



Sociology of Education

Compilation, Normalization and Validation of the questionnaire of Ineffective Behaviors of Universities Professors

Shokouh Jamali Zavareh ¹, Gholamreza Manshaee ^{2*}, Mohammad Ali Nadi ³

1. PhD student in Educational Psychology, Department of Psychology, Faculty of Psychology and Educational Sciences, Islamic Azad University, Isfahan (Khorasgan) Branch, Esfahan, Iran.
2. Associate Professor, Department of Psychology, Faculty of Psychology and Educational Sciences, Islamic Azad University, Isfahan (Khorasgan) Branch, Isfahan, Iran (Corresponding Author).
3. Associate Professor, Department of Educational science, Faculty of Psychology and Educational Sciences, Islamic Azad University, Isfahan (Khorasgan) Branch, Isfahan, Iran.

❖ **Corresponding Author Email:** smanshaee@yahoo.com

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Purpose: One of the important issues in the higher education system is the ineffective behavior of university professors, which has received less attention and no comprehensive objective criteria has been designed to investigate it. The purpose of this study was to compile and validate a questionnaire to investigate the ineffective behaviors of university professors.

Methodology: This was a descriptive correlational study. The statistical population included faculty members of five universities in Tehran (Tehran, Shahid Beheshti, Kharazmi, Allameh Tabatabai and Tarbiat Modares (in the academic year of 2019-2020). The research sample consisted of 123 teaching professors, who were selected by the purpose-based available sampling method. The research tool was a researcher-made questionnaire of university professors' ineffective behaviors with 64 items in three factors; educational (3 components), research (4 components) and communication (5 components). The data were analyzed with the methods of content validity ratio, content validity index and exploratory factor analysis in SPSS and Smart-PLS software.

Finding: The content validity ratio and content validity index for all three educational, research and communication factors and their components were above 0.80. The exploratory factor analysis of ineffective behaviors of university professors showed three factors, educational factor with 3 components, research factor with 4 components and communication factor with 5 components. A factor loading higher than 0.60, and Cronbach's and combined reliability higher than 0.70 were calculated. The calculated R² for all factors and components was higher than 0.50 and the GOF index equal to 0.43 indicated the appropriate fit of the model. The model of inefficient behaviors was drawn in the modes of factor loading and t-test, based on which the inefficient behaviors of university professors had a significant effect on educational, research and communication factors and their components due to the t-statistic higher than 1.96.

Conclusion: The questionnaire of the current research is a valid and reliable tool for measuring the ineffective behaviors of university professors. University administrators can use it to measure the level of ineffective behavior of professors under their supervision to design preventive or improvement programs.



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Extended Abstract

Purpose: Higher education, as a center of science, thinking and innovation, has important duties and responsibilities, such as the development and promotion of science and training and provision of specialized human resources. Today's changes and transformations in the social and cultural environment have caused the change of societies from traditional to information and these changes and transformations themselves have caused fundamental changes and transformations in universities. Universities are among the important organizations that play a strategic role in advancing the country's goals, and they are expected to produce knowledge and train a dedicated and specialized workforce. In any society, these educational organizations have great responsibilities such as research and production of new knowledge, preservation and transfer of cultural heritage, consolidation of moral and social foundations of students, building skills, etc. The higher education system and universities are the most important source of growth, development and progress in any society that can create a competitive advantage for themselves and the society. Universities are one of the educational and social systems that are the driving force that informs and guides the thinking of societies, which play an important role in the growth and excellence of societies. Universities play an important role in educating and nurturing efficient human resources and producing knowledge for other organizations in society, and this role and place is defined and visible in knowledge-oriented development and creates value and wealth for societies. One of the issues related to university professors that is less investigated is their inefficient behavior. The success of an organization depends on the efforts of its employees. Because they implement strategic actions. Therefore, it is important to measure the effects of behavior at the individual level of employees before its cumulative effect at the level of the organization. The behaviors of employees become important when they bring out the dark aspects of the organization, that is, behaviors outside of the norms and organizational rules in the organization, or inefficient behaviors. Inefficient or unproductive behaviors are any voluntary actions performed by employees that potentially violate the legitimate interests of the organization and harm the interests of the organization and its stakeholders. Dysfunctional behaviors are a set of intentional, undesirable and harmful behaviors that actively harm employees and the organization and include abuse, gossiping, gossiping about employees, non-cooperation, stealing at work, aggressive behavior towards colleagues, refusing to help colleagues, lying, being late is absent and leaving the group. Inefficient organizational behaviors have adverse effects on the individual and the organization and lead to financial and sometimes life-threatening damages to the person, colleagues, organization and society, and disrupts the achievement of the main goal of the organization, i.e. optimal productivity and increased production. Inefficient behavior of professors in the scientific environment can damage the reputation of the university, which is considered a type of abnormal behavior that includes sending other people's articles, plagiarizing other scientific works, falsifying research results and falsifying academic documents, falsifying research data, attributing materials to a fake source, publishing a research in different magazines and impersonation. One of the behaviors of university professors that is less investigated is their inefficient behaviors. As a result, the aim of this study was to compile, standardize and validate the ineffective behaviors of university professors.

