role: investigations conducted in Malaysia (Chan Yin-Fah & Osman, 2011; Jaidi et al., 2009) demonstrated that broader characteristics of lecturers, rather than isolated personality traits, were more pivotal in forecasting teaching efficacy. These revelations imply that the outcomes of evaluations cannot be universally construed without accounting for the localized educational framework and the instruments employed to gauge personality and pedagogical quality.

Methodology

This study employed a quantitative cross-sectional survey design with a qualitative component to examine the influence of lecturer personality traits on student evaluations. Data were collected using a structured online questionnaire developed in Google Forms, consisting of three sections. Sections A and B contained 5-point Likert scale items: Section A measured students' perceptions of lecturer personality traits, while Section B examined the influence of these traits on evaluation outcomes. These items were adapted from validated instruments by Clayson and Sheffet (2006) and Boring (2017) to ensure reliability and contextual relevance. Section C comprised five open-ended questions, designed to capture explanatory insights and allow students to elaborate on factors influencing their SUFO ratings.

The survey was administered through simple random sampling among undergraduate students from the Faculty of Business Management, the Faculty of Administrative and Policy Studies, and the Faculty of Information Management. These faculties were selected as they are among the largest in UiTM, thereby ensuring a diverse and representative range of student perspectives. Quantitative data from Sections A and B were analysed using descriptive statistics (frequencies and percentages). Qualitative data from Section C were examined using thematic analysis in ATLAS.ti 22 (trial version). Student responses were categorized into recurring themes, which were then synthesized into a thematic map. An AI tool (ChatGPT) was used to assist in visualizing thematic relationships, without altering or interpreting the original data extracted from ATLAS.ti. The following flowchart illustrates the research methodology process, including research design, instrument development, sampling, data collection, and data analysis.

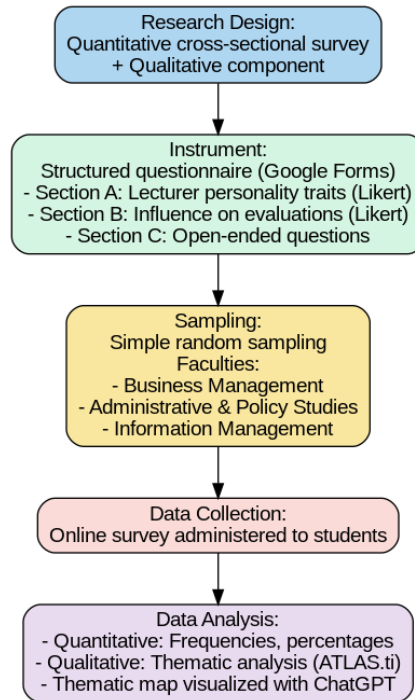


Figure 2: The Methodology Flowchart

Result & Discussion

There are two Research Objectives in this study that lead the researchers to analyse the data. For Research Objective 1 (RO1), the identification of which lecturer personality traits are most associated with high SUFO ratings is addressed. Research Objective 2 (RO2) concerns students' perceptions of how personality affects their evaluation more than teaching content or delivery. The number of participants in this survey is 92.

Quantitative Data

RO1 - To Identify Which Lecturer Personality Traits Are Most Associated with High SUFO Ratings

In Section A, the participants are required to answer 5 Likert-scale statements (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) on Lecturer Personality with 6 statements. Below are charts to represent the result.

Table 2: Section A - Lecturer Personality

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	60 (65.2%)	28 (30.4%)	—	—	3 (3.3%)
2	66 (71.7%)	23 (25.0%)	—	—	3 (3.3%)
3	68 (73.9%)	19 (20.6%)	2 (2.2%)	—	3 (3.3%)

4	63 (68.5%)	25 (27.2%)	1 (1.1%)	–	3 (3.3%)
5	59 (64.1%)	30 (32.6%)	–	–	3 (3.3%)
6	65 (70.7%)	23 (25.0%)	–	–	3 (3.3%)

