

The desired behavior of the teaching staff members from the viewpoint of the UCAS students

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Abstract:

The study aims at identifying the desired behavior of the teaching staff members from the viewpoint of the UCAS students. The two researchers used the descriptive analytical method. The study sample consisted of (310) male and female students from UCAS who were chosen randomly from the study population. A questionnaire was designed consisting of (40) questions covering two subjects: the personal behavior of the teaching staff member and the professional behavior of the teaching staff member. The study obtained a number of results of which the most important were: there are no statistically significant differences at a significance level of ($\alpha \leq 0.05$) in the answers of the study sample regarding the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the academic specialization variable. Also, there are no statistically significant differences at a significance level of ($\alpha \leq 0.05$) in the answers of the study sample regarding the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the gender variable.

Key words: (Desired behaviors- UCAS)

Introduction:

All countries around the world seek to develop themselves in all aspects of life. They are aware that this development cannot be achieved without their human elements. Therefore, countries work at developing the capabilities of their citizens, increasing their efficiencies and investing in them to face the challenges of life, especially in this age of knowledge acceleration. Therefore, a university's message is not limited to educating and preparing educated people only, but has also broadened in scope to include research, community service and working on developing society as a whole towards the best. Despite the importance of all the roles carried out by a university, the main concentration is on teaching and learning which are considered the most important obligations and responsibilities of any university.

It is worth mentioning that a university teacher plays many large and important roles in society. These include teaching, scientific research and community service. Therefore, the relationship between a student and his university professor is not as unimportant as some people think. It is just as important as a student's relationship with his parents, family, the society he lives in or the

university he attends. A teaching staff member's positive behavior leads to developing the mental, social, emotional and skillful abilities of the student in a way that makes him well prepared to face the accelerating scientific challenges and changes (Ja'nini, 2006: 7).

It is also worth mentioning that in order for a university professor to develop his teaching efficiency, he must be clearly and specifically aware of the factors that affect his students' awareness of his teaching efficiency. In many cases, teaching staff members are not aware of their students' perceptions towards them while carrying out the teaching process. Many teachers are unaware of the advantages of behaviors based on respect of their students (Maqabla and Abu Ghazal, 2012: 601).

Based on that, students' evaluations of their teachers' behaviors have caught the attention of many researchers. Many studies were carried out such as (Maqabla and Abu Ghazal, 2012) which aimed at identifying the most significant undesired behaviors of teaching staff members from the viewpoint of Al Yarmouk University students. The study sample of this study consisted of (1278) male and female students of all Al Yarmouk university faculties. The two researchers used the descriptive analytical method and the study results showed that the most undesired behaviors were: concentrating on one style of questions in exams, giving a large amount of information in each lecture, concentrating too much on the study material and not paying enough attention to activities, too much emphasis on attendance, not accepting students' excuses, not giving concern to the social and psychological problems of the students, lack of consideration to the conditions of the students and treating the students harshly. The study results also showed statistically significant differences in the areas of personal traits and the relationship with teaching staff members. The differences were found in favor of males. Differences were found in favor of females in the area of class management. In the area of the efficiency of teaching staff members, differences were in favor of third and fourth years.

The (Al Sanad: 2012) study aimed at identifying the differences between post-graduate students perceptions at the Faculty of Education at the University of Damascus when evaluating their teachers' performances. It aimed at showing the most important characteristics according to the variables of gender, specialization, type of trend and university. The study sample consisted of (59) male and female students of various specializations. The researcher used the descriptive analytical method in this study.

The study results showed that: there were no statistically significant differences between male and female post-graduate students of the faculty of education at the University of Damascus in their perceptions of their teachers. Most of the students had neutral perceptions towards their teachers. Also, no statistically significant differences were found in the students' views of their teachers and the extent to which the teachers acquired personal and academic characteristics, as well as, social interaction ones.

The (Tayyim: 2008) study aimed at identifying post-graduate students' views of the teaching performance of the teaching staff members at the faculty of post-graduate studies at the Al Najah National University in Palestine. The study sample consisted of (152) male and female postgraduate students and the researcher used the descriptive analytical method.

