

## Students' Perceptions of "Good" Lecturers' Attributes

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### Abstract

In recent years, lecturers have tried to satisfy many expectations from policymakers, administrators, and students. This study is a preliminary attempt to accomplish an adequate framework to evaluate lecturers by grasping multidimensional assessments (MDA), namely higher-education lecturer policies, faculty evaluation in universities and colleges, and students' perceptions. The study aims to investigate the students' perceptions of good lecturers' attributes based on the assessment integrated from commonalities of MDA. Twenty-nine undergraduate participants are involved in this study. The study findings indicate that students evaluate lecturers' professional knowledge/practice and utilizing educational technologies to enhance the effectiveness of teaching and learning. Furthermore, students highly appreciated the lecturer's willingness and readiness to support their studies and consult their difficulties. This study helps lecturers to self-evaluate and make significant improvements to the teaching process. Students have a better chance to understand the assessment of teaching evaluation and give their feedback/opinions so that educational institutions, educational profession practitioners, especially lecturers, satisfy their demands and expectations.

**Keywords:** Higher education, lecturers' attributes, Vietnamese higher education, professional practice, code of ethical conduct

### 1. Introduction

Teaching roles, skills, and expertized knowledge are often considered as the three main requirements of a university lecturer (Hall, 1996). In the current educational context, the system of ratings of lecturers in higher education across countries has moved to market-orientation (Ek *et al.*, 2013). In this incident, university and college institutions play as service providers for customers (students). Lecturers (intermediaries) are mainly responsible for directly bringing the services to the students. As a part of the service, lecturers are concerned about customers' feedback. Students' perceptions should be considered a significant part of the educational industry (Eagle & Brennan, 2007).

Ministries of Education and Training issues the lecturer evaluating policies. Universities and colleges require lecturers to fulfill those criteria for teaching profession practice. As intermediaries, lecturers represent universities to bring the service to students and notice their feedback. It is a fact that lecturers

are required to respond to the demand from both sides, including service providers – universities/colleges and customers – students.

Specifically, the criteria of universities and colleges put on lecturers are mechanic and not flexible. Similar to prior studies, students' perception is suitable for the new educational context since students are the ones who directly experience educational services, and they can be particularly aware of the services they are employing. Unfortunately, there is a weakness of this perception because of its insufficient reliability and validity.

Lecturers are facing difficulties in satisfying the expectations from several dimensions; this study aims to investigate students' perception referencing the higher education policies of Ministries of Education and Training, lecturer evaluation in universities and colleges, and previous studies about students' perceptions to gather the commonality framework to define what makes a good lecturer. The current study addresses the research question below

*What are students' perceptions of a good lecturer based on the evaluation integrated from commonalities of multidimensional assessments?*

## **2. Literature review**

There exists a considerable body of literature on defining a good teacher/ lecturer in different dimensions, namely higher-education lecturer policies, faculty evaluation in universities and colleges, and students' perceptions. However, it is insufficient to draw up a complete theoretical framework from a single dimension to evaluate lecturers. It requires the node of elements from the point of view of policymakers, the criteria in university teaching evaluation forms, and students' expectations mentioned in separated parts.

### **2.1 Policies**

#### ***2.1.1. Vietnamese policies***

In Viet Nam, according to Nguyen's study (2018), education is the most significant sector that partly enhances the development of the nation. Previous studies show that lecturers have the most frequent contact with students outside the family during the developmental stage. Therefore, it can be technical proof that lecturers' standards significantly impact students' learning outcomes and styles. Different policies have been released to shape professional expectations because of the importance of lecturers' role to students. To provide the official framework for the standards of lecturers, the Vietnamese Ministry of Education and Training promulgated Circular 40/2020/TT-BGDĐT and Decree 90/2020/ND-CP about evaluating lecturer attributes (Vietnamese Ministry of Education and Training, 2020a & 2020b). These policies require lecturers at universities and colleges to meet the following standards:

