

THE UNIVERSITYE TEACHER PSYCHOLOGICAL PROFILE A UNIVERSITY OF BISKRA SURVEY

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ملخص:

Abstract:

Starting from the general belief, the place of the university teacher in society is a unique one. In theory, the university teacher is considered by his/her society as, the 'brain', the guide and the intellectual authority that must be regarded and adopted as 'the reference'. Although, this belief is, to a large extent, true and very much applied in many advanced countries, the image of the university teacher in Algeria, (Biskra University as an example), is still negatively interpreted and distorted by numerous prejudices, misunderstanding and misjudgements. This paper is an attempt to figure out the main reasons that have led society, and in particular, the student society to embrace such a negative positions vis-à-vis the university teacher. In order to understand, and perhaps, to contribute in the correction of this negative image of the university teacher, it was very important to speak directly to university students and try to find out the reasons behind this attitude. The crucial focus of this paper is on primary sources in the form of questionnaire and collective interviews, with 200 final-year students, which are used to illustrate the total experiences and impressions of these students during the time they studied at Mohamed Kheider University in Biskra about the profile of their university teachers.

من الاعتماد السائد أن الأستاذ الجامعي يحظى بمكانة فريدة في مجتمعه كونه من الناحية النظرية، فيعتبر بمثابة المرجعية الفكرية. وتكن في الواقع السائد في جامعاتنا - جامعة بسكرة نموذجا- يعكس صورة معاكسة لمكانة الأستاذ الجامعي، حيث تتخللها جملة من الاعتقادات والمفاهيم والأحكام التي تصب كلها في صورة مشوهة للأستاذ الجامعي من منظور المجتمع ورؤية الطالب الجامعي بالخصوص. ولفهم هذه الجدلية، أردنا أن نسهم في طرح هذا التصور وإظهار أبعاده وآثاره على المتعلم الجامعي من خلال أبرز النمطية السيكولوجية للأستاذ الجامعي والصورة التي يسقطها عليه الطالب الجامعي.

Introduction:

Amongst the reasons that made me select this particular topic is its great importance. As a university lecturer, or teacher, as many would prefer to specify it, it would be very hypocritical not to try to unveil then objectively discuss and criticise the psychological profile that is reflected by most university teachers I have met in this country so far. Many in the general society tend to believe that university teachers are a class of their own, and that belief is to a large extent true, simply because society thinks that the university is the place or the arena where the cycle of the academic knowledge becomes fruitful and where it gets finalised.

The University Teacher: Who He Really Is?

If we begin by carefully examining the theoretical perception given by the members of the general society of any university teacher, we will certainly find that this perception often tends to qualify him/her as a wise responsible person, “the brain of the society”, the elite and the guide. Although, these descriptive qualities are, to a large extent, true, welcome and comforting, there are however some important key questions that we should be asking here:

- Does this society know that a university teacher reflects the community in which he/she lives in?
- Does this society know that by qualifying the university teacher as wise, responsible and a member of the elite and guide, has in fact, and indirectly, based his/her judgement on the “attitude and profile” of the university teacher?

In other words, this society’s judgement and perception of the university teacher is a reflection of the image that everyone seems to build up about this profession altogether. In most cases, this image becomes a systematic and perceptive operation that leads to the creation of one stereotype model of a university teacher. However, things would tend to change if this same society discovers otherwise. In fact, the model prescribed turns to be often not the one initially

perceived, and it is here where the rub lies, using Shakespeare's words.

The University Teacher: Between Theory and Reality.

This sub-title may appear to many as, a bit unusual and perhaps provocative in a sense, a "taboo" in another, but when faced with such an important subject, self-provocation sometimes becomes more than necessary. My justification lies in the fact that in dealing with "taboos", to confront them is the best strategy. Theoretically speaking, we know that the rank of any university teacher should be one of the highest in society. The university teacher should be the one who educates, the one who takes on one's shoulders the burden of one's community problems and the one who should try to solve them. In theory, the university teacher should actually be a reflection of one's country's progress. In theory, the university teacher should have the intellectual potential of enlightening one's nation, of bearing one's generations' hopes and aspirations, of concretising them; a university teacher should be the referent or otherwise locomotive for a socially civilised nation. Nevertheless, understanding all these theoretical assumptions cannot be realised without considering and talking about the university teacher as an 'attitude'. It is this attitude that gives the university teacher the position, and the social rank that he/she possesses. The main question that should be asked here is how this attitude emerges, and what are its underlying ingredients?