Based on Table 2, overall, the majority of the participants chose Strongly Agree for each of the items under this section. The first item is: *The lecturer is enthusiastic about the subject* recorded 65.2% with Strongly Agree, 30.4% responded Agree and Strongly Disagree with 3.3%. The second item is: *The lecturer appears confident in class* with 71.7% Strongly Agree, 25% Agree and 3.3% Strongly Disagree. Third item is: *The lecturer is friendly and approachable* with 73.9% Strongly Agree, 20.6% Agree, Neutral 2.2% and 3.3% Strongly Disagree. Fourth item is: *The lecturer maintains a calm and composed demeanour* with 68.5% Strongly Agree, 27.2% Agree, 1.1% Neutral and 3.3% Strongly Disagree. Fifth item is: *The lecturer appears well-organized* with 64.1% Strongly Agree, 32.6% Agree, and 3.3% Strongly Disagree. The final item is: *The lecturer is expressive and engaging in communication* with 70.7% Strongly Agree, 25% Agree and 3.3% Strongly Disagree. In conclusion, Section A presents a highly positive perception of their lecturers' personality traits. Among the positive traits described are enthusiastic, confident, friendly, approachable, calm, composed, well-organized, expressive and engaging based on the feedback and comments on 6 items mentioned. Hence, this positive profile suggests that lecturer personality is notable as a strength in the teaching context with minimal negative responses recorded across all items.

RO2 - To Determine Whether Students' Perceptions of Personality Affect Their Evaluation More Than Teaching Content or Delivery.

In Section B, the participants are required to answer 5 Likert-scale statements (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree) on Influence on Evaluation with 6 statements too. Below is the table to represent the result.

Table 3: Section B - Influence on Evaluation

Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	54 (58.7%)	25 (27.2%)	7 (7.6%)	4 (4.3%)	2 (2.2%)
2	51 (55.4%)	23 (25.0%)	11 (12.0%)	5 (5.4%)	2 (2.2%)
3	30 (32.6%)	24 (26.1%)	26 (28.3%)	11 (12.0%)	1 (1.1%)
4	24 (26.1%)	21 (22.8%)	26 (28.3%)	16 (17.4%)	5 (5.4%)
5	22 (23.9%)	18 (19.6%)	27 (29.3%)	17 (18.5%)	8 (8.7%)
6	32 (34.8%)	24 (26.1%)	22 (23.9%)	10 (10.9%)	4 (4.3%)

Based on Table 3, overall, there is a mixed response from the participants. The first item is: *The lecturer's personality influenced how I rated them.* recorded 58.7% with Strongly Agree, 27.2% Agree, 7.6% Neutral, 4.3% Disagree and 2.2% Strongly Disagree. Second item is: *I tend to give higher ratings to lecturers who are more likeable* with 55.4% Strongly Agree, 25.0% Agree, 12.0% Neutral, 5.4% Disagree and 2.2% Strongly Disagree. Third item is: *I think personality matters more than teaching content when rating* with 32.6% Strongly Agree, 26.1% Agree, 28.3% Neutral, 12.0% Disagree and 1.1% Strongly Disagree. Fourth item is: *I have given a high rating before even when the class wasn't effective, due to the lecturer's personality* with 26.1% Strongly Agree, 22.8% Agree, 28.3% Neutral, 17.4% Disagree and 5.4% Strongly Disagree. Fifth item is: *SUFO results are biased by factors like personality or gender* with 23.9% Strongly Agree, 19.6% Agree, 29.3% Neutral, 18.5% Disagree and 8.7% Disagree. The final item is: *I believe charismatic lecturers are more likely to receive good SUFO scores, even if they are less effective* 34.8% Strongly Agree, 26.1% Agree, 23.9% Neutral, 10.9% Disagree, and 4.3% Strongly Disagree.

Overall, the findings from Section B present that although the results showed lecturer personality does influence SUFO ratings, the participants' views are more varied compared to Section A. A majority agreed that personality affects lecturers' rate, even though their teaching effectiveness is lower. However, there is also a neutral proportion and disagreeing responses on whether personality matters more than teaching content. A notable neutral and disagree proportion also suggested on whether SUFO results are biased based on personality and gender. Thus, this indicates that personality traits play an important role in evaluation, but the results showed that there are differences in students' perceptions of personality traits relative to teaching quality.

