

Hypocrisy in Professors' Performance and its Correlation to Students' Attitudes towards their Professors

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Abstract--- *This study looks into hypocrisy in the academic performance of professors, how it is perceived by postgraduate students and how it impacts their attitudes towards their professors. Accordingly the variables of gender (male-female) and major (medicine-engineering-agriculture-pure sciences-and social or human sciences) were selected. The two scales were set up according to the essential academic steps, and the use of appropriate statistical methods. The study concluded that there is a certain percentage of hypocrisy in the professors' academic performance, positive trends towards professors, there is a significant statistical difference in the major variable, no difference for the gender variable, and there is a positive correlation between the two variables). Finally, the study presented recommendations and suggestions.*

Keywords--- *Hypocrisy, Social Learning Theory, Academic Performance.*

I. RESEARCH PROBLEM

The researcher believes, as far as his knowledge goes, that this topic has not drawn enough attention of researchers and workers in higher education institutions. And because the researcher is a faculty member at university, he noticed a difference in the views and attitudes of students towards the performance of their professors. Thus, in light of the premise above, the research problem can be determined by the following question: What is the level of hypocrisy in the academic performance of professors from graduate students' view? And what is it related to their attitudes towards their professors?

II. SIGNIFICANCE OF RESEARCH

The development that the world is witnessing has forced the university to keep pace with the increasing progress today, The university has two groups of knowledge seekers, i.e., professors and students. The first are more experienced, hence they take the position of guiding the second and direct them to search for the correct knowledge. This is the principle of science. The teaching profession is one of the most important jobs at the university, because it is the element that achieves interaction between professors and students, and thus imparting the skills that qualify students to their different professions (Rabeh, 1990: 75).

The university rank is associated to the position of the professors of that university, and the reliability of universities is measured by the performance of their professors. Achieving their goals depends on the activities of each faculty member, their behavioral competencies and the practice of good human relations with all beneficiaries at the university, especially when professors have great role in influencing students. Pandora sees in *the social learning theory* that learning by observation occurs through *modeling*, i.e. the student's mimicking of the teacher(Al-

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Madhidi, 2018: 183) Many educational studies indicate a positive relationship between the teacher's possession of a number of behaviors and the extent of its educational effectiveness. Because a competent teacher is one who enjoys a set of sentimental and social features, particularly modesty, sentimental balance, charisma, their love for their profession and students, patience, objectivity and justice to students, cooperation and honesty. These characteristics can be affected by hypocrisy and haughty behavior (Radhwan, 2015: 75).

Melhem (2001) indicates that modern education has shifted to forming positive attitudes among students towards their teachers (Melhem, 2001: 162). Attitudes adopted are related to the information obtained by learners, which is the basis to predict what happens in the future. In this context, Harris indicates that developing attitudes or changing them is dependent on modifying the learner's view on the importance of something, or changing it by preparing suitable educational atmosphere (Harris, 1981, p250).

What adds to the importance of the current study is important segment of society it deals with, i.e., graduate students, as they are important human fortune and the leaders and teachers of the university in the future. Hence, their circumstances must be studied for their capabilities and energies to be developed and invested well.

III. RESEARCH OBJECTIVES

- Measure hypocrisy.
- Highlight the significance of difference by the scale of hypocrisy according to type (male-female) and major
- Measure the attitudes.
- Highlight the significance of difference by the scale of attitudes according to type (male-female) and major
- Determine the relationship between hypocrisy and the attitudes.

Research Limitations

The current research is conducted in (the University of Kufa) in (2018-2019) on (graduate students).

Glossary

- Hypocrisy means It "showing deeds and attributes to people in order to obtain status and to be known among them without true intention"(Association of Islamic Knowledge, 2007: 70).

The researcher defines it procedurally as a case of specific behavior to appear in a different manner from the reality that the individual aims to, related to the response of individuals in the research sample of the scale of hypocrisy points in the academic performance of university teachers by calculating the total marks of the respondent.

- Academic performance: It is "the behavior of an individual based on a specific background, which is usually at a point of showing someone's (in)ability to accomplish a job" (Al-Lokani and Jamal, 2003: 21).
- Attitude: It is "a psychological tendency expressed by evaluating a particular entity with some degree of favor or disfavor." (Eagly & Chaiken, 1998: 3).

The researcher defines it procedurally as a sentimental state, mental predisposition, and performance with willingness for someone's response to something, positive or negative, related to the response of the individuals in

the research sample to the points of the attitude scale towards professors by calculating the total marks obtained by the respondent.

