

# The Undesirable Behaviors of the Faculty Member from the Postgraduate Students' Perspective in Al Aqsa University

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**Abstract:** This study aimed at investigating the most common undesirable behaviors of Al Aqsa University faculty members. It also aimed at figuring out any possible differences due to the postgraduates' gender, academic specializations, and ages, as the study sample consisted of (76) postgraduate students among all the postgraduates of Al Aqsa University. The researchers followed the analytical descriptive approach to achieve the goals of the study, using the needed statistical tests. The results showed that the top undesirable staff members' behaviors from the postgraduate students of Al Aqsa University are mock the students' abilities and ideas, bothered by the students' questions during lectures, using the students in carrying out personal favors, and ignoring recording the attendance of the students. It is worth mentioning that there are no statistically significant differences in the results of the study due to the variables of gender, age, and the academic specialization. Finally, the study recommends the university administration to conduct professional courses in the communication skills for the faculty members so that they can better perform and handle their responsibilities, as well as the need for further in-depth research on the undesirable behaviors of the university students from the perspective of their faculty members in order to achieve a deeper and wider understanding of all the educational problems.

**Keywords:** Undesirable Behaviors, Al Aqsa faculty members, and Postgraduate Students.

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## 1. INTRODUCTION

All countries around the world are conscious that its growth and development cannot be accomplished without their human capital. Therefore, countries work at developing the competencies of their residents, and investing in them to confront the challenges of the era of knowledge revolution. Hence, the message of a university is not restricted to preparing educated people only, but has also extended to include research and community service to develop its society. Notwithstanding the significance roles carried out by universities to figure out the most important responsibilities of any university that is teaching and learning.

It is worth mentioning that university staff members play many important roles in their society. These include scientific research and community service, besides teaching. Consequently, the relationship between the student and the university staff members is not as unimportant as some people may think. It is just as significant as the student's relationship with their parents, families, the society they live in or the university they are joining. In this regard, the teaching staff member's positive behavior leads to evolving the students' mental, social, emotional and skillful capabilities which prepare them to face the changes and challenges of life (Ja'nini, 2006:7).

In the same vein, it should be considered that developing the teaching efficiency of university staff members is a part and parcel of their students' awareness of the factors that affect their teaching efficiency. It is worth mentioning that it seems to be many teaching staff members who are not aware of their students' perceptions towards them during the teaching

process, besides many university staff who are unconscious of the benefits of behaviors based on the respect of their students (Maqabla and Abu Ghazal, 2012:601). Accordingly, the current study could benefit the Palestinian universities staff members in developing and improving their performance, as well as providing information for concerned bodies at Al Aqsa University notifying them of the problems facing the postgraduate students because of their teachers.

## 2. PREVIOUS STUDIES

Upon on that, many researchers' recognized the importance of students' evaluation to their teachers' behaviors. Various studies were conducted in this field, such as (Maqabla and Abu Ghazal, 2012) who aimed at identifying the major undesired behaviors of the teaching staff members from their' students perspective in Al Yarmouk University. The sample of that study were (1278) male and female students. The descriptive analytical approach was followed by the two researchers, as the results ranked the most undesired behaviors to be: concentrating on one style of questions in the exams, giving a huge amount of information in the lectures, over focusing on the study material without considering the activities, too much concentration on the attendance, not accepting students' justifications and excuses, not giving attention to the social and psychological problems of the students, ignoring the conditions of the students and roughly dealing with the students. The study results also revealed statistically significant differences in the scopes of the personal traits and the relationship with teaching staff members. Those differences were showed in favor of the male university students. Conversely, statistically significant differences were displayed in favor of females in the scope of classroom management, while, differences were in favor of the third and fourth years, in the scope of the staff members teaching efficiency.

The (Al Sanad: 2012) study aimed at investigating the variances between the attitudes of post-graduate students at the school of Education in the University of Damascus when evaluating their staff members' performances. The study also tackled figuring out the most significant features due to the variables of gender, specialization, type of attitude and university. On a sample of (59) male and female students from different specializations, the researcher used the descriptive analytical approach in his study. The results showed that: there were no statistically significant differences in the students' perceptions of their teachers due to the students' gender. The results also showed neutral perceptions towards the staff members among most of the students. Additionally, no statistically significant differences were found in the students' views of the staff members and the extent to which the staff members attained personal and academic, and social interaction features.