The study results showed that the post-graduate students' views of their teachers were of a high degree in general in all areas.

The (Hidalgo: 2000) study aimed at identifying the effect of using authoritative methods by teachers on social relations. The study sample consisted of (350) male and female ninth grade students. The results showed that: authoritative methods carried out by the teacher deprive the students from benefiting from class and lead to the students carrying out aggressive behaviors in opposition to those of their teacher.

The (Ogden: 2007) study aimed at identifying the characteristics of good active teachers from the viewpoint of the Tennessee students in the US. The study sample consisted of (150) male and female students.

The study results showed that the most desired teacher characteristics were: good understanding of the conditions of the students, working with enthusiasm, creativeness and organization, as well as, fairness and good communication.

The (Freeze, C.R., et al, 2004) study aimed at identifying the evaluation degrees of the performance of the teaching staff members from the viewpoint of their students. The study sample consisted of (112) students from a university in the state of South Carolina who represented the teaching evaluation which measured five dimensions: planning, education, management, social communication and direction. The study results showed that student evaluations lead to an improvement in the educational and performance skills of the teachers. Therefore, this is considered a beneficial tool in the educational process.

It can be noticed from the presentation of the previous studies, both Arabic and foreign, that students face troubles during their university studies. The results of these studies varied which 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' trends towards their teachers such as the (Al Sanad: 2012) study, (Tayyim: 2008) study and the (Freeze, C.R., & et al, 2004) study. However, the (Maqabla, Abu Ghazal, 2012) study was the only one which sought to identify the most significant undesired behaviors of the teaching staff members from the viewpoint of the Al Yarmouk University students. This current study is characterized in dealing with the desired behaviors of the teaching staff members from the viewpoint of UCAS students.

Study Problem:

During their work as members of the teaching staff at UCAS, the two researchers noticed many complaints by students of the college regarding their teachers. Some teachers were absent from their classes without informing their students. Other teachers took advantage of their students to assist them in personal duties and some teachers mocked their students' abilities and ideas. The two researchers also noticed complaints by some teaching staff members of the low teacher evaluation grades of their students. Therefore, the researchers felt an urgency to carry out a study aiming at determining the desired behaviors of the UCAS teaching staff members from the viewpoint of the students of the college. The study also aimed at suggesting suitable ways of enhancing positive behaviors, especially since the researchers could not find a single study that looked into this issue deeply. Precisely, the study was carried out in the aim of answering the following questions:

- 1- What are the personal behaviors required for the members of the teaching staff from the viewpoint of UCAS students?
- 2- What are the professional behaviors required for the teaching staff members from the viewpoint of UCAS students?
- 3- Are there any statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample for the desired behaviors of the teaching staff members from the viewpoint of UCAS students attributed to the two variables: (academic specialization, gender)?

Study Objectives:

- 1- To identify the personal characteristics required for the teaching staff members from the viewpoint of UCAS students.
- 2- To shed light on the professional characteristics required for teaching staff members from the viewpoint of UCAS students.
- 3- To discover whether there is a difference in the desired behaviors of teaching staff members according to differences of students' gender, academic specializations and academic levels.

Study Importance:

- 1- This study could benefit Palestinian university teachers generally and UCAS teachers particularly in developing and improving their performance.
- 2- This study could provide information for concerned bodies at UCAS informing them of the problems facing the college's students because of their teachers.

Study Terminology:

The two researchers defined the following terms procedurally:

- Desired behaviors

Behaviors of teaching staff members which the students are comfortable with during their interaction with their teachers both inside and outside of the lecture room.

- University teaching staff member

He is the focal point of the university education system in areas of research, teaching, serving the community and participating in comprehensive development. He is the backbone and base of the university's development and the key to all reform. The university's success depends on his efficiency and production (Al Moajma'i, 2007: 2).

- UCAS

It is a university college that grants both bachelor and diploma degrees and focuses on both theoretical and applied aspects. It was opened in 1998 and was granted the distinction and creativity award in 2008 and the ISO 9001 certification in 2011. It aspires to become an international institution.