IV. THEORETICAL PART

The Meaning of Hypocrisy

Hypocrisy is showing some behaviors and attributes to people to obtain favor and fame among them without having a genuine goal. However, if a hypocrite does not believe in what he shows, then it is double-dealing, while if he believes in what he shows, yet intends it for a specific purpose, then it is hypocrisy. Moreover, if a person displays his behavior to draw the attention of people, then he is self-conceited. Also, a hypocrite is often unaware of hypocrisy in his behavior because people in general have innate self-love, which makes them blind of his own flaws. Although seeking knowledge and employing it is important, but when someone, for example, was solely capable of solving a scientific problem among his colleagues or students, he would be proud, attentive to others, and scientifically superior and victorious over his debaters (Association of Islamic Knowledge, 2007: 82).

Hypocrisy terminology

1. Exhibitionism and ostentation: (al-Sheikh, (2014): Many of those who aim to draw attention in various behaviors, including functional behavior in the fields of teaching and learning, have clear-cut exhibitionist complexes in the way they speak or think in transcendent manner. They focus on talking about themselves proudly with inflated ego, while observing the others' reactions and seeking their real attraction. Exhibitionism is showing arrogance and haughtiness, self-admiration, ostentation, and hypocrisy. An exhibitionist feels jealous, irritated at mentioning the others' achievements, and he is impatient to listen to their suggestions or appreciation for their solutions, refusing to accredit creative views (al-Sheikh 2014: 1).
2. Narcissism: It means self-love, which is characterized by arrogance, loftiness, and pomposity, and its main characteristic is egoism. A narcissist loves himself, and sees that he is the best and higher ranked than the rest. He expects a special reverence for him and his ideas. He is jealous and self-centered, desperate to obtain a certain thing to achieve his personal goals. Narcissists tend to associate high value to their actions and their preferences (Souad, 2016: 117).

Professors' academic performance: It refers to the level of professors' accomplishment when performing work in terms of quantity and quality of the performed work, commitment to job requirements, guiding students scientifically and morally, supervising scientific research and activities, carrying out scientific research and observing the university regulations (Hamdaoui, 1996,: 123). Professors' academic performance can be determined by the following: (Teaching - Scientific research- Community service).

Attitudes, their importance and characteristics: Allport conducted a survey of fifteen definitions for attitude, and combined them into "mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon an individual's response to all objects and situations with which it is related" (Allport, 1935: 810). One of the most prominent characteristics of attitude are: (subjective - observable -acquired-relatively consistent-not sentimental only or mental only-measurable)(Zaitoon, 2001, 111).

Categories and influencing factors of attitudes: Attitudes result from an individual's interactions with environment. An individual acts according to three categories: (*Cognitive*: the ideas of the individual on the subject of attitude, *affective*: feelings of love or hatred towards a particular subject (Lindzey, 1988: 514) and *behavioral*: practical response and behavioral willingness associated to the attitude towards a particular subject (Zaitoon, 2001: 13)

Theories of Attitude

According to the theory of psychological analysis, attitudes have significant impact on the formation of *ego* of an individual since childhood. Ego is influenced by the individual's attitudes towards things which lead to reducing or not reducing the tension of internal conflict between (him) and (the supreme Me), Therefore an egoist resorts to defensive actions in order to secure himself from the pressures of (him) and (the supreme Me). By these processes an individual develops positive or negative attitudes towards things (Melhem, 2005: 321). The behavioral theories, on the other hand consider attitudes to be learned, and individuals tend to generalize stimulations and link them to other similar stimulations. Then they respond to the similar stimulations in the same way (Touq et al., 2001: 246). Cognitive theories tend to the idea that the individual is logical in his interaction with events, and that the individual's cognitive system contains a number of attitudes. This individual is flexible and; therefore, changes according to the acquisition of information. Social theories confirm that attitudes are learned through a social model (simulation). Humanistic theories are based on principles of education and teaching in its comprehensive framework. The success of this framework in the development of attitudes on the teacher's ability to employ and create opportunities of direct and indirect interaction of in developing the subject of attitude (Melhem, 2005: 322).