The (Tayyim: 2008) study aimed at identifying the views of the post-graduates in the teaching performance of the teaching staff members in the faculty of post-graduate studies at Al Najah National University in Palestine. Following the descriptive analytical method, on a sample consisted of (152) male and female postgraduates, the results indicated that the opinions of the post-graduate students in their teachers were generally positive in all the scopes of the study.

The (Hidalgo: 2000) study aimed at identifying the effect of using commanding methods by teachers on social relations. The study sample consisted of (350) male and female ninth grade students. The results displayed that the commanding methods adopted by the teachers deny the students from benefiting from the classes and direct the students to carry out aggressive behaviors as a reaction to those of their teacher.

The (Ogden: 2007) study aimed at identifying the characteristics of the good active teachers from the perspective of the Tennessee students in the US. The study sample consisted of (150) male and female students. The study results presented that the most wanted teacher characteristics were: good understanding of the situations of the students, enthusiasm in their working, creativeness and organization, besides the fairness and good communication.

The (Freeze, C.R., et al, 2004) study aimed at recognizing the evaluation degrees of the of the teaching staff members' performance from the perspective of their students. The study sample consisted of (112) students from a university in the state of South Carolina to represent the teaching evaluation which measured five dimensions: planning, education, management, social communication and attitude. The study results revealed that the evaluations of the students improve the teaching skills of the teachers, and the teacher performance as well. Therefore, considering the evaluation of the students to their teachers is a beneficial tool in the educational process.

Based on the presentation of the previous studies, both Arabic and English, it can be concluded that university students experience difficulties and challenges during their university life. The diverse results of these studies indicates differences in the behaviors of teaching staff members of the same university. It is also noticed from the afore-mentioned studies that most of them deal with students' attitudes towards their teachers such as the (Al Sanad: 2012) study, (Tayyim: 2008) study

and the (Freeze, C.R., & et al, 2004) study. However, to the best of the researchers' knowledge, the (Maqabla, Abu Ghazal, 2012) study was the only study which aimed at identifying the most significant undesired behaviors of the teaching staff members from the perspective of Al Yarmouk University students. This current study is characterized in dealing with the undesirable behaviors of the Faculty Member from the points of view of the postgraduate students in Al Aqsa University.

### Study Problem:

During their work as teaching staff members in various universities, the two researchers noticed that students usually complain about their teachers' behaviors and ways of treatment. Among those complains were: the absence of the lecturers without pre-notification, forcing the students to assist them in personal tasks, besides mocking their students' abilities and thoughts. On the other hand, the two researchers noticed complaints by some teaching staff members about the low teacher evaluation grades of their students. Hence, the researchers found it earnest to conduct a study aiming at determining the undesirable behaviors of the teaching staff members from the perspective of the postgraduate students in Al Aqsa University. The study also aimed at suggesting the positive behaviors to be considered by the teaching staff members, especially since there are no enough studies within the Palestinian context that looked into such issue deeply. Precisely, the study was carried out in the aim of answering the following questions:

- 1- What are the undesired personal behaviors of the teaching staff members from the perspective of the postgraduate students in Al Aqsa University?
- 2- What are the undesired professional behaviors of the teaching staff members from the perspective of the postgraduate students in Al Aqsa University?
- 3- Are there any statistically significant differences at a significance level of  $(0.05 \geq \alpha)$  in the responses of the study sample for the undesired behaviors of the teaching staff members attributed to the study variables i.e. (gender, age, and the academic specialization)?

### Terminology of study:

The researchers defined the following terms procedurally:

- **Undesired Behaviors:** the behaviors of the faculty members because of which postgraduate students feel uncomfortable at Al-Aqsa University while interacting with their teachers inside or outside the classrooms.
- **University Teaching Staff Member:** is a lecturer at Al-Aqsa University and is responsible for teaching postgraduate courses in the university for the academic year 2017-2018.
- **Postgraduate students:** all the students enrolled in the Masters programs at Al-Aqsa University for the academic year 2017-2018.
- **Al - Aqsa University:** a governmental university established as a teacher's institute under the administration of the Egyptian government, in 1955. Its goal was to prepare and qualify teachers. In 1991, the Institute developed into a college known as the College of Education. Since then, the College has gradually grown in its educational plans, scientific departments, professors, and students. At the beginning of the academic year 2000/2001 it has become Al Aqsa University.