Methodology: This descriptive study was a correlational study. The research community included faculty members of five major universities (including Tehran University, Shahid Beheshti University, Khawarzmi University, Allameh Tabatabai University, and Tarbiat Modares University) who were teaching in the academic year of 2019-2020. The reason for choosing these universities was that they had professors in all different fields of humanities, basic sciences and technical-engineering. The research sample included 123 professors of the mentioned universities, who were selected by the purpose-based available sampling method. In the available sampling method, people are selected to whom the researcher has access, and in the purposeful sampling, the decision to include a person in the sample group is made by the researcher himself. In this research, the professors who were willing to cooperate in the research (available sample) were included in the sample group based on the criteria (academic faculty member, teaching in the academic year of 2019-2020, teaching experience of at least 5 years). The research tool was a researcher-made questionnaire of ineffective behaviors of universities professors with 64 items in three factors of educational (with 3 components of absenteeism and underwork, low educational accountability and unfair evaluation), research (with 4 components of academic plagiarism, exploitation of students, inefficient and fake researches and lobbying with journals and offices) and communication (with 5 components of discrimination, undermining colleagues, conservatism in front of sources of power, impeding from progress and vitality of student and communication outside the academic norm). The data were analyzed with the methods of content validity ratio, content validity index and exploratory factor analysis in SPSS and Smart-PLS software.

Findings: In this study, due to the examination of the questionnaires in terms of completeness after completion by the professors, there was no drop in the samples and the number of analyzed questionnaires was 123 cases. The respondents of

this study were professors of five big universities, which 89 people of them were men (72.36 percent) and 34 people of them were women (27.64 percent). The academic rank of 25 people was instructor (20.33 percent), 71 people were assistant professors (57.72 percent), 20 people were associate professors (16.26 percent) and 7 people were professors (5.69 percent). Also, the service years of 53 people were 10 years or less (43.09%), 52 people were 11 to 20 years (42.28%), and 18 people were more than 20 years (14.63%). The results of content validity ratio and content validity index showed that these statistics were obtained for all three educational, research and communication factors and the components of each of them were higher than 0.80. Also, the results of exploratory factor analysis showed that there were three factors for the ineffective behavior of universities professors; So that the first factor i.e. the educational factor had 3 components, the second factor i.e. the research factor had 4 components and the third factor i.e. the communication factor had 5 components, which the factor loading of all of them was higher than 0.60 and the Cronbach and combined reliability of all of them was higher than 0.70. In addition, the values of R2 for all factors and components were higher than 0.50 and the GOF index was equal to 0.43, which indicated the appropriate fit of the model and the model of ineffective behaviors of universities professors was drawn in the factor loading and t-test modes, which based on, the inefficient behaviors of universities professors had a significant effect on educational, research and communication factors and each factor on its components due to a t-statistic higher than 1.96.

Conclusion: The questionnaire of the current research is a valid and reliable tool for measuring the ineffective behaviors of universities professors. Therefore, university administrators and officials can use it to measure the ineffective behaviors of their university professors and design programs to reduce these behaviors.