**Table 1:** Policies standards in Vietnam

Policies	Standards in Vietnam
Professional knowledge and practice	Comprehending and planning for implementing effective teaching and learning Constructing and developing curriculums and syllabus Employing technology in carrying out educational duties Enhancing professional qualifications and political argumentation Facilitating students self-learning Having a master's degree or higher certificate related to the teaching subject Having an effective teaching methodology (preparing lectures, lecturer performance, teaching techniques and teaching experiences) Mastering the general and expert knowledge Organizing and attending science research (research published in scientific journals, guiding and accessing students' science research) Participating in master/doctoral training program Utilizing teaching facilities safely and efficiently
Professional engagement	Being willing to help students and colleagues Getting on well with communities Having a proper relationship with students and colleagues Treating students and colleagues with courtesy

**2.1.2. Commonalities in five studied countries' policies**

Not only does the Vietnamese Government highly address the role of professional standards, but also it becomes increasingly important in many countries around the world. Since education is one of the main sectors contributing to driving a country (Nguyen, 2018), the quality of lecturers influences the management of the stability of educational works (Sachs, 2003). Several nations have their method to describe lecturers' criteria by issuing plenty of policies. The authors reference the policies of Australia, New Zealand, Thailand, New York, and the United Arab Emirates to gather similar standards evaluating the quality of lecturers.

**Table 2:** Commonalities in five studied countries' policies (Australia, the US, New Zealand, Thailand, and the United Arab Emirates)

Policies	Standards in countries
Professional knowledge and practice	Being able to give constructive feedback to students as well as receiving feedback from students to modify professional teaching strategies Being well-prepared the lessons before starting the class Creating and maintaining safe and challenging learning environments through classroom management Employing safe and proficient pedagogical technologies and facilities Having the expertise and capabilities to formulate and coordinate successful teaching strategies Selecting and using resources based on a thorough understanding of the core of the program, pedagogy, progress in learning

	Understanding students with linguistic and cultural diversity, religion, gender identity, and social-economic backgrounds Utilizing a range of strategies and approaches to meet the needs of all students
Professional engagement	Being able to support students and colleagues Engaging professionally with students, colleagues, and communities Getting a decent interaction with learners and colleagues

There are many variations among countries in culture and political institutions but the outlook on the standards of lecturers seems to be very similar in several countries. These common elements are just a part of general policies for higher education lecturers of six nations; namely, New York (US), Australia, Thailand, New Zealand, United Arab Emigrants, and Vietnam, include:

**Table 3:** Commonalities in six studied countries' policies (Australia, the US, New Zealand, Vietnam, Thailand, and the United Arab Emirates)

Policies	Standards in countries
Professional knowledge and practice	Having plenty of teaching strategies to respond to students' learning styles Having expertise and capabilities to formulate and coordinate successful teaching strategies Having professional knowledge about the essence of the curriculum, pedagogy, and learning progress to select, organize and coordinate learning materials Integrating technologies and facilities proficiently Preparing the lessons carefully in advance
Professional engagement	Being supportive Interacting with students, colleagues

The ethical aspect is often vigorously assessed by governments to increase the integrity of professional standards, and it influences students in such a beneficial way. Some countries, namely Albania, Azerbaijan, Finland, Iceland, Russia, Thailand, Vietnam, and the United Kingdom, pay attention to the Code of Ethics in the educational policies. These codes include equity justice, integrity, fairness, honesty, responsibility, and respect for others.

## 2.2 Evaluation on lecturers

Lecturers are evaluated based on both administrators' assessment and students' feedback during each academic semester. Campbell (2005) indicated that the aim of the evaluation is defining the lecturer's effectiveness in higher education, yet the process involves the students as in the evaluator's role.