V. LITERATURE REVIEW

1. Ahmad (2019) conducted a study in Iraq aiming at determining the psychological flow and its relationship to the psychological resilience of professors and primary school teachers.. The results showed significant statistical differences in the variable of major. There was also a positive correlation between the two variables.
2. Al-Maadhidi (2018) conducted a study in Iraq aiming at determining sound personality and its relationship to scientific achievement in teachers and professors. The results of sound personality were in favor of professors over primary school teachers, with a motivation for scientific performance with a correlation between the two variables in favor of professors.
3. Khalil (2012) conducted a study in Iraq. It aimed at determining the attitudes of distinguished middle school co-eds towards their teachers. After processing the data statistically, the results showed that the research sample is inclined to positive attitudes towards the teachers.
4. Shabib (1998) conducted a study in Palestine to examine students' attitudes towards their science and mathematics teachers. The statistical analysis of the research results highlighted: positive attitudes towards teachers, and there is an effect for both sex and level of study in favor of female students in attitudes towards teachers.

VI. DATA AND METHODOLOGY

One: Research community and sample: The research community consisted of all graduate students at the University of Kufa. A random sample of colleges was chosen according to the major (based on the UNESCO classification). Then a random sample was selected from these colleges taking into account equality between males and females. Table (1):

Table 1

| Sample | | | | Community | | | |
|--------|--------------------|--------|------|------------------------|-------------------|---|---------------|
| ratio | Grad. Students No. | | | colleges | Grad.Students No. | colleges | major |
| | total | female | male | | | | |
| 33.7% | 30 | 15 | 15 | medicine | 89 | (medicine-pharmacology-nursing) | medical |
| 29.8% | 20 | 10 | 10 | engineering | 67 | (engineering-urban planning) | engineering |
| 32.2% | 30 | 15 | 15 | agriculture | 93 | (agriculture-veterinary) | Agriculture; |
| 23.8% | 50 | 25 | 25 | Education for girls | 210 | (Sciences-computers-and some departments from education and education for girls) | Pure sciences |
| 31.6% | 70 | 35 | 35 | arts | 221 | Some departments at college of jurisprudence-arts-education-basic education-education for girls-sports education | social |
| 29.4% | 100 | 50 | 50 | Management and economy | 340 | Some departments at college of jurisprudence-arts-education for girls-management and economy-law-politics-education | humanitarian |
| 29.3% | 300 | 150 | 150 | 6 | 1022 | 18 | 6 |

TWO: Research instruments: the researcher set two scales in line with the characteristics of the research sample:

- A. The aim of the two scales: Determining the graduate students' viewpoints towards the academic performance of professors and their attitudes towards those professors, according to the researcher's procedural definition of hypocrisy and attitude.
- B. The foundations for building the two scales (theoretical premises): Before starting the procedures, it is necessary to clarify the foundations adopted by the researcher to build the two scales: -
 - Scale type: It was based on the psychometric measurement by comparing the degree of the examiner with the general average of the others. This type fits the categories of the two scales when compared to other types. Also, it is objective, valid and consistent in many ways.
 - Scale style: The reporting statements method was adopted as one of the most common. Responses to it are objective and it is can be used for a large group of respondents with minimal effort and time.
 - Scale method: The researcher adopted Likert scale, by presenting a set of items for the respondents that include verbal situations, with a set of options therein. The examiner is asked to respond by choosing the choice that expresses his opinion. Five answers were presented to answer the items of both scales, namely (strongly agree-I agree-not sure-I do not agree-I strongly disagree). For the two scales, five levels, namely (5- 4- 3- 2- 1) were adopted. The overall score for the respondent is calculated by adding the points of the options selected.

- C. Determining the scopes and categories: These are identified after reviewing the literature review, and the views of the arbitrators were taken into consideration. The scopes of hypocrisy were: (teaching-scientific research-community service) and the scale of attitudes was limited to the categories: (sentimental-cognitive-performance).
- D. Preparing the two items of scales: An exploratory study was conducted on a random sample of (50) male and female graduate students at the University of Kufa by means by an open questionnaire. Their responses and views were collected according to the two variants of the study and were used to set some items for the two scales, reviewing previous studies, and build new items benefiting from the opinions of researchers.
- E. Scales validity: Validity was confirmed by the examining the following types of validity:
- Face validity: The two measures were viewed by arbitrators. The researcher adopted an (80%) agreement or more of the views. After analyzing the responses, the researcher adjusted, deleted, and added, so the two scales consisted of (60) items for each scale by (20) items for each scope and category.