### Study Procedures:

In this part of the study, the two researchers deal with the study approach, population and sample, as well as, the study instrument, preparation steps and statistical methods used. Below is a description of these elements:

### Study Approach:

The study followed the descriptive analytical approach. This approach is described by (Al Agha & Al Ustaz, 2000) as a method that studies a phenomenon, event or an issue present at the current time from which information can be obtained to answer the study questions with no intervention to it by the researcher.

### Study Population:

The study population consists of all the students enrolled in the Master programs at Al-Aqsa University that reached (190) students, according to the statistics of the registration department at the tackled university for the academic year 2014-2015 AD.

### 3. STUDY SAMPLE

The sample of the present study consisted of (76) postgraduate students to represent 40% of the population who were chosen randomly. Table No (1) shows the distribution of the study sample individuals according to the study variables.

**Table No (1) The distribution of the study sample individuals according to the study variables**

Variables	Levels	No	%
Academic Specialization	Educational Administration	14	18.4
	Arabic Language	23	30.3
	Psychology	39	51.3
	<b>Total</b>	76	100
Gender	Male	26	34.2
	Female	50	65.8
	<b>Total</b>	76	100
Age	From 20 – 30	49	64.5
	From 31 – 40	24	31.6
	From 41 – 50	3	3.9
	<b>Total</b>	76	100

#### Study Tool:

The questionnaire aimed at identifying the undesired behaviors of the teaching staff members from the viewpoint of Al Aqsa postgraduate students. After reviewing the related literature and previous studies such as Al Sanad study (2012) and Tayyim study (2008), the two researchers structured the study questionnaire according to the following steps:

- 1- Determining the main scopes of the questionnaire which are two i.e. (personal behaviors of the teaching staff members, and the professional ones)
- 2- Drafting the questionnaire items according to their relevance to the scope, in the light of the previous studies.
- 3- Preparing the first draft of the questionnaire which included (40) items.
- 4- The questionnaire was delivered to a group of (10) educational trustees.
- 5- After making the amendments recommended by the trustees by deleting, changing, adding and rewording some items, the number of questionnaire items was (30). Each item was given a weight according to a Likert graded scale (very high, high, average, low, and very low).

**Table No.(2) The Scopes and the Items of the Questionnaire**

The Scope	No.
personal behaviors of the teaching staff members	14
professional behaviors of the teaching staff members	16

#### Questionnaire Psychometric Properties:

##### Scale Validity:

It is worth mentioning that scale validity is defined by (Ubeidat, 1999) as the ability to measure what it is meant to measure. The two researchers used the following methods to confirm the scale validity of the questionnaire:

##### a. Trustees Validity:

The two researchers showed the questionnaire in its first draft to a number of trustees who are experts in the field of education. The researchers requested from the trustees to give their feedback, remarks and suggestions regarding the instrument and its suitability to measure the study objectives. The researchers obtained some thoughts and suggestions from the trustees. In light of these suggestions, the researchers reworded some items and deleted, added and merged others. The final total number of the questionnaire items was (30).

**b. Internal Consistency Validity:**

The internal consistency validity was defined by (Abu Libda, 1982) as the consistency of the individual's responses from one item to the others. In other words, the internal consistency validity refers to the collaboration of all the tool items in measuring a certain characteristic of the individual. In this regard, it was found that the instrument's internal consistency validity was present in the study sample of (76) postgraduate students from Al Aqsa University, as Pearson correlation coefficient was measured between each of the questionnaire items and the total degree of the scope to identify the strength of the resulting correlation coefficient. The following tables (3) show this:

**Table No (3) Correlation coefficient of each of the items of the first scope: Personal Behaviors of the Teaching staff members'**