### 2.2.1. The current students' role in the process of evaluation in higher education

In In the administrators' belief, students' feedback is as a reliable and objective source of judging the information (Campbell, 2005). The students are capable of giving meaningful data to enhance teaching

effectiveness. In the current educational context, there is a shift in teacher rating systems across countries. Higher education has transformed into market orientation (Ek *et al.*, 2013). Students tend to express their expectations and desire to assess the quality of the teaching method. According to Eagle and Brennan (2007), there is a famous notation in the United Kingdom that students in higher education have paid substantial tuition fees. Thus, they deserve to receive good services as customers. Eagle and Brennan (2007) also argued that the educational environment is different and unsuitable for a "marketplace" metaphor. Notwithstanding, this argument goes against the Negotiating Proposal for Education Services of the WTO (World Trade Organization, 2001). The Proposal aims for customers (students) to receive the best educational services from educational institutions, especially from instructors. Students have the right to obtain and evaluate the excellent service itself.

Following the GATS (World Trade Organization, 2008), the Vietnamese government has accepted higher education as a service (Tran, 2007). Tran further presented that lecturer evaluation has become an effective procedure, particularly for the assessment of students. In a similar vein, in Australia, the current SET survey system appeals to Commonwealth Ministers of Education; such imperatives have given way to a market-oriented understanding of education. In this sense, higher education in Australia is joining the consumer services sector (Slade & McConville, 2006). Slade and McConville (2006) described whether the quality requirements satisfy students; the teaching technique is considered a quality product in a business sense. In addition, lecturers proactively solve problems in classroom environments, not the school system itself nor the government.

### **2.2.2. Student evaluation of teaching in higher education**

Most colleges and universities use the Student Evaluation of Teaching (SET) to evaluate teaching effectiveness in the classroom setting (Campbell, 2005; Clayson, 2008; Kelly, 2012). Kogan, Schoenfeld-Tacher, and Hellyer (2010) reported that SET is an efficient tool for enhancing teaching and student learning consequences over recent years. Many researchers also discussed the use of SET to scale teaching effectiveness and thus determined faculty promotion or tenure (Beran *et al.*, 2005; Campbell, 2005; Clayson, 2013). From various reports, Hammonds, Mariano, Ammons, and Chambers (2010) indicated that instructors have a constructive attitude towards using SET and strive to take suggestions into account. In addition, many instructors claimed that these inputs help provide them with a justification for improvements in the teaching style and content of the course (Moore & Kuol, 2005).

Faculty members do not always value SET feedback (Kogan, Schoenfeld-Tacher, & Hellyer, 2010; Slade & McConville, 2006). Several concerns about the validity and reliability of SET in the assessment process. Further, faculty members share concerns about whether students are knowledgeable or careful to assess teaching properly (Simpson & Siguaw, 2000). While they claimed that the matter of students' authority in evaluating teaching effectiveness, also miserable for the SET to be the only measurement gauge of teaching effectiveness. Notwithstanding, educating students about the evaluation process can improve the quality of student feedback (Spiller & Ferguson, 2011). Campbell (2005) and Keeley *et al.* (2013) suggest whether the students want to be a part of the evaluating process, carefulness, honesty, and fair judgment.

### ***2.2.3. Commonalities of attributes in the student evaluation form***

Based on the attributes in the sample student evaluation form at 11 universities and colleges adapted from the study of Gravestock and Gregor-Greenleaf (2008). The set of attributes among universities have been compared and drawn out six common instruments.

- Engagement (encouraging student participation)
- Evaluation and assessment (evaluating and assessing student work fairly)
- Feedback (giving timely feedbacks and constructive feedback)
- Organization (being well prepared in advance, explaining explicit course materials, presenting course materials with enthusiasm)
- Research-based development (attending scientific research activities, establishing scientific research)
- Respect (treating students with respect)
- Services (availability for consultation in class and out-of-class)
- Teaching skills (answering students' questions thoroughly, used a variety of activities in class)

### **2.3 Students' perception towards "good lecturers"**

Su and Wood (2012) also said that accessing students' views is considered one of the best ways to reach teaching excellence in higher education. Undergraduate students' perceptions of teaching excellence include professionalism, personalism, and teaching performance.