Construct validity: The two scales were applied to a survey sample of graduate students of (300) male and female students. The researcher used this ratio because the number of items for each scale is (60) items, and it is assumed that the ratio of the number of individuals to the survey sample for statistical analysis to the items of the scale be (1-5) (Nunnally, 1978, P263), correlation coefficients were calculated by (SPSS) between the scores of each scale item and the total score using the Pearson correlation coefficient. Correlation coefficients ranged between (0.22-0.82) for the hypocrisy scale and (0.34-0.85) for the attitudes scale. All items were acceptable compared to the tabular value of (0.124) at the significance level of (0.01) and a degree of freedom of (298). So all items are accepted.

Correlation coefficients were calculated between the scores for each item, and the scope degree (hypocrisy scale) and category (attitudes scale). The results showed that the items were in one direction with the scope and category to which they belonged. The tabular value of the correlation coefficient was (0.124).

Correlation coefficients were also calculated between the degree of each scope, category, the total score for both scales, and the degree of scopes and categories with each other. They were all found to be significant. The calculated Pearson correlation coefficient values were all higher than the tabular value (0.124).

F. Determining the psychometric properties of the scales:

the scores were arranged in descending order for each scale, and higher (27%) scores and lower (27%) scores were considered to represent the two extreme groups. The number of the two groups was (162) responses. By using the T-Test for two independent samples with SPSS program, the discriminatory power of the hypocrisy scale items were calculated. The scores of the upper and lower groups ranged between (3.81- 13.09). The scores of the upper and lower groups of the attitudes scale ranged between (4.79 -14.11). Thus, all items for both scales have a discriminatory power between the two groups as it is greater than the tabular value of (1.960) at the degree of freedom (160) and the level of significance (0.01).

- Consistency: There are many methods to calculate consistency. The researcher used the following: -

1. The method of re-measurement: The scale was re-applied to a random sample of (40) of the exploratory samples with a period of two weeks between the first and second applications. To find the coefficient of consistency for the two scales, the researcher used the Pearson correlation coefficient and calculated the correlation coefficient between the scores in the two applications using the SPSS program. It was (0.81) for the hypocrisy scale and (0.79) for the attitudes scale.
 2. Alpha-Cronbach coefficient: On the same exploratory sample by means of the Statistical Package for Social Sciences (SPSS), the consistency for the hypocrisy scale and the attitudes scale were (0.83) (0.81) respectively.
- G. **The final format of the two scales:** scales of hypocrisy and attitudes became in the final format, consisting of (60) items for each scale, as shown in Table (2).

Table 2

| Scopes | Scale hypocrisy | No | Percent. |
|---------------------|---|----|----------|
| Teaching | (The professor over-exhibit the scientific review in theoretical lectures-he talks about his own information more than about the lesson-he admires his information during the lesson-he favors the students who applause him scientifically- he compares his information with the teachers' and finds it superior when asked-he cares for the students' attention to exhibit his information rather than explain it-he lambastes students who fail to answer his question-he compares his information with the students' for scientific exhibition-he talks about his scientific achievements in an attentive way-he is not convinced of the students' views in dialogue and discussion-he does not care about explaining information to students as much as exhibiting this information-he talks about his academic achievements during the lesson in an inflated manner-he maintain hubristic gestures and facial expressions during the lesson-he uses gestures and hints and changes vocal tone to attract his students 'attention to his information-he does not care for the feelings of the students during the lesson as much as he is interested in his information-he does not encourage students to innovate and asks to imitate him-he tries to appear capable of his topic and his command on it-he seeks his students' faults and corrects them in an exhibitionist manner-he talks often about his teaching skills that exceed those of his colleagues-he feels pompous when answering a difficult question) | 20 | 33.33% |
| Scientific Research | (He tries to outspoke others during scientific discussions- he embarrasses the researcher with questions to show off his scientific skills in debates-he seeks to outspoke the supervisor and student scientifically in debates-she conducts research for ostentation rather than solving an issue in her study-she is intolerant to the others' opinions during scientific debates-he feels that others are less than his research capabilities-he resorts to settling scores with the supervisor and the student during research debates-opinionated in his research ideas with ostentation-imposes his views on others in scientific research-she is positive with those who agree with her in her views in scientific research-she intimidates with her knowledge when someone attempts to inquire about or discuss it-he does not accept criticism to his scientific research-he seeks that others see him widely knowledgeable in various fields-she likes her performance to be seen consistent with scientific progress in scientific research-he admires too proudly his views in scientific research-he mocks others' opinions and does not discuss them with them in academic research-he talks a lot about his research contributions and membership to scientific journals-his notes on evaluation of academic research are pretentious-she tries to compel others to believe in her research capabilities-he feels arrogant when correcting the scientific errors in his colleagues' research) | 20 | 33.33% |
| Community Service | He cares a lot about appearing in the media in workshops in and outside the university-she strongly seeks to appear in channels in seminars and conferences-he | 20 | 33.33% |