No.	Items	Coefficient correlation	Level of significance
1	The teachers are patient with their students.	0.518**	significant(0.01)
2	The teachers allow their students to follow them in entering the lecture rooms.	0.482**	significant(0.01)
3	The teachers are cheerful in class.	0.579**	significant(0.01)
4	The teachers are considerate of the social conditions of their students.	0.586**	significant(0.01)
5	The teachers do not utter bad language.	0.468**	significant(0.01)
6	The teachers pay attention to their dressing and appearance.	0.373*	significant(0.05)
7	The teachers do not care about recording the attendance of the students.	0.166	Insignificant
8	The teachers care about strengthening human relations with their students.	0.390*	significant(0.05)
9	The teachers do what they say.	0.592**	significant(0.01)
10	The teachers adhere to appointments with their students.	0.377*	significant(0.05)
11	The teachers adhere to the common culture.	0.421**	significant(0.01)
12	The teachers boast about themselves and talk about their achievements during the lecture.	0.111	Insignificant
13	The teachers use their students in carrying out personal favors.	0.001	Insignificant
14	The teachers admit their flaws and acknowledge the correctness of their students.	0.448**	significant(0.01)

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\*. Correlation is significant at the 0.05 level (2-tailed).

**Table No(4) Correlation coefficient of each of the items of the first scope: Teaching staff members' professional behaviors:**

No.	Items	Coefficient correlation	Level of significance
15	The teachers make connections between the study material and real life.	0.173	Insignificant
16	The teachers are able to deliver information properly.	0.443**	significant(0.01)
17	The teachers deliver information to their students gradually.	0.331*	significant(0.05)
18	The teachers are unable to speak in standard Arabic while lecturing.	0.203	insignificant
19	The teachers give large study loads to their students.	0.359*	significant(0.05)
20	The teachers use various teaching methods while	0.407**	significant(0.01)

	lecturing.		
21	The teachers use teaching aids to deliver information	0.582**	significant(0.01)
22	The teachers stick to lecture hours.	0.236	insignificant
23	The teachers cover a large part of the study material during each class.	0.343*	significant(0.05)
24	The teachers listen to their students' complaints.	0.174	insignificant
25	The teachers have a strong grasp of the material they teach.	0.289	insignificant
26	The teachers neglect their students' questions claiming the lack of time during lectures.	0.377*	significant(0.05)
27	The teachers are bothered by their students' questions during lectures.	0.343*	significant(0.05)
28	The teachers consider the individual differences between their students.	0.060	insignificant
29	The teachers mock their students' abilities and ideas.	0.284	insignificant
30	The teachers are able to assert order in class appropriately.	0.393*	significant(0.05)

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Table (3) and (4) shows that most of the questionnaire items are statistically significant at ( $\alpha=0.01$ ) and ( $\alpha=0.05$ ). It is worth mention that the researchers have included the rest of the items for their importance in each scope. This confirms that the questionnaire has a good degree of Internal Consistency Validity, which reassures the researchers to conduct it on the study sample. To verify the internal consistency validity of the scopes, the researchers calculated the correlation coefficients between the degree of each of the scopes of the questionnaire to the overall degree of the questionnaire, as it is showed in Table (5)

**Table No (5) Correlation Coefficients Between the Degree of each of the scopes of the questionnaire to the overall degree of the questionnaire**

No.	The Scope	Coefficient correlation	Level of significance
1	Personal behaviors of the teaching staff members	0.912**	significant(0.01)
2	Professional behaviors of the teaching staff members	0.861**	significant(0.01)

It is obvious from the table (5) that the two scopes are significantly associated with the overall degree of the questionnaire with a significant correlation ( $\alpha=0.01$ ), which confirms that the questionnaire has a high degree of internal consistency.

#### Reliability:

The accuracy of the questionnaire was determined after piloting it on an exploratory sample by calculating the Cronbach alpha factor using the SPSS program, where the value of the alpha coefficient was obtained for the scopes of the questionnaire, as well as its value for the scale as a whole, as it is displayed in Table (6)

**Table No (6) Alpha-Cronbach Coefficient for the whole Questionnaire**

Number of items	Alpha-Cronbach Coefficient
30	0.711

Table (6) shows that the value of the total stability coefficient of the questionnaire is (0.711) which indicates the acceptability of the degree of stability.