Several years ago, I came across one very particular quotation while examining a book published in 1954 by Alfred ADLER, (*Social Interest: A Challenge to Mankind*), in which he beautifully stated that:

"La grandeur de l'homme débute quand il commence à se voir tel qu'il est".

In fact, it is not the linguistic structure of this Adler's quotation, which has attracted me most, but it is the 'meaning' which it contains. Because this paper is about the psychological profile of the university teacher, relying on real-life and objective observations it would therefore be very helpful to figure out the limits of the main scope that the present topic is set to discuss. As I have mentioned earlier, the university teacher should be considered as an attitude, which is normally shaped within the social and psychological spheres within

which the teacher lives and works. It is very important to note, here, that the presentation of the profile of the university teacher has to take into consideration the general state and condition of the country, or the region where s/he lives. This particular consideration would certainly 'rectify' or perhaps diminish some of the various misjudgements, or misunderstandings that the university teacher might be the victim of.

The University Teacher: Autopsy of an Attitude.

In order to get a neat picture about the university teacher psychological profile, I thought that it would perhaps be necessary to invite a certain number of university students to contribute freely by giving their personal opinions about their present and previous teachers. For this task, 200 fourth-year students: (100 female and 100 male students) at Biskra university were picked up randomly. The students selected were purposely divided into two groups of 100: the first group was constituted from the Human Sciences Faculty, and the second group was from the Engineering and Sciences Faculty. These students were asked to answer three different and precise questions, as well as, to comment freely on their four or five years general experience with their university teachers, depending on their faculties.

Because, this piece of research is meant to focus primarily on the psychological profile of the university teacher, the approach, which I have adopted in dealing with this matter, might not accommodate the university teachers themselves. This was due to the fact that, involving the teachers in giving their own opinions about themselves could be, to a large extent, unhelpful and perhaps too subjective.¹ Therefore, the main idea here is to be able to come up with 'concrete' opinions that are provided by the university students, who are, in my view, the primary source of information in this case. It is very important to stress, that because students have more academic and direct contacts with their teachers, i.e., (through lectures, group works, personal contacts, meetings etc..), therefore, this would give them certainly a unique opportunity to shape up, or perhaps, to come up with various sorts of profiles they had in minds about their teachers. As will be demonstrated later in this paper, the 200 students consulted were remarkably objective and willing to speak up with an enormous hunger and desire about their university teachers. "...It's brilliant to

have our say about the sort of university teachers we have here...”, as pointed out to me by one of the consulted students. “...We used to speak about our teachers in private only, because no one gave us the opportunity, like this one, to say what we want to say...”, stated another. According to my own understanding, the university teacher should possess at least some, if not all, of the following aspects and characteristics:

- 1- To be open-minded
- 2- To be flexible
- 3- To be accessible/approachable
- 4- To be an easy going person, or ‘cool’
- 5- To have a positive charisma
- 6- To have an acceptable degree of compatibility with his/her student’s way of thinking
- 7- To be always and strongly linked to what is happening around him/her
- 8- To possess always an up-dated version of what is happening in his/her own field of knowledge and ‘expertise’
- 9- To be a democratic.

When the students were asked to answer whether they had a pre-conceived idea about the university teacher before actually entering university and becoming students themselves or not, the overwhelming majority (112/200), stated that they had absolutely no idea about him/her at all. As it is clearly indicated in Table.1 below, more than a quarter (55/200) of the students consulted about the same question, declared that they had, to a certain degree, an idea about the university teacher, but this idea was slightly dominated by some kind of fear and anxiety as to how to deal with him/her. This is against only (14/200) who actually stated that the idea they used to have about the university teacher was a positive and a good one, and the remaining students (19/200), however, came up with a mixture of vague opinions that could be understood given the nature of the question itself.