| | | | |
|-------------|--|--|-----------|
| | admires his scientific product in a remarkable way in social media-he cares a lot about the praise and admiration (likes on Facebook for instance) of others to his scientific product-she is very annoyed at lack of public interaction with her scientific ideas-he seeks to present himself scientifically at the expense of others in scientific forums-he does not care about the opinions of his colleagues in scientific events-he considers himself the best among others in the seminars-he brags about membership to scientific societies and institutions regardless of their service to the society-he feels vanity when his name is present in scientific gatherings-he is very enthusiastic when bosses praise his scientific capabilities-he believes that the society needs his ideas and knowledge more than others-he believes that community service is favorable rather than obligatory-she thinks that she is the best among people as they need her knowledge-he tries to draw the society's attention to his scientific performance at the expense of benefiting the society-he chooses the boastful titles in his scientific contributions, regardless with their utility-he exhibits in everything, even if he does not serve the community-in training courses he does not care when he plagiarize for ostentation-she seeks to participate in large scientific forums instead of the simple-impressing others with his knowledge is more important than benefiting them | | |
| Total | | 60 | 100% |
| categories | Scale attitudes | | Percent. |
| | Negative | Positive | No |
| sentimental | (I like to change the professor-the teacher's relationship with students is apathetic-I feel that my professor's benefit to me is little-I think the professor of the class is boring and complicated-there is a psychological gap between the professor and students-I get upset as soon as the professor of the class arrives-I get irritated by the professor's words-I feel that other professors are better than ours-I think professors are only good in developed countries-my professors embarrass students with their questions) | (The students feel respected in the professor's classes-I wish to be like my teachers-I enjoy my time in the class-the professors' teaching methods are exciting-I enjoy the professors' views-my teachers are worthy of praise and appreciation-my professors' behavior is psychologically balanced-I wish to increase the classes with my professors-the professors' classes are enjoyable-I wait eagerly for my professor) | 20 |
| Cognitive | (I have hard time understanding the professors' lectures-Professors refuse to provide students with important knowledge-my professors' lessons are difficult to understand-The information that I get from my professors does not contribute to developing my academic capabilities-I find it difficult to answer my professors' questions that arise in the class-I read any material other than my major sources-My professor prefers quantity over quality in teaching-My professors repeat their information continuously-After finishing college, I will stop reading the lectures of my professors-I don't like asking about information in my professors' lessons) | (Professors encourage their students for scientific discussions-I like to know new things in my professor's class-I get more experience in following up professors' interviews in the media-I search in books and journals for my professors works-I read professors' lectures regularly- My professors' studies often lead to exciting and important results-The professors help me exchange knowledge with colleagues-My professors' methods intrigues my curiosity-I enjoy discussing professors' topics with my colleagues-I enjoy recalling the professors' topics) | 20 |
| Performance | (The information provided by the professors does not contribute to solving the problems of society-the | (The professors encourage critical thinking and decision-making-The professors help students to learn | 20 |

| | | | | |
|------|---|--|----|-------|
| | methods of scientific research I have developed without my professors' help- I am good at speaking on subjects other than my major - the style of my professors does not help me learn the art of dealing with others-I stay away from participating in scientific bulletins in my major-I do not like writing reports and researching for professors' classes-The professors do not encourage students to participate in scientific contributions-The professors do not develop the personality of the student-The professors neglect students' interaction and their distinguished answers-The professors are not just in their interactions with students) | correctly-I help my classmates understand the information that they did not understand from the professor-The information I got from the professors made me distinguished-I have a good relationship with the professor of the subject-I like to have high degrees in the classes-I am keen on participating in university competitions, seminars and conferences-Professors contribute to solving students' problems-I follow the professors' advice-The professors help me establish scientific relationships with classmates) | | |
| 100% | 30 | 30 | 60 | Total |

VII. RESULTS AND DISCUSSION

First objective: measuring the level of hypocrisy in the academic performance: calculating the arithmetic and hypothetical mean of the scale, and comparing the two means by using the T-test for one sample. See table (3).

Table 3: One-Sample Test

| | Test Value = 180 | | | |
|-----------|------------------|-----|-----------|-----------------|
| | t | df | tabular t | Sig. (2-tailed) |
| hypocrisy | 5.872 | 299 | 1.96 | 0.05 |

This results of the study points out that graduate students feel that their professors tend towards hypocrisy in their performance, yet some of them believe that the behavior of their teachers is balanced, This is consistent with the study of (Ahmed, 2019), because, according to the researcher, some individuals in the research sample think that the professor is an example for them, which is what professor should maintain.