Study Variables:

- Independent variable: Desired behaviors.
- Subordinate variable: Teaching staff members.
- Alternating variable: Student gender.

Study Procedures:

The two researchers deal in this part of the study 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 was conducted according to the descriptive analytical method. This method is described as: "A method that studies a phenomenon, event or issue present at the current time and where information can be obtained from them to answer the study questions with no intervention to it by the researchers" (Al Agha & Al Ustaz, 2000: 83).

Study Population:

The study population consists of all UCAS students in Gaza. They amount to (4000) male and female students according to the statistics of the registration department at UCAS for the academic year 2014-2015 AD.

Study Sample:

The sample consisted of (310) UCAS students chosen randomly from the study population. 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	IT	1	.3
	Rehabilitation Sciences	2	.6
	Engineering Professions	21	6.8
	Health Professions	27	8.7
	Management & Finance Sciences	77	24.8
	Education Sciences	93	30.0
	Humanitarian Studies	55	17.7
	Industrial Professions	12	3.9
	BA	22	7.1
	Total	310	100.0
Gender	Male	134	43.2
	Female	176	56.8
	Total	310	100

Study Instrument

The questionnaire aimed at identifying the desired behaviors of the teaching staff members from the viewpoint of UCAS students. After reading educational literature and past studies close to the questionnaire's subject such as the Al Sanad study (2012) and the Tayyim study (2008), the two researchers assembled the study instrument according to the following steps:

- 1- Determining the main subjects of the questionnaire which were found to be two.
- 2- Drafting the questionnaire questions according to their subjects.
- 3- Preparing the first draft of the questionnaire which included (46) questions.
- 4- The questionnaire was shown to a group of (12) educational trustees. After making the amendments recommended by the trustees by deleting, changing, adding and rewording some questions, the number of questionnaire questions was (40). Each question was given a weight according to a quintuple graded scale (very high, high, average, low, and very low).

Questionnaire Psychometric Properties:

(Scale Validity):

(Ubeidat, 1999: 15) defines scale validity as: “the ability of the scale to measure what it is meant to measure”. The two researchers used the following methods to confirm scale validity:

a. (Trustees Validity):

The two researchers showed the instrument in its draft version to a number of trustees specialized in education. The researchers requested from the trustees to give their opinions, remarks and suggestions regarding the instrument and its suitability to measure the study objectives. The researchers obtained some ideas and suggestions from the trustees. In light of these suggestions, the researchers reworded some questions and deleted, added and merged others. The final total number of the questionnaire questions was (40).

b. (Internal Consistency Validity):

(Abu Libda, 1982: 72) defines internal consistency validity as “the uniformity of the individual’s performance from one question to the other and the collaboration of all the instrument questions in measuring a certain characteristic of the individual”. It was found that the instrument’s internal consistency validity was present in the study sample of (310) UCAS students. The correlation coefficient was measured between each of the questionnaire questions and the total degree of the questionnaire to identify the strength of the resulting correlation coefficient. The following tables (2-3) show this:

Table No (2)

Internal Consistency Validity of the questionnaire through Pearson correlation coefficients (N=54)

Correlation coefficient of each of the questions of the first subject: Teaching staff members’ personal behaviors:

Question No.	Question Correlation Coefficient in Questionnaire	Question No.	Question Correlation Coefficient in Questionnaire
1	.471**	9	.501**
2	.458**	10	.440**
3	.551**	11	.409**
4	.599**	12	.422**
5	.374**	13	.129*
6	.393**	14	.049
7	.317**	15	.401**
8	.496**	16	-.089-

(**) means that the correlation coefficient indicates a level of 0.05 (Critical value for R=0.361)

The previous table shows that all the correlation coefficients are statistically significant at a significance level of 0.05. This indicates that the questionnaire has a strong correlation between the questions and the total score of the questionnaire.