Table 1. Student's pre-impression about the university teacher

<u>Impression</u>	<u>Respondents</u>	<u>Percentage</u>
I had a good impression about him	14	07.0%
I feared him and I did not know how to deal with him	55	27.5%
I had absolutely no idea about him	112	56.0%
Other opinion	19	09.5%
<u>Total</u> =	<u>200</u> =	<u>100%</u>

In order to find a reasonable and a logical explanation to these intriguing findings, I had to ask the students 'collectively', to clarify the meaning of their answers. In other words, it was crucial for me to try to read 'between the lines' and come up with an acceptable 'academic' conclusion as to the sort of comments provided by the questioned students. In trying to find out for instance, why it that the majority of the students (112) consulted is had absolutely no prior idea about the university teacher, I discovered that most of these students were, to a large extent, the victims of the changing educational policies, which have failed so far to look at this issue seriously. This came to me as a real surprise. Normally, like in most advanced countries, the A-level, or the Baccalaureate students are given the chance to spend a period of two to three weeks (during the academic year of course) in the universities of their choice, a period within which, they are encouraged to attend courses that correspond to their profiles and academic backgrounds, and live in campuses with the rest of university students. This kind of wise policy permits future students to shape-up a very clear idea and feeling about the sort of university life they could expect once they become university students themselves. This pre-familiarisation of the future university students

with the university life helps them, not only to make an accurate and adequate choice of the discipline they want to follow up in the future, but also, to prepare them 'psychologically' to be as 'perfect' and balanced students as possible. Let us imagine, how much money, time, and efforts the Algerian government could be saving if this sort of policies are applied on future Algerian university student? We all know that there are thousands of Algerian students who, after one or two years studies at the university, have simply abandoned their studies, or re-started in other disciplines from square one. According to many students consulted in this research, this sort of scenario could easily inhibit or even kill the students' appetite to study correctly, and therefore, adds to the already existing pain and hardship that the bulk of our students are facing today. Moreover, some of the 112 students who stated that they had no idea at all about the university teacher, had in fact, justified their 'ignorance' about the university and its teachers by the lack of real initial government initiatives to promote the image of the university in society, notably in the rural or semi-rural regions where a large number of the students consulted originate from. Perhaps, the following statement could be a very useful one in making the perspectives of many of the consulted students on this particular point easier to understand:

".... We had absolutely no idea about the university. We were simply making our way to it gradually, but with no real scope. It is thanks to our parents who were always pushing us to study hard despite the difficulties we used to have. Many like myself, were absolutely abandoned since the time we were in primary school, we had no means of transportation, nor a canteen to eat in, we were absolutely forgotten by the 'system'. I'm trying hard to concretise something in my life, so I could one day find a respectable job like everyone, and be able to look after my parents who have done so much for me. The image of the university for us was no more than, a sweet dream..."

For the 14 students who said that they had already a good impression about the university teacher, most of them turned out to have some

relatives, older brothers or sisters who work as university teachers. This explains the fact that, the image they had constructed earlier in their minds about the university teacher had been shaped and 'activated' well before they became university students themselves. In addition, there is another important factor behind the good impression about the university teacher felt by these 14 students, which can be interpreted as follows: because most of the 14 students had relatives working as university teachers, this means that the image of the university teacher had been positively transmitted by these relatives to the consulted students in question. It also means that, the image of the university, as a whole, and that of the university teacher in particular, can be positively shaped-up, if there is a good inter-action between the members of the same family, or even, the same 'neighbourhood', or 'quarter'.

Given the fact, that the previous question was about the students' pre-impressions in regards to the university teacher, which resulted, as we know, in an astonishing majority of students who had absolutely no idea at all about him, it was imperative for me then to go further by asking the students to reveal their current impressions, i.e., (after four years spent as university students) about their teachers.

Table 2. Student's present impression about the university teacher

<u>Impression</u>	<u>Respondents</u>	<u>Percentage</u>
He is efficient and capable in his work	24	12.0%
He is comprehensive and easy to deal with	26	13.0%
Rigid and has a complex of superiority	130	56.0%
Other opinion	20	10.0%
<u>Total</u>	<u>= 200</u>	<u>= 100%</u>

As it is illustrated in Table.2 above, exactly quarter of the students consulted, (50/200), declared that they consider their teachers either, as efficient and capable in their duties, or comprehensive and easy to deal with. Here, I would like to make a very important note in regards to these 50 students: in trying to point out the reasons behind the generally good impressions that was reflected by most of these 50 students, it appeared from the sort of comments they had given me, that, they were simply happy and comfortable with the courses they were having, and especially with the 'kind' of teachers they have. The following statement is one example of the positive comments about university teachers that were given by some of these 50 satisfied students:

"... I have been so lucky, the speciality I had chosen was of my own choice, my parents were brilliant with me all along, and the experience I had at this university is, in general great. As for my teachers, the bulk of them were excellent and very comprehensive to the extent, that, some of them were regarding us, as friends and not just students. This helps, I think, the students to get a good impression about themselves, which would of course, be reflected in their academic output, which is the main reason why any student is here for..."