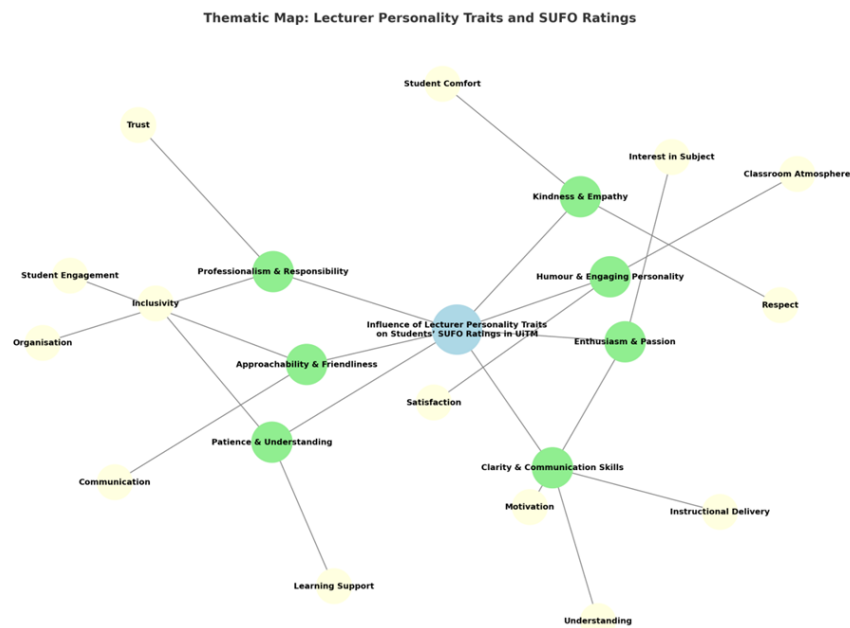
Qualitative Data

There are 5 open-ended questions which are:

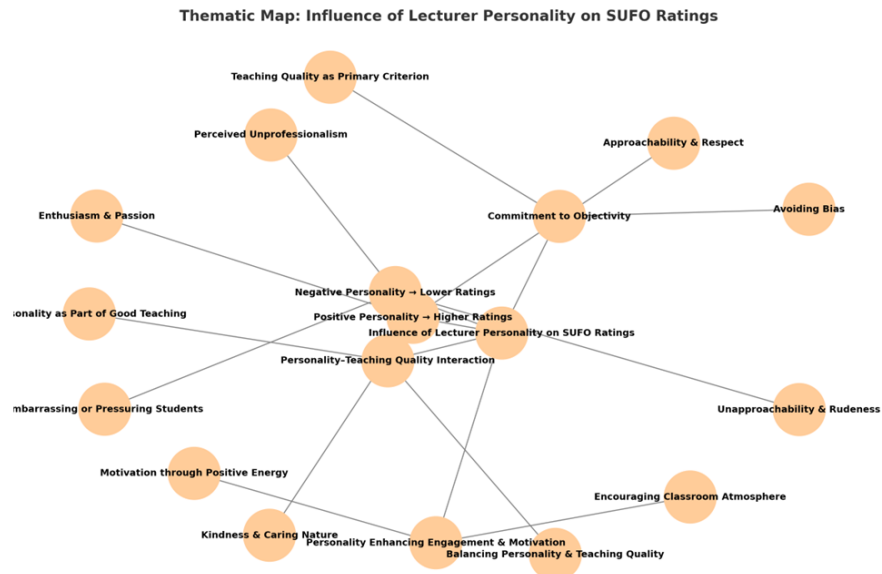
Table 4: Open-Ended Questions

Number	Questions
1	What personality traits do you value most in a lecturer, and why?
2	Have you ever given a high or low SUFO rating based mainly on personality rather than teaching quality? Please explain.
3	Can you describe a situation where a lecturer's personality positively affected your motivation or learning experience?
4	Have you ever hesitated to give honest SUFO feedback because of the lecturer's personal traits (e.g., kindness, strictness)? Please elaborate.
5	Do you believe SUFO should include specific items about personality traits? If yes, what should be included?