Table No. (3)

Internal consistency validity of the questionnaire in its second subject through Pearson correlation coefficients (N=54)

Correlation coefficient of each of the second subject questions: Teaching staff members' professional behaviors

Question No.	Question Correlation Coefficient in Questionnaire	Question No.	Question Correlation Coefficient in Questionnaire
17	.365**	29	.356**
18	.408**	30	.191**
19	.355**	31	.322**
20	.312**	32	.329**
21	.202**	33	.251**
22	.131*	34	.146**
23	.463**	35	.351**
24	.493**	36	.159**
25	.405**	37	.315**
26	.410**	38	.250**
27	.327**	39	.224**
28	.278**	40	.319**

(**) means that the correlation coefficient indicates a level of 0.05 (Critical value for $R=0.361$)
The previous table shows that all the correlation coefficients are statistically significant at a significance level of 0.05. This indicates that the questionnaire has strong correlation between the questions and the total score of the questionnaire.

c. Scale Reliability:

Reliability is: "a measurement providing almost the same results each time it is applied to the same group of individuals" (Abu Libda, 1982: 261). The reliability of the questionnaire coefficient was measured using the Cronbach alpha method.

Table No (4)

Scale reliability coefficients of the questionnaire of UCAS teaching staff members' desired behaviors from the viewpoint of the students using the Conbach alpha method

No. of Questions	No. of sample individuals	Alpha method
40	310	.701

The table shows that scale reliability coefficients are high. This proves the reliability and validity of the questionnaire.

Study Results and their Interpretation:

This part displays the most important results reached based on the statistical processes conducted to the data collected and analyzed by the study questionnaire.

Test Approved for the Study:

To determine the test approved for the study, the lengths of the cells were determined in the Likert Quintet Scale by calculating the range between the scale degrees ($5-1=4$) and then dividing it by the largest value of the scale to obtain the cell length ($4/5=0.80$). Then, this value was added to the lowest value of the scale (the beginning of the scale which is 1) to determine the highest limit of the cell. To interpret the study results and judge the level of response, the researchers depended on ordering the arithmetic means based on the subject levels of the questionnaire as a whole and the question levels of each subject individually. They made use of the test applied in the Fawwaz, Al Tamimi (2004: 42) study described in the following table. Therefore, the lengths of the cells were as shown in Table (5).

Table No (5)

Shows the test applied in the study

Cell Length	Relative Weight	Degree of Approval
From 1-1.80	20%-36%	Very low
Greater than 1.80-2.60	36%-52%	Low
Greater than 2.60-3.40	52%-68%	Average
Greater than 3.60-4.20	68%-84%	High
Greater than 4.20	84%-100%	Very high

Results Related to the Study's First Question:

The study's first question was as follows:

What are the personal behaviors required for the teaching staff members from the viewpoint of the UCAS students?

To answer this question, the two researchers calculated the means, repetitions and relative weights of each of the questionnaire questions. Table (6) shows this:

Table No (6)

The relative weights, means and standard deviations of each of the first subject's questions: Teaching staff members' personal behaviors:

No.	Rank	Paragraph	Mean	SD	Percentage	Response level
1	9	The teachers are patient with their students.	2.5065	.98119	50%	Low
2	10	The teachers allow their students to follow them in entering the lecture rooms.	2.4742	1.06320	49%	Low
3	8	The teachers are cheerful in class.	2.6484	1.05308	52%	Average
4	7	The teachers are considerate of the social conditions of their students.	2.7129	1.26369	54%	Average
5	16	The teachers do not utter bad language.	1.9323	1.05447	38%	Low
6	14	The teachers pay attention to their dressing and appearance.	2.1129	1.26829	42%	Low
7	3	The teachers do not care about taking attendance.	3.3839	1.30882	68%	Large
8	11	The teachers care about strengthening human relations with their students.	2.4484	1.03760	48%	Low
9	12	The teachers do what they say.	2.2968	.92903	45%	Low
10	5	The teachers are flexible with their students during exams.	3.3452	1.19338	66%	Average
11	13	The teachers adhere to appointments with their students.	2.1742	1.02176	43%	Low
12	15	The teachers adhere to the common culture.	1.9419	.97701	39%	Low
13	4	The teachers boast about themselves and talk about their achievements during the lecture.	3.3290	1.30773	67%	Average