The professionalism of lecturers is a great benefit to undergraduate students and plays a vital role in lecturer quality (Schuck, Gordon, & Buchanan, 2008). Su and Wood (2012) asserted that professionalism in teaching excellence is a complex combination of various criteria. They include being authoritative, being an expert in knowledge and skills, applying knowledge to real-life scenarios, providing speedy feedback, and being good at using educational technologies. There are many elements of excellent teaching (competence, punctuality, responsibility, professional experience, well-prepared classes, and fulfill tutorial duties). In an agreement with Rahman (2017) pointed out some significant priorities in teaching excellence containing responsibility with the material assigned, learning objectives should be prepared well and achieved, accommodating students' needs, and controlling homeroom situation. Professionalism plays a significant role in lecturers' teaching excellence, stimulating students' motivation, imparting practical knowledge, and accumulating scientific knowledge.

Personalism is one of the most critical attributes in teaching excellence. The attributes of professional engagement are friendliness, good people skills, empathy, being a good listener, understanding, inspiring students' confidence, and being a good person. Su and Wood (2012) asserted that being supportive and approachable cannot be ignored when mentioning the excellence of teaching. According to Tran (2007), evaluating teaching excellence from students' perception is a high-quality

method to improve the quality of education through professional engagement, which is in-class activities and community responsibility.

### 3. Methodology

The qualitative design is the primary research approach of this study because it deals with existence, interpretation, and phenomenon comprehension. Qualitative researchers do not set up a contrived situation, nor do they let participants complete available instruments to see actual acts and behaviors of individuals within the context. We want to pursue the nature of our research field and the Social Constructivism Worldview (Creswell & Creswell, 2017). It is the fact that each person has their own opinion to perceive how good lecturers are. Notably, participants find it hard to express their views when provided an existing instrument (e.g., a questionnaire). It seems to shape the respondents in such a passive situation since somehow the answers are not suitable to what they genuinely want to share. In addition, we want to explore the problems from different perspectives and what participants experience. Notably, this study depends on the Grounded Theory framework developed by Glaser and Strauss (2014), an inductive method providing a process for collecting, synthesizing, analyzing, and conceptualizing qualitative data for theoretical purposes.

This study collected data of 35 students from the freshman to junior/senior with different majors at FPT Can Tho University with the participation to investigate and gain in-depth information into students' perception toward a good lecturer. A purposive sampling technique was employed to select participants; this method is most useful for research purposes to pick a sample. According to Allen (1971), it is crucial to identify the quality of participants when using this sampling technique. Snedecor (1939) suggested that the researcher needs to have cultural preparation before getting the sample to find qualified and reliable participants. Bernard (2002), Campbell (1955), Seidler (1974), and Tremblay (1957) defined in their research that the informants are observant, reflective of the community who have intensive knowledge about the culture and are both competent and eager to share their knowledge. We conducted a deliberate choice of participants who could meet these five criteria:

- Studying at least two semesters at FPT Can Tho University
- Studying with at least three lecturers
- Being willing to be interviewed
- Being willing to express an opinion
- Being open to give the fact/truth

We conducted conversational interviewing in the study as the primary technique for collecting and analyzing details. Schober and Conrad (1997) claimed that survey interviewers read questions correctly in words. If participants get confused with the questions, interviewers explain key terms and simplify them in their own words.

The use of conversational interviewing within a multiple-case framework (Rosenwald, 1988) addresses research questions in psychology. Schober and Conrad (1999) stated that interviewers should engage in a casual conversation, deviating from a standardized scenario to ensure that respondents interpret questions accurately and consistently. Particularly, it takes about 15 minutes to 30 minutes

between one researcher and one participant. In the beginning, there are 2 minutes spent to get close to the participant, which stimulates them to involve quickly in the context and catch up with the flow of questions confidentially. The list of different situations manipulates the views of participants based on the theoretical sampling gathered from MDA. It aims to keep the conversations going on the purpose and preventing participants from losing their focus. The benefit of the tool is to provide a relaxed and comfortable environment that encourages participants to share as many experiences as possible. Schober and Conrad (1999) once again claimed that conversational interviewing leads to a more consistent understanding of the questions, especially when the circumstances of the respondents are atypical. In the case of dealing with atypical conditions, affecting the accuracy of the responses when respondents cannot receive assistance from interviewers. Conversational interviewing can make the best of the incentives when respondents ask for the explanation they need.