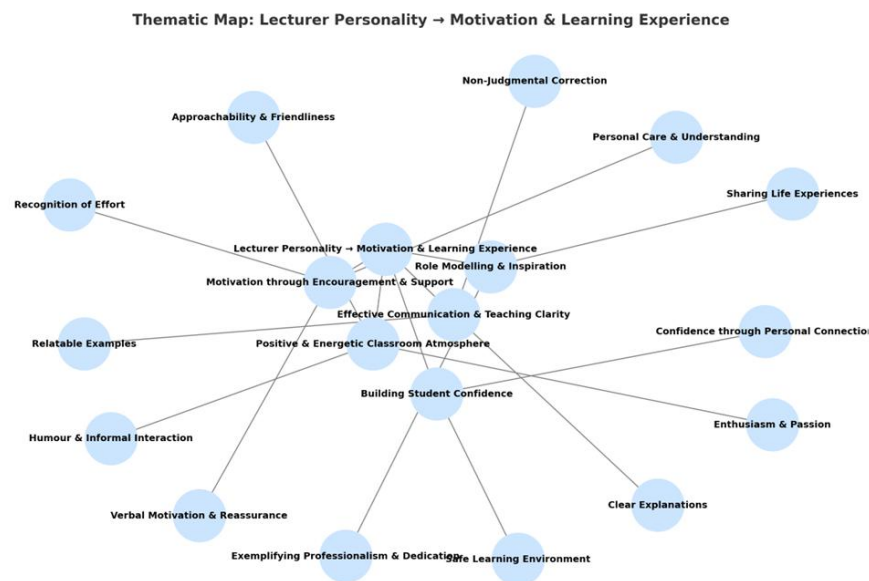
Based on Table 4, the results for qualitative data are presented, derived from the feedback on 5 open-ended questions. This feedback and comments are recorded in a Word document for each open-ended question then later uploaded in the ATLAS.ti 22 Trial Version for identification of themes.

Question 1:**Figure 3: Thematic Map Lecturer Personality Traits and SUFO Ratings**

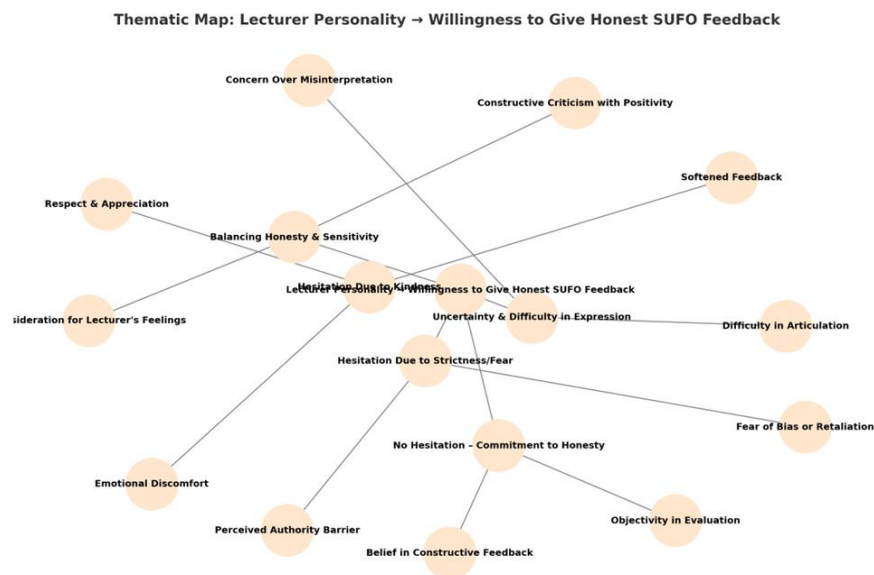
According to Figure 3, the thematic map illustrates how SUFO ratings are affected by lecturer personality traits, which can be seen from positive and negative perspectives. The positive impacts present qualities such as kindness, supportiveness, encouragement, and enthusiasm. These impacts influence students in fostering student engagement and motivation. However, the negative impacts are being unapproachable, unprofessional behaviour, imposing unnecessary requirements, or creating an intimidating environment. Based on the findings, some students acknowledge that their ratings are influenced by both teaching quality and the lecturer's personality, while others rate solely based on teaching performance, thereby preserving objectivity and minimizing bias. Some evidence shows mutual influence between personality and learning experience. Thus, it can be concluded that personalities do affect students in giving their ratings to the lecturers.