Second objective: Determine of the significance of difference of hypocrisy scale to the gender variable (male - female) and major (medicine, engineering, agriculture, pure sciences, and social or human sciences): and for this purpose, the researcher used the two-way analysis of variance. See table (4).

Table 4

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | |
|----------------|-------------------------|-----|-------------|--------|------|---------------|
| gender | 629.540 | 1 | 629.540 | 0.854 | 0.05 | insignificant |
| major | 142791.324 | 5 | 28558.265 | 38.757 | 0.05 | significant |
| gender * major | 3002.377 | 5 | 600.475 | 0.815 | 0.05 | insignificant |
| Error | 212212.386 | 288 | 736.849 | | | |
| Total | 8852075.000 | 300 | | | | |

1. The difference according to the gender variable: It is clear from the above table that statistically there is no significant difference in the hypocrisy scale, because the calculated f-value is less than the tabular value of (3.86) with the degrees of freedom (1- 288). This score means that males and females have almost the same view, due to the similarity of thinking between genders, the similarity in cognitive capabilities and an intellectual approach of criticism and analysis, as in figure (1).

2. The difference in major: The table shows a statistically significant difference in majors in the hypocrisy scale, because the calculated f- value is higher than the tabular value. It appears that the majors (engineering and pure sciences) are the highest in the arithmetic mean compared to other majors, as in figure (1).
3. Interaction of gender and major: The previous table shows that the difference (gender and major) according to the bilateral interactions of the attitudes scale is not as high as statistical significance, because the calculated f- value is less than the tabular value, and as in figure (1).

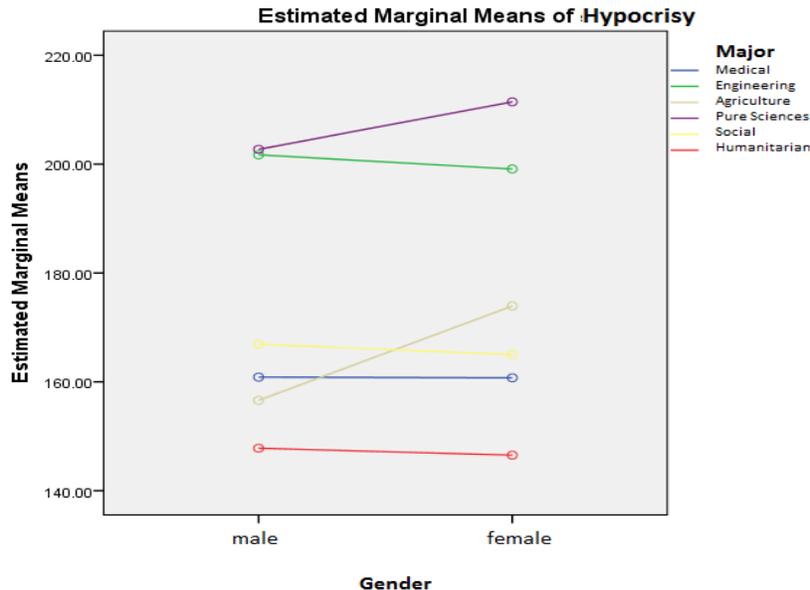


Figure 1

Statistical indicators for the scores of the responses of basic samples were calculated. It was found that the distribution in the hypocrisy scale was closer to the normal distribution, as in figure (2):