We designed a semi-structured questionnaire from MDA to draw lecturers' attributes on the students' perception. We employ guiding questions for participants to investigate the significance of information for research purposes. Furthermore, researchers expect respondents to furnish new outcomes. If the participants provided yes/no answers, interviewers are likely to encourage them to provide more information by giving Wh-questions to exploit more findings. The questions used in the current study were in a clear structure which is rather convenient for respondents to answer and respond in the way they deeply believe. We started taking notes and recording audio after getting permission from participants; each audio file lasted from 25-30 minutes. After the recording was complete, we kept a secure file to ensure identity security for all participants.

To ensure the quality of the questionnaire, we piloted a few students at the university where the participants studied, and we worked. Before conducting a pilot or interview, we sent an email to participants to schedule a time, arrange discreet interview locations with both comfort and private space. Each participant engaging in this study received commitments through consent forms and verbal commitment by researchers. We excluded 6 participants with answers that were not relevant to the research, and the final number of participants was 29. We created the Vietnamese version to ensure that the possible inability to understand the instructions or questions would not impact the responses if the participants were not native speakers of English. The questions are easy to answer, ensuring the conversation goes on purpose. Interviewers say what is needed to help respondents correctly interpret the questions (Conrad & Schober, 1997). Cicourel (1974), Clark (1992), and Tannen (1989) stated that the approach on a communicative point of view where partners need to collaborate, converse until they are confident that they understand each other precisely. We conducted face-to-face interviews, and during the interview process, we recorded the entire conversation and took notes carefully with the participants' permission. After completion, we transcribed the recording files to the Microsoft Word application, translated the whole dialogue into English, and categorized all the responses. Besides, the participants received a thank you email containing the text of the answers so that they confirmed their responses were receptive fully and correctly.

#### **4. Results**

This section describes the findings in line with the established research question. We present the results of interpreting data from conversational interviewing and certified whether the students' perception is consistent with the attributes of good lecturers from MDA.

#### 4.1 Professional knowledge/practice

Lecturers carry out scientific research activities in Vietnamese higher education policies as obligatory duties. It is a fact that most students (69%) participating in the conversational interviewing are also interested in their lecturers' scientific research activities. Furthermore, they highly value lecturers with extensive research experience. Significantly, the research works are recognized as concrete demonstrations that lecturers gain knowledge and practical experiences. Therefore, the more research lecturers prepare for themselves, the more reliability is formed in students' mindsets

*The research achievements are significant evidence, reflecting lecturers' capacity, knowledge, and experiences. Therefore, he/she shares or expresses his/her ideas and stories related to the subjects. I believe what they convey and always seek them for help whenever I confront difficulties.* (17<sup>th</sup> student, Graphic Design)

72,5% of the participants thought that a good lecturer should take advantage of educational technologies in the teaching process. For example:

*I especially respect my lecturer, who is responsible for my English fundamental level class since she thoroughly utilizes instructional applications like Google Classroom, Kahoot, and Quizlet to enhance our vocabulary knowledge and grammatical structures.* (27<sup>th</sup> student, Multimedia Communication)

In addition, integrating technologies into the teaching and learning process stimulates students' involvement in the lessons and enhances their ability to comprehend lectures efficiently:

*Combining technologies into the traditional teaching methods, particularly the effectiveness of the projector, helps me gain a better understanding because of the vivid images and sound. Therefore, I find myself more interested and be a part of the lesson.* (7<sup>th</sup> student, Business Administration)

On the other hand, certain opinions are in reverse to MDA. They do not mind whether lecturers can apply technologies in class:

*The Dean in my faculty rarely uses educational applications while teaching; however, we truly admire and appreciate him because of his extensive knowledge and contribution to our university.* (22<sup>nd</sup> student, English Language)

This claim accounted for 62% of students' responses. They honestly respected lecturers who could point out students' mistakes and provide positive feedback promptly. It can be clear that this finding is in line with the result of Su and Wood (2012). It is an excellent opportunity for them to identify their limitations, contemporaneously explore what they need to improve to enhance the learning capacity of students:

*The essence of my major is involved in ideal development and creativity. Therefore, I always need advice from the lecturers about my ideas, and lecturers are willing to listen and give prompt suggestions.* (17<sup>th</sup> student, Graphic Design)

Students prefer to approach a variety of teaching methods that stimulate them in their learning process. They believe that successful lecturers can change teaching techniques to harmonize the learning capacity of the classroom. It is entirely in line with the results of 65.5 % of students indicated that good lecturers are versatile in their method of teaching and generate numerous educational-related activities:

*The lecturers who try to create plenty of teaching strategies are excellent. They can comprehend the expectations and learning capacity of each student. It helps me feel more positive in the lesson. (9<sup>th</sup> student, English Language)*

Numerous students said that lecturers are capable of identifying, self-evaluating, and mitigating shortcomings in their instructional practices are exceptionally good:

*Lecturers should prepare themselves for adapting essential skills. If they can understand students' psychology and learning capacity to self-evaluate and adjust their instructional techniques, I highly value these adjustment actions. (7<sup>th</sup> student, Business Administration)*

All respondents (100%) agreed that the good lecturers are experts at the subject materials, able to respond thoroughly to issues related to the subjects, and meet the main to students. Moreover, they can guide students on how to apply knowledge to real-life scenarios.

*To evaluate the good lecturers, I strongly focus on what I have learned from them. I honestly appreciate lecturers who have deep knowledge about the subjects and persuasively explain the issue. (23<sup>rd</sup> student, Multimedia Communication)*

*Lecturers deserve to be good when they prepare themselves as a great source of knowledge and transfer theory into the practical context (9<sup>th</sup> student, English Language)*

#### **4.2 Professional engagement**

It is significant to note that seventeen cases of this study greatly appreciate lecturers who are willing to support students even out of class time. Lecturers are eager to help students with a warm and conscientious attitude. Several examples of the respondents provide that:

*The lecturers I have studied are willing to support students even though they are very busy. Last semester, I got trouble with my presentation skill and found my old lecturer to get advice. I truly respect her willingness and support. (23<sup>rd</sup> student, Multimedia Communication)*

As can be inferred from the participants' responses (90%), they are highly grateful to the lecturers who provide inspiration and support in education and social relations when they encounter problems that inspire them to overcome difficulties. It is similar to the study of Gravestock and Gregor-Greenleaf (2008), researching 11 university and college student evaluation forms. This finding is consistent with the result of the study by Su and Wood (2012) that encouragement, support, and motivation cannot be overlooked to define good university lecturers:

*I feel better and get the motivation to continue studying thanks to my lecturers' advice whenever I am under pressure. (14<sup>th</sup> student, Japanese Language)*

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*Besides ensuring professional aspects, lecturers should pay attention to students' psychology. A lecturer can understand their students and support academic and social affairs deserved to be a good lecturer. (23<sup>rd</sup> student, Multimedia Communication)*

*I usually have several questions about my products, and my lecturer is willing to stay for half an hour to guide me to the best solution. He said that if I had any further questions, please feel free to contact him. I intensively appreciate his enthusiastic energy. (17<sup>th</sup> student, Graphic Design)*

### 4.3 Ethical conduct

Nineteen respondents (65.5%) revealed that they were disappointed with prejudiced lecturers and discriminated against in the academic environment. They immediately underestimated the unfair lecturers and did not want to study the subjects that the lecturers were in charge:

*I highly respect the lecturers who behave similarly to all students and do not concentrate on any individual. (8<sup>th</sup> student, English Language)*

*A lecturer who places too much concern on a person or a group creates negative feelings in the classroom. It makes me feel ignored and disrespected and I will underestimate this lecturer. (26<sup>th</sup> student, Hospitality Management)*

Nineteen students (69%) immediately point out that students have admiration and expectations for lecturers. Therefore, they believe that lecturers must have an attitude of respect for the differences of each student:

*The relationship between lecturers and students depends on mutual respect. We cannot deny the role of each other because of the intimate interaction. It may harm both teaching and learning. (17<sup>th</sup> student, Graphic Design)*