As for the other 20 students, see Table.2 above, and who, apart from some unclear and vague statements that has no real analytic value, most of them declared that they had no particular opinions, or comments about this particular question. There were however, some comments, amongst which I have chosen one very particular statement, which should be taken into consideration, because it reflects, to a large extent, what many of today's students think about the place and the profile of the university teacher in this country:

"...The main thing is that, I have nearly finished my studies, and my next step is to try to find a job somewhere, or leave this country altogether. For me the university teacher is a 'meskine'ⁱⁱ, he is suffering more than us. This is simply because, he is the one who spent most of his life studying,

sacrificing his health and time in order to become a university teacher, and when he gets that, he becomes ignored by all. This is why there are thousands of our university teachers who had emigrated to Europe and elsewhere. Normally, the university teacher should be paid very well, 100,000 Algerian Dinars per month for example, and should be also well housed etc.. For instance, I have a cousin who used to be a university teacher in Bab Ezzouar University, but, after a long cycle of mistreatment and hardship, he left the country for Canada where he works happily... ”.

As it is clearly shown, also in Table.2 above, the overwhelming majority (130/200) of the students consulted expressed a lot of anger, criticism and sometime insults regarding their university teachers. Many of these students, described the university teacher as ‘arrogant’ and ‘severely suffering from the superiority complex’, as well as, very ‘rigid’ in dealing with the students, and s/he thinks that he is ‘special’ from the rest. This kind of opinion is, to a certain degree true and fair, simply because I myself, as a university teacher, have noticed that there are some university teachers who think that they are the nearest to ‘God Himself’. This type of students’ remarks could be in fact, reflecting the very state in which our society is in today. As a clinical psychologist, I believe very strongly that, this negative kind of remarks and impressions given by these 130 students are no more than a true reflection of the state of despair and social imbalance which does exist in our society today.

There are so many students in this country that are being taken for granted. Instead of considering these students, as future pillars of this nation, they are being treated so badly by the establishment where they study, and in most cases, by their teachers. This is what explains the anger, which I was able to detect and unveil during the long conversations I had with the bulk of these students. It is no good if we keep hiding behind each other’s back, and think that everything is okay. Any university student can be ‘something’ and successful, if s/he finds the right and good example in his/her university teacher. The university teacher is the ‘profiler’, s/he is the one who ‘creates’ the competent man and woman of tomorrow. By behaving modestly and by building a human bridge between him/her students, then s/he

can reach their hearts and minds, and consequently, improve his/her profile in his/her society.

The reason that made me write all these comments is because I feel a lot pain myself, especially when I sometimes notice some detestable behaviours committed by many of my university colleagues. I must stress very much here, that, by making these comments, I am not trying to be subjective, or to exclude myself from this sad picture, but I believe that it is necessary to stand up, and try to exteriorize the sort of ill-feelings about this situation that I, like many others, have amassed deep in their hearts for so long.

Table 3. Student's impression on how the university teacher should be

<u>Impression</u>	<u>Respondents</u>	<u>Percentage</u>
He should be democratic and open minded with others	125	62.0%
He should be more competent in his work	41	20.5%
He should be more severe	21	10.5%
Other opinion	13	06.5%
<u>Total</u>	= <u>200</u>	= <u>100%</u>

When the students were asked finally about how the university teacher should be like, almost two thirds (125/200), believed that s/he should be simply open minded and democratic (Table .3), this fact is actually a concrete confirmation of the data given in Table.2 above, in which, there were (130/200) students who thought that the university teacher is arrogant and rigid. This confirms once more, the very idea, which prompted me to tackle this difficult issue in the first place. If we honestly ask ourselves, as university teachers, about this extraordinary finding, the answer that we are going to find will

certainly be a similar one. This is because being democratic and open minded does not necessitate too much effort if we accept the principle itself. In other words, it is a matter of being mentally ready and psychologically adapted to all new situations. Of course, some university teachers may indeed reject partially, or perhaps totally, what the 125 students who thought that the university teacher should be democratic and open minded, on the ground that the blame should be on the students themselves and not on the teachers. Indeed, this kind of opinion might be correct to a certain extent, if the students themselves behave in a manner that lacks the minimum degree of respect to their university teachers; for example, asking a teacher for a cigarette inside the class-room, this behaviour will not be tolerated by any reasonable and respected teacher. However, if this same action, i.e., asking for a cigarette outside the class-room, this will not have the same negative effect. My conviction is so deeply clear cut, that if we delineate the parameters of the roles and duties of each one, teachers or students, this would certainly help to reduce or even eliminate the so-called 'burning the thresholds of tolerance', or '*brûler les seuils de tolérances*', that must always prevail in any kind of relationship, notably in the university arena, because, as I mentioned earlier in the introduction, the general society tends always to believe that, the university is the ideal place, where wisdom and knowledge should be.