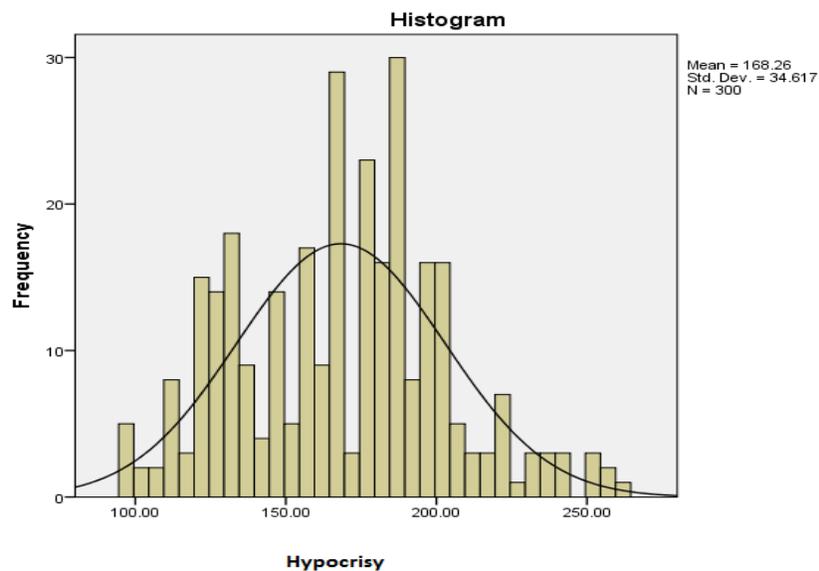


Figure 2

Third objective: Measuring attitudes: Calculating the arithmetic and hypothetical mean of the scale, then comparing the two means by using the T-test for one sample. See table (5).

Table 5: One-Sample Test

| | Test Value = 180 | | | |
|-----------|------------------|-----|-----------|-----------------|
| | t | df | Tabular t | Sig. (2-tailed) |
| Attitudes | 4.500 | 299 | 1.96 | 0.05 |

This results indicate that graduate students hold positive attitudes towards their professors. This is consistent to the results of the studies mentioned in the research, which showed positive attitudes towards professors and teachers. It seems to be due to the importance of the personality of the teacher as confirmed by the students (Al-Khawalada et al., 2003: 321).

Fourth objective: Determining significance of the difference by the scale of attitudes according to the gender variable (male - female) and major ((medicine, engineering, agriculture, pure sciences, and social or human sciences). Therefore, the researcher used the two-way analysis of variance. See table (6).

Table 6

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. | |
|----------------|-------------------------|-----|-------------|--------|------|---------------|
| gender | 1524.209 | 1 | 1524.209 | 1.734 | 0.05 | insignificant |
| major | 90119.706 | 5 | 18023.941 | 20.500 | 0.05 | significant |
| gender * major | 2839.375 | 5 | 567.875 | 0.646 | 0.05 | insignificant |
| Error | 253214.966 | 288 | 879.219 | | | |
| Total | 11046165.000 | 300 | | | | |

1. The difference according to the gender variable: The table shows that the difference in the scale of attitudes is not as high as the statistical significance, because the calculated f-value is less than the tabular value of (3.86), and the two degrees of freedom are (1-288). This means that males and females have similar attitudes. This may be due to the intellectual maturity in taking positions and decisions that maintain the great status of the professor, and their appreciation for him in this advanced scientific stage, as in figure (3).
2. The difference in major: The previous table shows that there is a difference in the majors in the scale of attitudes, because the calculated value is higher than the tabular value. It is clear that the majors (engineering and pure sciences) were the lowest in the arithmetic mean compared to other majors, as in figure (3).
3. The interaction of gender and major: The previous table shows that the difference according to the bilateral interactions of the scale of attitudes in scientific performance is not as high as the statistical significance, because the calculated f- value is lower than the tabular value, as in figure (3).