*In my opinion, respect for students is the prerequisite factor that lecturers have to keep in mind. I'm afraid I have to disagree with the lecturers who express their rude attitude to students in any circumstance. (7<sup>th</sup> student, Business Administration)*

The responsibility of their instructors is less evident to students:

*I assume that every lecturer is responsible for providing teaching materials, informing subject information, and guiding students to approach the subject. There are fundamental things that lecturers have to ensure to students. It does not affect my judgment about lecturers. (13<sup>th</sup> Student, English Language)*

Being social and friendly is just indicated in terms of students' perceptions. According to Su and Wood (2012), specified friendliness is one of the main attributes of professional engagement. However, they have not been mentioned in the educational policies as well as universities and colleges. Significantly, nearly 45 percent of participants assume that good lecturers are pleasant and friendly. They stated that the attitude of lecturers has a huge influence on their educational experience. Besides, they prefer to study with lecturers who can inspire positive energy in students:

*I love studying with sociable, friendly lecturers that I do not have a lecturer-student hierarchy. (27<sup>th</sup> student, Multimedia Communication)*

*When I need suggestions, I often look for pleasant and friendly lecturers. There are many excellent lecturers, but they are not nice and willing to share, making me afraid to contact them. (17<sup>th</sup> Graphic Design)*

From the student's point of view, good lecturers are willing to listen to students' inquiries, opinions, and sharing. Students find themselves to be valued, recognized, and respected:

*The lecturers who deny listening to students' sharing to modify their teaching strategies to meet students' expectations are not valued even though they are intensively experts in the subject. (14<sup>th</sup> Japanese Language)*

Participants in the study were concerned about punctuality when talking about how they thought about good lecturers:

*Punctuality illustrates the discipline and conscientiousness of the lecturers; a good lecturer is always ready to work, reflected in being present on time before class. I highly appreciate the punctual lecturers. (7<sup>th</sup> Business Administration)*

The results demonstrate notable attributes that evaluate an excellent lecturer—mastering the subject expertise, supporting and encouraging students, and utilizing considerate educational technologies. Acquiring from the responses, being sociable and friendly in teaching, being a good listener, and being punctual is highly valued.

## **5. Discussion**

The study findings contribute an adequate framework that can be used to evaluate lecturers by grasping multidimensional assessments (MDA) with respect to higher-education lecturer policies, faculty evaluation in universities and colleges, and students' perceptions.

Firstly, the results indicate that mastering the subject knowledge is the leading factor in reaching excellent teaching performance. Students highly value lecturers who can respond to students' questions related to the subject thoroughly and meet the goal of the main content of the lesson. Students also frankly applauded lecturers with profound knowledge, convincingly explaining the problems and applying theories into practical contexts. Expertise knowledge includes a comprehensive understanding of the subject, flexible teaching techniques, classroom management, and dealing with problems effectively. In line with previous studies, Biggs and Moore (1993) and Mullock (2003) claimed that lecturers possessing profound knowledge have various strategies in planning teaching activities to get students' active participation and solve classroom problems effectively.

Secondly, the results illustrated that professional knowledge/practice and lecturers' utilizing educational technologies in teaching activities get students involved in the lessons. Integration of technologies into teaching and learning stimulates students' interest and strengthens their ability to grasp lectures effectively. Students claimed that Google Classroom, Kahoot, and Quizlet applications assist them in enhancing vocabularies and improving grammatical structures. Significantly, the projector plays a significant role in gaining a better understanding because of the possibility of showing

sparkling images and sound. It also encourages students' creativity in learning. Eventually, the application of educational technologies into teaching and learning increases students' interest and improves their ability to interpret lectures effectively.