14	1	The teachers use their students in carrying out personal favors.	4.0806	1.18920	81%	Large
15	6	The teachers admit their flaws and acknowledge the correctness of their students	3.0968	1.20825	61%	Average
16	2	The teachers are arrogant with their students.	4.0129	1.30712	80%	Large
Total			2.781	1.135239	55%	Average

Table (6) shows the relative weights, means and standard deviations of the teaching staff member's personal behaviors and the order of these elements according to their significance. The response to question No (14) was very high and its response percentage was (81%). The response was high for question No (16) and the response percentage was (80%). The response was average for question Nos. (13, 10, 15, 4, 3) and the response percentage was (52%- 67%). The response was low for questions (5, 12, 6, 11, 8, 9, and 2) and the response percentage was (38%- 49%). The total degree for the subject of teaching staff members' personal behaviors was average and the response percentage for them was (55%).

In regards to the second question: What are the professional behaviors required for the teaching staff members from the viewpoint of UCAS students?

The two researchers measured the means, frequencies and relative weights of all of the questionnaire's questions. Table (7) shows this.

Table No (7)

The relative weights, means and standard deviations of the teaching staff member's professional behaviors:

No.	Grade	Question	Mean	SD	Percentage	Response Level
17	39	The teachers make connections between the study material and real life.	2.0161	.96696	40%	Low
18	37	The teachers are able to deliver information properly.	2.1387	.90849	43%	Low
19	36	The teachers deliver information to their students gradually.	2.2677	.95663	44%	Low
20	24	The teachers are unable to speak in standard Arabic while lecturing.	3.1452	1.22866	64%	Average
21	29	The teachers give large	2.7290	1.26086	55%	Average

		study loads to their students.				
22	17	The teachers are absent a lot without notifying their students.	4.0323	1.16263	81%	High
23	33	The teachers use various teaching methods while lecturing.	2.4645	1.05375	49%	Low
24	32	The teachers use teaching aids to deliver information.	2.5194	1.11388	50%	Low
25	34	The teachers stick to lecture hours.	2.2806	1.14143	46%	Low
26	35	The teachers urge their students to read.	2.2613	1.05486	45%	Low
27	31	The teachers cover a large part of the study material during each class.	2.5516	1.00271	51%	Low
28	28	The teachers stick to office hours.	2.8806	1.30791	57%	Average
29	21	The teachers repeat exam questions during lectures.	3.5419	1.15883	71%	High
30	22	The teachers criticize some students harmfully.	3.4774	1.33577	70%	High
31	30	The teachers listen to their students' complaints.	2.7161	1.17280	54%	Average
32	40	The teachers have a strong grasp of the material they teach.	1.9419	.98032	39%	Low
33	20	The teachers neglect their students' questions for lack of time during lectures.	3.7000	1.18663	74%	High
34	19	The teachers are bothered by their students' questions during lectures.	3.7581	1.16981	75%	High
35	26	The teachers take into account the individual differences between their students.	2.9000	1.19587	59%	Average

36	18	The teachers mock their students' abilities and ideas.	3.9161	1.16561	78%	High
37	38	The teachers are able to assert order in class appropriately.	2.0968	.98713	42%	Low
38	25	The teachers form difficult exam questions to undermine the students.	3.1581	1.22442	63%	High
39	23	The teachers are late in submitting exam results.	3.2806	1.02174	66%	High
40	27	The teachers make revisions for the students before exams.	2.9000	1.29462	58%	Average
Total			2.861417	1.12718	57%	Average

The subject of the teaching staff member's professional behaviors gained an average grade and a relative weight of (57%).

Table (7) shows the relative weights, means and standard deviations of the teaching staff member's professional behaviors and the order of these elements according to their importance. The response was very high for question no. (22) and the response percentage was (81%). The response was high for question no. (36) and the response percentage was (78%). The response was average for question nos. (20, 35, 40, 28, 21, 31) and the response percentage was (54%- 64%). The response was low for question nos. (32, 17, 18, 19, 37, 26, 25, 23, 24, 27) and the response percentage was (39%- 51%). The total grade of the subject of teaching staff member's professional behavior was average and the response percentage was (57%).