### The Results:

To answer the study questions, the statistical program (SPSS) was used for the data analysis and processing in order to measure the means, standard deviations, percentages. Additionally, T test, one way ANOVA, and the Scheffe test were conducted to gain all the needed results. The results of the study are discussed as follows:

#### Answering and Discussing the First question

#### The First Question: What are the undesired personal behaviors of the teaching staff member from the perspective of the postgraduate students in Al Aqsa University?

To answer this question, the two researchers calculated the means and the standard deviations of each item in the first scope of the questionnaire, as the top prominent 5 items were identified in the scope. The following table illustrates this:

**Table (7) The Means, and the standard deviations of the top 5 items in the questionnaire for the First scope "Personal behaviors of the faculty member"**

No.	Items	Mean	Standard deviation	Rank
1	The teachers use their students in carrying out personal favors.	3.93	1.24	1
2	The teachers do not care about recording the attendance of the students.	3.53	1.09	2
3	The teachers admit their flaws and acknowledge the correctness of their students.	3.42	1.22	3
4	The teachers boast about themselves and talk about their achievements during the lecture.	2.99	1.27	4
5	The teachers are cheerful in class.	2.66	1.04	5

Table (7) shows the top five undesirable personal behaviors of the faculty member in Al Aqsa University from its postgraduates' perspective. It also shows that the averages of the top five items ranged from (2.66) to (3.93) i.e. (The teachers use their students in carrying out personal favors.) and (The teachers are cheerful in class.). The same table reveals that the personal qualities related to the super ego are predominate over the qualities of the teaching staff members such as using the students in carrying out personal favors, and boasting about themselves and talk about their achievements during the lecture, besides the absence of the sense of humor and the strictness in recording the students' attendance, have a negative impact on the relationship between the teaching staff members and the students in Al Aqsa University. This may be due to the teacher's belief that postgraduate students must be more serious and responsible when compared to undergraduate students.

#### The Second Question: What are the undesired professional behaviors of the teaching staff member from the perspective of the postgraduate students in Al Aqsa University?

To answer this question, the two researchers calculated the means and the standard deviations of each item in the second scope of the questionnaire, as the top prominent 5 items were identified in the scope. The following table illustrates this:

**Table (8) The Means and the standard deviations of the top 5 items in the questionnaire for the second scope "Professional behaviors of the faculty member"**

NO.	Items	Mean	Standard deviation	Rank
1	The teachers mock their students' abilities and ideas.	3.82	1.23	1
2	The teachers are bothered by their students' questions during lectures.	3.70	1.27	2
3	The teachers neglect their students' questions claiming the lack of time during lectures	3.66	1.22	3
4	The teachers are unable to speak in standard Arabic while lecturing.	3.25	1.14	4
5	The teachers consider the individual differences between their students.	3.00	1.06	5

Table (8) shows the top five undesirable professional behaviors of the faculty member in Alaqsa University from its postgraduates' perspective. It also shows that the averages of the top five items ranged between (3.82) and (3.00) i.e. (The teachers mock their students' abilities and ideas) and (The teachers consider the individual differences between their students). The same table reveals that the results of the professional behaviors related to the communication skills with the students in the methods of dealing with questions, dialogue, discussion and the use of the standard language, as well as considering the differences between students, showed the lack of communication skills and effective dialogue among teachers, bearing in mind that such skills are an important elements in the teaching process and positively contribute to achieving the educational goals. This may be due to the teacher's belief that the educational level of the students may not be up to the effective communication skills, while lecturing is more suitable with them.

**The means and the standard deviations of all the items of the questionnaire are displayed below:**

**Table No (9) The means and the standard deviations of the first scope "personal undesirable behavior of the faculty member"**