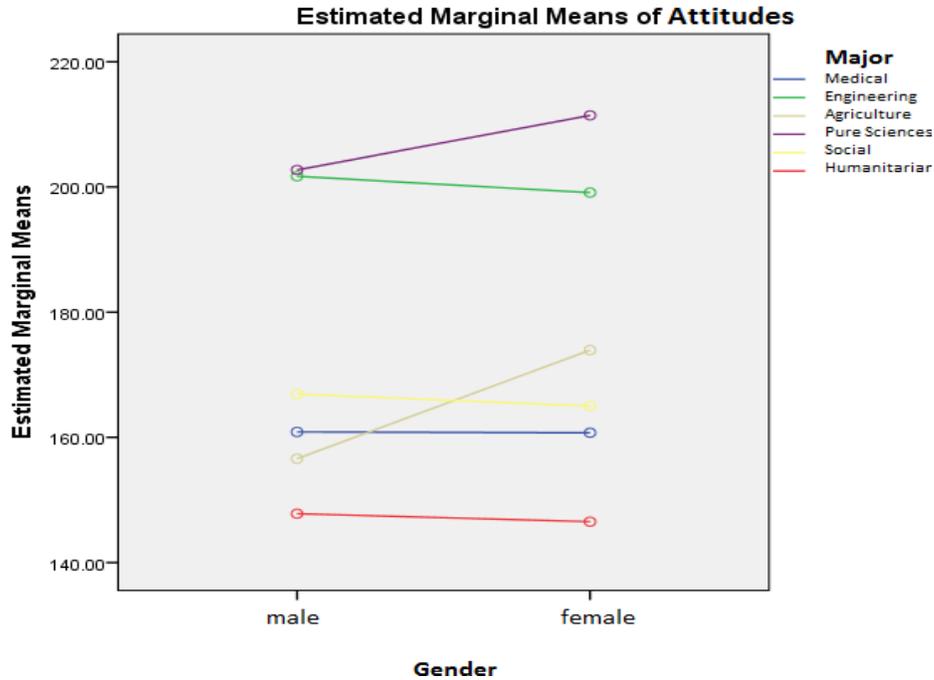


Figure 3

Statistical indicators for the scores of responses of the basic sample were calculated. It shows that the distribution in the scale of attitudes was closer to the normal distribution, as in figure (4):

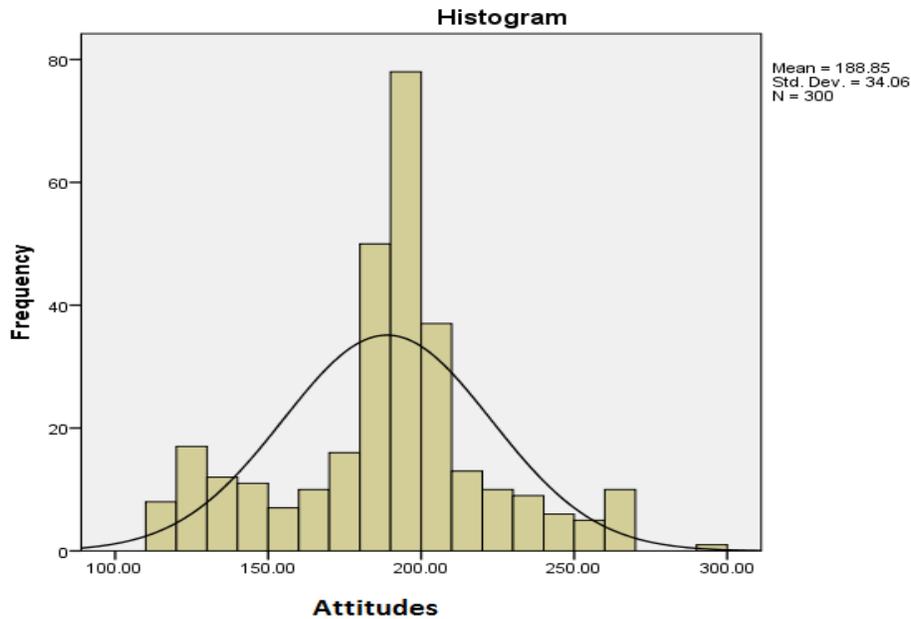


Figure 4

Fifth Objective: Determining the relationship between hypocrisy and attitudes: In order to define the relationship between the two research variables, the researcher used the Pearson correlation coefficient. See table (7).

Table 7: Correlations

| | | hypocrisy | attitudes |
|-----------|---------------------|-----------|-----------|
| hypocrisy | Pearson Correlation | 1 | 0.517** |
| | Sig. (2-tailed) | | .000 |
| | N | 300 | 300 |
| attitudes | Pearson Correlation | 0.517** | 1 |
| | Sig. (2-tailed) | .000 | |
| | N | 300 | 300 |

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

This result shows a positive correlation between hypocrisy and attitudes, because the tabular value for the correlation coefficient is (0.094) at significance level of (0.01) and a degree of freedom of (288). Despite the strong belief of the individuals of the research sample that their professors tend to hypocrisy in the academic performance, balanced by high positive attitudes towards their professors. This result is relatively logical, because professors represent a high spiritual value, and they have a leading role in influencing the student (Radhwan, 2015: 75).

VIII. RECOMMENDATIONS

1. Conducting workshops and training courses for the faculty members to emphasize the professional ethics and set the professor as an example for students.
2. Educating the professors on the experiences of developed countries to increase the adaptation and harmony between students and professors.
3. Increasing the interest of professors in the students' sentimental, cognitive and performance aspects of teaching.
4. Creating an educational atmosphere that stresses on creating positive attitudes towards professors.

IX. SUGGESTIONS

1. Conducting a similar study on the variable of hypocrisy and its correlation to (attitudes towards profession - motivation for learning - academic compatibility - level of aspiration - academic achievement).
2. Conducting a similar study on the correlation of attitudes with other variables (arrogance - justice - vanity)

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