Results of the Third Study Question:

The study's third question was:

Are there any statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the two variables: academic specialization and gender)?

To answer this question, the two researchers tested the two following zero hypotheses:

- 1- There are no statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the academic specialization variable.
- 2- There are no statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the gender variable.

Following are the results of the validity test of the two study hypotheses:

1. Results of the first hypothesis:

The first hypothesis states the following:

There are no statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the academic specialization variable.

To test the validity of this hypothesis, the two researchers used the One Way ANOVA test for the academic specialization variable.

Table (8)

ANOVA test for the significance of differences of desired teaching staff members' behaviors from the viewpoint of UCAS students attributed to the academic specialization variable

Subject: Teaching Staff Personal Behaviors		Total Boxes	Freedom Levels	Boxes Average	" F" Value	Significance Level
Questionnaire Questions	Between Groups	527.823	8	65.978	1.572	.132
	Inside Groups	12629.674	301	41.959		
	Total	13157.497	309			
Subject: Teaching Staff Professional Behaviors		Total Boxes	Freedom Levels	Boxes Average	" F" Value	Significance Level
Questionnaire Questions	Between Groups	484.693	8	60.587	.904	.514
	Inside Groups	20183.401	301	67.054		
	Total	20668.094	309			

Table (8) shows that there are no statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the academic specialization variable. The two researchers attribute this result to the agreement of the study sample's approaches, regardless of their academic specializations, towards the teaching staff members' desired behaviors from the viewpoint of the UCAS students.

2. Results of the second hypothesis:

The second hypothesis states the following:

There are no statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the gender variable.

To test the validity of this hypothesis, the two researchers used the One Way ANOVA test for the gender variable.

Table (9)

ANOVA test for the significance of differences of desired teaching staff members' behaviors from the viewpoint of UCAS students attributed to the gender variable

Subject: Teaching Staff Member's Personal Behaviors		Total Boxes	Freedom Levels	Boxes Average	" F" Value	Significance Level
Questionnaire Questions	Between Groups	78.972	2	39.486	.927	.397
	Inside Groups	13078.525	307	42.601		
	Total	13157.497	309			
Subject: Teaching Staff Member's Professional Behaviors		Total Boxes	Freedom Levels	Boxes Average	" F" Value	Significance Level
Questionnaire Questions	Between Groups	21.953	2	10.976	.163	.849
	Inside Groups	20646.141	207	67.251		
	Total	20668.094	209			

Table (9) shows that there are no statistically significant differences at a significance level of $(0.05 > \alpha)$ in the responses of the study sample to the desired behaviors of the teaching staff members from the viewpoint of UCAS students that can be attributed to the gender variable. The two researchers attribute this result to the agreement of the study sample's approaches, regardless of their gender, towards the teaching staff members' desired behaviors from the viewpoint of the UCAS students.

The recommendations:

In light of the findings of the study, the researchers recommends the following

1. Paying attention to prepare the faculty members at the University College in a comprehensive way.
2. The need to prepare the necessary training courses that provide the faculty members with the professional competencies while conducting teaching, and provide them with the skills that enable them to choose the appropriate teaching methods, and thus match professionally, and become more effective with their students.
3. Participation with Arab and foreign universities in the development of professional competencies among faculty members to get mutual benefit.
4. The need to raise the awareness of the university professors of the professional competencies favored by the students to be able to master these professional competencies.
5. The need to make use of the results of the current study by coming out with a list containing the contemporary faculty staff member characteristics, and accrediting it as criteria and key elements in the selection of a contemporary faculty member of the university.
6. Holding specialized workshops, by the college administration, in the use of teaching aids and techniques between students and teachers that would increase the interaction between them and the consolidation of friendly relations between students and teachers.
7. Conducting further studies to reveal the reasons for not enjoying most of the students of the University College of positive opinions about their teachers.

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