No.	Items	Mean	Standard deviation	Rank
1	The teachers are patient with their students.	2.42	1.00	9
2	The teachers allow their students to follow them in entering the lecture rooms.	1.78	1.00	14
3	The teachers are cheerful in class.	2.66	1.04	5
4	The teachers are considerate of the social conditions of their students.	2.45	1.11	8
5	The teachers do not utter bad language.	2.05	1.06	12
6	The teachers pay attention to their dressing and appearance.	2.09	1.11	11
7	The teachers do not care about recording the attendance of the students.	3.53	1.09	2
8	The teachers care about strengthening human relations with their students.	2.49	1.06	7
9	The teachers do what they say.	2.55	1.02	6
10	The teachers adhere to appointments with their students.	2.18	1.04	10
11	The teachers adhere to the common culture.	1.96	0.84	13
12	The teachers boast about themselves and talk about their achievements during the lecture.	2.99	1.27	4
13	The teachers use their students in carrying out personal favors.	3.93	1.24	1
14	The teachers admit their flaws and acknowledge the correctness of their students.	3.42	1.22	3

Table (9) shows that the highest mean in the first scope, "The personal behavior of the faculty member", hit (3.93) for to item (13), which states that "The teachers use their students in carrying out personal favors), while the lowest mean reached (1.78) to item (2) Which states (The teachers allow their students to follow them in entering the lecture rooms), as the total mean of this scope was (2.61).

**Table No (10) The means and the standard deviations of the second scope "professional undesirable behavior of the faculty member"**

No.	Items	Mean	Standard deviation	Rank
1	The teachers make connections between the study material and real life.	2.28	1.08	12
2	The teachers are able to deliver information properly.	2.39	0.90	10
3	The teachers deliver information to their students gradually.	2.25	0.87	13



4	The teachers are unable to speak in standard Arabic while lecturing.	3.25	1.14	4
5	The teachers give large study loads to their students.	2.75	1.20	9
6	The teachers use various teaching methods while lecturing.	2.95	1.01	7
7	The teachers use teaching aids to deliver information	2.99	1.01	6
8	The teachers stick to lecture hours.	2.32	0.98	11
9	The teachers cover a large part of the study material during each class.	2.24	0.91	14
10	The teachers listen to their students' complaints.	2.80	1.08	8
11	The teachers have a strong grasp of the material they teach.	2.05	0.98	16
12	The teachers neglect their students' questions claiming the lack of time during lectures.	3.66	1.22	3
13	The teachers are bothered by their students' questions during lectures.	3.70	1.27	2
14	The teachers consider the individual differences between their students.	3.00	1.06	5
15	The teachers mock their students' abilities and ideas.	3.82	1.23	1
16	The teachers are able to assert order in class appropriately.	2.14	1.13	15

Table (10) indicates that the highest mean in the second field, "the professional behaviors of the faculty member", stretch to (3.82) for the item (15), which states that "The teachers mock their students' abilities and ideas", while the minimum mean reached (2.05) for the item (11) (The teachers have a strong grasp of the material they teach.). The overall mean of this scope got (2.79)

**The Third Question: Are there any statistically significant differences at a significance level of ( $\alpha \leq 0.05$ ) in the responses of the study sample for the undesired behaviors of the teaching staff member attributed to the study variables i.e. (gender, age, and the academic specialization)?**

To answer this question, the researchers figured out the means and the standard deviations of the two scopes of the study according to the variables (gender, age, and specialization), as it is highlighted in Table (11)

**Table (11) The results of the T-Test for the study scopes according to their gender**

The Scope	Variable	Means	Satandard Deviation	"F Value	" Test "T" -T Value	Degree of FreedomDF	Significance	
Personal Behavior of the teaching staff member	Gender	Male	2.65	0.50	0.019	0.588	72	0.558
		Female	2.58	0.50				
	Gender	Male	2.81	0.38	2.9	0.353	72	0.725
		Female	2.78	0.32				

Table (11) shows that the significance value of the first scope is (0.558), which is not statistically significant. Therefore there are no statistically significant differences due to the gender variable at the level of significance ( $\alpha \leq 0.05$ ) in the first scope i.e. "personal behavior". Also the same table presents that the significance value of the second scope is (0.725), which also indicates that it is not statistically significant. Hence, there are no statistically significant differences due to gender at the level of significance ( $\alpha \leq 0.05$ ) in the second scope i.e "professional behavior".