Thirdly, students highly evaluated timely constructive feedback. This finding is similar to the results of Su and Wood (2012) that the feedback from the lecturers partly determines students' success in university. The lecturer's feedback is of great significance when it contributes to helping students recognize the limitations to improve themselves. Feedback relates to the subject benefits students' cohesion in learning. Constructive feedback to students is a crucial strategy in learning and teaching (Ramsden,1998). Knight & Yorke (2003) indicated that students are eager to receive feedback appropriate to their level. They also pointed out that lecturers need to be fair when they give feedback. In addition, students find constructive feedback from lecturers meaningful, which encourages them to become more interested and involved in the subjects. At the same time, giving feedback also reflects the assessment capacity in professional practice and professionalism of the faculty. Giving feedback is also an essential aspect of professional practice for university lecturers and helps them improve their teaching. (Knight, 2002; Nicholls, 2002; Ramsden 2003). A noticeable outcome is the punctuality variable that students highly evaluate lecturer professionalism. It is one of the criteria in the assessment of faculty members at FPT University and Ryerson University.

Fourthly, the application of educational technologies into teaching is increasingly important. This result recommends lecturers using technology in teaching and learning activities to achieve successful learning outcomes. Students appreciate lecturers' integrating activities on the online learning platforms such as the "Kahoot" (Kahoot. it), "Google classroom" (classroom.google.com), "Quizlet." (quizlet.com). This result ties well with previous studies wherein online platforms like Google Classroom are of significant value. Previous studies emphasize that using an online platform helps students become more independent and flexible in the learning process than in traditional learning environments. Su and Wood (2012) point out good teachers can upgrade themselves and use educational technologies. The need to access high-quality teaching programs at prestigious universities has been fulfilled by online distance learning. Harvard University provides accredited online learning courses to engage students' interest in their curriculum (online-learning.harvard.edu). Online learning platforms offer students an opportunity to enroll in various home courses with advanced educational programs. Due to the Covid-19 epidemic since late 2020, the education sector is facing enormous challenges in using technology to maintain learning continuity. Lecturers make efforts to modify their teaching methodologies and delivery techniques for teaching effectiveness on the online learning platforms, for which they may be unprecedentedly prepared. This implication demand is evaluated by the educational community and tertiary institutions as the most feasible way of learning, despite the limitations in connection quality and devices. In short, the significant role of the application of technology in e-teaching and e-learning has become an indispensable requirement in education settings.

Lastly, the present study indicated that students' appreciation and admiration for lecturers who are supportive, inspiring, and motivating both in educational and social relations. It is in accordance with the study by Su and Wood (2012), being supportive is a vital factor in reaching teaching excellence in higher education. Students tend to give a special grateful thank to lecturers' advice when they need support. They also asserted that good lecturers are willing to listen to their problems and suggest

possible solutions. The study results conclude that a good lecturer is more likely to offer students support, encouragement, and motivation. According to research by Su and Wood (2012), the majority of 100 studied students' perspectives appreciated the sociability and the friendliness of lecturers. As has been previously reported in the literature, being sociable and friendly is the necessary criteria of lecturers.

## 6. Conclusion

This study suggests several implications for universities, lecturers, and university students. Our results cast the evaluation framework to evaluate good lecturers in universities and colleges. Universities may refer to the current study results to have a better understanding of undergraduate students' perceptions. Our findings provide significant results that can be used for evaluating qualified university lecturers. The evaluation framework is suggested to employ qualified lecturers. The primary concern of this study is to investigate students' perceptions of good lecturers. Sok-Foon, Sze-Yin, and Yin-Fah (2012) claimed that characteristics or qualities play a significant role in assessing lecturer performance. Evaluating the performance of lecturers at the end of each semester is widely implemented by many universities. The results of the evaluation are beneficial in helping lecturers improve some of the shortcomings as well as meet students' expectations of the faculty. This study explores the evaluation criteria of a university lecturer and draws a table of common standards that contribute to determining the essentials of a good lecturer.

## Compliance of research and publication ethics

I, as the Corresponding Author, declare and undertake that in the study titled as "Students' Perceptions of "Good" Lecturers' Attributes", scientific, ethical and citation rules were followed; Turkish Online Journal of Qualitative Inquiry Journal Editorial Board has no responsibility for all ethical violations to be encountered, that all responsibility belongs to the author/s and that this study has not been sent to any other academic publication platform for evaluation.

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