Question 2:**Figure 4: Thematic Map Influence of Lecturer Personality Traits**

In Figure 4, the open-ended question asks what are the qualities that influence the students to give higher ratings to their lecturers. The responses were described in two perspectives which are positive and negative perspectives. The positive traits are kindness, caring nature, enthusiasm, approachability and respect often lead students to give higher ratings. This is due to it enhances engagement, motivation and creating an encouraging classroom environment. However, students also rate lower to their lecturer due to negative traits which are unapproachability, rudeness, perceived unprofessional or pressuring students. These traits lead the students to feel uncomfortable or disengaged. Some students believed that personality and teaching quality are interrelated, while others believed objectivity by prioritising teaching quality and avoiding bias. Overall, the map presents personality can significantly enhance the learning experience, but some believe they should not mix personality and quality of teaching while rating the lecturers.

Question 3:**Figure 5: Thematic Map Lecturer Personality - Motivation & Learning Experience**

In Figure 5, it presents whether lecturer personality positively influences students' motivation and learning experience. Based on the feedback and comments from the students, encouragement, recognition of effort and personal care foster a supportive environment that encourages student morale. Additionally, approachability, friendliness and humour create a positive and engaging classroom atmosphere. Meanwhile, students are confident and also willing to participate when lecturers give clear explanations, relatable examples and are non-judgmental to the students. Other than that, students also stated that enthusiasm, passion and professionalism inspire students while role modelling and sharing life experiences provide motivation beyond academics. Hence, lecturers' personality contributes to a safe, encouraging and stimulating learning environment and at the same time promotes active participation and sustained motivation.

Question 4:**Figure 6: Thematic Map of Willingness to Give Honest SUFO Feedback**

According to findings featured in Figure 6, the open-ended question asked whether lecturer personality traits influence students' willingness to provide honest SUFO feedback. The themes from the feedback and comments showed that students are reluctant to be fully critical when the lecturers are kind, supportive or respectful because these positive traits support their emotional discomfort, appreciation or fear of hurting feelings which impacts on students to give lower ratings. Moreover, strictness or perceived authority can contribute to hesitation, which is affected by fear of bias, retaliation or negative perceptions. However, from the feedback and comments, some students struggle to respond with honesty due to worrying of misinterpretation. Meanwhile, others balance honesty with sensitivity in using constructive criticism and highlighting strengths alongside weaknesses. There are a few students who remain committed to objectivity, in which regard SUFO is a tool for grading lecturers' teaching quality instead of personality traits. Thus, these findings show that personality traits can shape students' feedback and comments based on lecturers' honesty, diplomacy and self-protection.

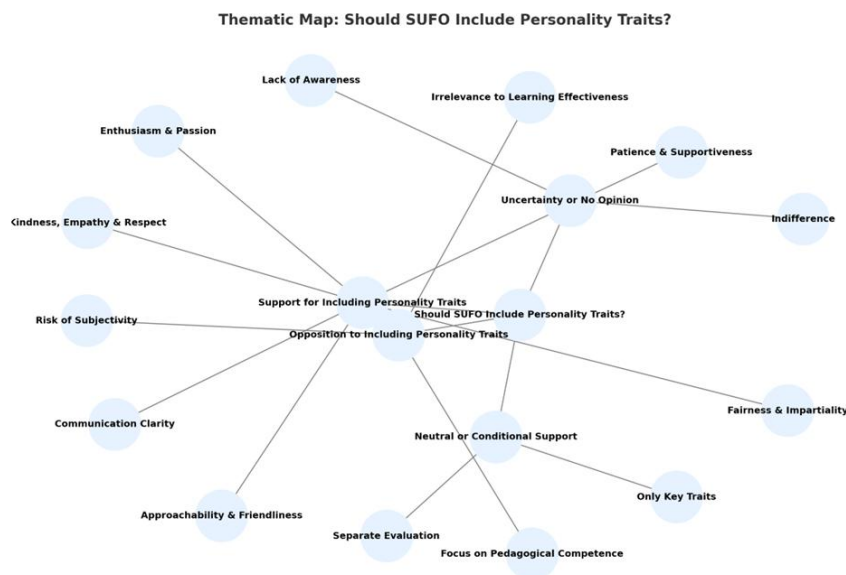
Question 5:

Figure 7: Thematic Map of Should SUFO Include Personality Traits

In Figure 7, it outlines various perspectives on whether SUFO should include personality. Many students agreed on the idea emphasizing on attributes like approachability, friendliness, kindness, empathy, respect, patience, supportiveness, enthusiasm, fairness and clear communication as the key factors in classroom engagement and the learning experience. While some expressed that these personality traits would be separated from teaching quality. They believed that when giving ratings to lecturers, it should be subjective, unbiased and solely focus on the pedagogical competence rather than personality traits. There is a small group that remains indecisive which shows their lack of awareness or perceives it has less impact. Overall, the map shows that personality traits play an important role in student experiences however, it should be balanced for fair and focused evaluation.

As a whole, these five thematic maps collectively present that lecturers' personality traits play a significant role in shaping students' perceptions, motivation and willingness to provide feedback through SUFO evaluation. Through the findings, traits such as kindness, empathy, approachability, enthusiasm and fairness consistently appeared. These traits are believed to have an influence in enhancing the learning environment, boosting students' confidence, and encouraging active participation, often leading to higher ratings. Conversely, negative traits, namely unapproachability, rudeness, unprofessional behaviour, and excessive strictness, can decrease students' motivation, create discomfort and lower the ratings. There is also a small number of students who strive for objectivity which focus solely on teaching quality and avoiding bias. Thus, these results highlight that lecturers' personality largely influences students' ratings.

Conclusion

In conclusion, the findings indicate that student ratings are tremendously positive across all six indicators (enthusiasm, confidence, friendliness/approachability, calm/composed demeanour, organisation, and expressive/engaging communication). This homogeneously high pattern suggests students perceive the focal lecturer's interpersonal traits very favourably. Students' responses also show a clear acknowledgement that lecturer personality affects SUFO ratings, hence achieving the main objective of this paper. The qualitative questions further suggest that students' SUFO judgements are intertwined with perceptions of lecturer personality; what students value in a lecturer's traits, whether they sometimes rate mainly on personality rather than pedagogy, and how demeanour can lift motivation in the classroom. The thematic maps show that students' SUFO judgements are shaped by a network of mutually reinforcing pathways rather than any single trait. Positive characteristics which are kindness, empathy, approachability, enthusiasm and fairness appear significantly. These characteristics are perceived to be essential in enhancing the learning climate, improving students' confidence, and promoting active participation, often resulting in higher ratings. On the contrary, negative characteristics which are unapproachability, impertinence, unprofessional behaviour, and extreme strictness, can lower students' motivation, create discomfort and lower the ratings. In summary, SUFO ratings appear to capture both instructional quality and more importantly personality-driven impressions.

Due to the consistently high ratings on lecturer personality (Section A), students' acknowledgment that personality shapes evaluations (Section B), and the qualitative themes of empathy, approachability, professionalism, and clarity, it is recommended that lecturers purposely translate their interpersonal strengths into visible, teachable routines. Specifically, structure each session with clear objectives and concise closing recap to consolidate clarity and organisation of each class session. Other than that, lecturers should also show professionalism and responsibility through setting of clear timelines at the beginning of the semester, transparent rubrics, and providing prompt, criterion-referenced feedback. Lecturers are also encouraged to cultivate approachability and empathy, provide accessible channels for queries; promote inclusivity and respect by establishing participation norms, using diverse examples, and ensuring materials are accessible to all students. Lecturers are also urged to employ humour sensibly to uplift the classroom atmosphere. To sustain improvement and build trust, lecturers should implement a brief mid-semester feedback pulse (for example, elicit feedback on what helps, what hinders, one change for next week). These practices align interpersonal style with pedagogical practices, thereby enhancing student motivation, satisfaction, and understanding while strengthening the validity of SUFO profiles. At the same time, future research may work with larger sampling size, focus on gender disparities and even reexamine the SUFO constructs to attain better understanding on the influence of lecturer personality in the teaching and learning context.

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