**Table (12) One-Why ANOVA, to explore the differences in the undesired behavior of the faculty member from the perspective of the postgraduate students at Al-Aqsa University due to age**

		Sum of Squares	df	Mean Square	F	Sig.
The first scope "Personal Behavior of the teaching staff member"	Between Groups	.308	2	.154	.618	.542
	Within Groups	18.197	73	.249		
	Total	18.505	75			
The second scope "Professional Behavior of the teaching staff member"	Between Groups	.969	2	.485	4.662	.012
	Within Groups	7.588	73	.104		
	Total	8.557	75			

In Table (12), the One-Why ANOVA analysis shows that the value of (F) is (0.618), and that the value of the (Sig) for the first scope is (0.542) which is not statistically significant. Therefore, there are no statistically significant differences attributed to the variable of age at the level ( $\alpha \leq 0.05$ ) in the first scope i.e. "personal behaviors of a faculty member".

The same table, on the other hand, shows that the value of (F) is (4.662), and that the value of the (sig) for the first scope is (0.012), that is statistically significant. Therefore, there are statistically significant differences attributed to the age variable at the level of ( $\alpha \leq 0.05$ ) in the second scope i.e. "the professional behavior of a faculty member". In order to determine the direction of these statistical differences, the Schaffe test was conducted, where the following results were obtained:

**Table (13) The results of the Post Hoc Tests in Shaffe analysis to identify the differences in responses attributed to the variable of teaching experience in the second scope**

Dependent Variable	Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.
The second scope "Professional Behavior of the teaching staff member"	20-30	31-40	.00266	.08032	.999
		41-50	.58078*	.19175	.013
	31-40	20-30	-.00266-	.08032	.999
		41-50	.57813*	.19743	.017
	41-50	20-30	-.58078-*	.19175	.013
		31-40	-.57813-*	.19743	.017

Table (13) shows that the value of the (Sig) according to age (from 20 - 30, from 41 - 50) was (0.013) that is statistically significant and that there are statistically significant differences, in favor of those aged (from 20 - 30), at the level of ( $\alpha \leq 0.05$ ) in the responses of the sample in the second scope i.e. "professional behavior of the faculty member".

The same table demonstrates that the value of (Sig) according to age (from 31 - 40, from 41 - 50) is (0.017) which is statistically significant and that there were statistically significant differences, in favor of those aged (31 - 40) at the level of ( $\alpha \leq 0.05$ ) in the second scope "professional behavior of a faculty member"

This may be due to lack some of the faculty members to the communication skills, effective dialogue, and modern teaching methods that are suitable to the younger learners who aged (20-40) years old, because those younger students prefer modern communication skills that go with the technological development in the present century.

**Table (14) One-Why ANOVA, to explore the differences in the undesired behavior of the faculty member from the perspective of the postgraduate students at Al-Aqsa University due to the academic specialization**

		Sum of Squares	df	Mean Square	F	Sig.
The first scope "Personal Behavior of the teaching staff member"	Between Groups	.538	2	.269	1.092	.341
	Within Groups	17.967	73	.246		
	Total	18.505	75			
The second scope "Professional Behavior of the teaching staff member"	Between Groups	.336	2	.168	1.490	.232
	Within Groups	8.221	73	.113		
	Total	8.557	75			

Table (14) illustrates that the value of (F) is (1.092) and that the value of the (sig) in the first scope is (0.341), which shows that there is no statistically significance. Therefore, there is no statistically significant differences, attributed to the specialization variable, in the first scope i.e. "personal behaviors of a faculty member". The same table shows that the value of (F) is (1.490) and that the value of (Sig) is (0.232). Therefore, there is no statistically significant differences, attributed to the specialization variable, at the level of ( $\alpha \leq 0.05$ ) in the second scope i.e. "professional behaviors of a faculty member".

#### 4. RECOMMENDATIONS

- 1) The faculty member should acquire modern communication skills that are commensurate with the nature and the characteristics of the adult learners.
- 2) The faculty member should balance his role as a teacher and his human role. Hence, s\he should be humble and open to the students' human and personal circumstances.
- 3) The need to draw the attention of university staff members to the importance of using standard language while communicating with students.
- 4) The university administration should conduct professional courses in the communication skills for the faculty members so that they can better perform and handle their responsibilities.
- 5) The need for further in-depth research on the undesirable behaviors of the university students from the perspective of their faculty members in order to achieve a deeper and wider understanding of all the educational problems.

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