What is noticeable in Table. 3, is that 41/200 students consulted have stated that university teachers should be more competent in their work. When asked to clarify their impressions, the students gave various interpretations as what is the degree of competency to them. Some would admit that competence should be reflected in the way a lecture is prepared and presented to the students: if there is a positive feedback then the teacher is competent. Others would simply argue that a teacher would be competent if s/he would update or renew their lectures and lessons and would not repeat themselves each year. This is to a great extent something true, simply because these cases have existed and still do. There are actually a host of teachers who have always been using the same lessons and lectures over the years again and again without trying to make an effort to update the data and information that is changing every time; they would, through a so-

called laziness, drag their students backwards in training instead of pushing them ahead to new updated information and knowledge. That is why we as teachers feel that this is a legitimate argument towards this case. Another astonishing remark revealed in Table. 3 makes it noticeable that we have apparently opposite impressions: 62%, i.e., (125/200) of the students argued that the teachers should be democratic and open-minded; 10.5%, i.e., 21/200 think the best teacher should be more severe with students. In fact, this arguably does not mean to students that the teacher should be undemocratic and straight-laced, but the whole matter takes account of the examination evaluation as the most important element in the scale. To make it more explicit, students admit that there are inconsistencies with many teachers as regards marking and evaluation; there are fluctuations from one teacher to another dealing with the same module for example, and students feel that they are in many instances victims of these teachers who are felt to be democratic and open-minded: and this is the paradox. They wish that the latter would be more severe in evaluating so as to be felt fair as their own teachers who are, on the other hand, felt to be less democratic with them. As one of the students pointed out,

“ ... do you find it fair that there are students who are not good , do not attend regularly the lectures, do not work hard and when it comes to evaluation, you find them rewarded with good marks they do not deserve. I think that the teachers should be more aware of these practices that are unfair; these would inhibit the students’ appetite for study and might lead them to use other unfair means to get good marks, for example, cheating...”

Conclusion

According to the findings of the survey carried out, we can therefore infer that the premise put forward, taking account of the university teacher being a 'reference' in society, is reflected in the Algerian university culture, (Biskra university as a sample). It is clear cut that through the students' impressions, there is an enormous gap between the university teacher and the students. The latter have no pre-conceived image about their university teachers, (as well illustrated in Table. 1), where 56% of the consulted students in the survey indicated that they had absolutely no idea about the university teacher profile. Thus, my impression is that, the bulk of responsibility lies not on the students' shoulders, but indeed, on the educational authorities, (National and Higher Educational Ministries) that should implement a mechanism helping secondary schools pupils easily experience the contact with the university teachers before being university students. This mechanism is being successfully used in most of the Western universities where relations between students and teachers are devoid of complexities and gaps, (likewise the impressions found in Table. 2, where, for instance, 130/200 students consulted stated that the teachers are rigid and show a superiority complex).

This would lead us to believe that, in order to reduce this negative impact, the educational authorities in Algeria should invest more efforts on preparing the transition or the passage of students from *lycées* to universities by organising continuous and rigorous visits of the pupils to universities. There, they can adapt themselves, then absorb and assimilate, on the one hand, their status as future university students and get a closer contact with the teachers who, on their behalf, would give (if they are pedagogically trained) a righteous image that a university teacher should yield. It should be clear that this does on no account mean that the university teachers might be out of reach: they should have the task to be trained for the matter, then should try to get rid of the stereotyped image already stuck to their personality. Eventually, the university teacher profile is promoted.

Endnotes and References:

1. According to Psycho-Sociologists, social perception, is the process of recognizing the attitude, motives and abilities of ourselves and others is dominated by many of the factors that influence object perception. However, perception affects our response to people and objects. The difference here lies in the fact that people will alter their own behaviour in response to the way that they are treated. In: Ghiglione, R., Système de Communication, Contracts de Communication dans les Champs Éducatifs, dans: Bulletin de Psychologie, XXXVIII,(Paris: France, 1983), PP.547-548., See also: White R.W., Ego and Reality in Psycho-Analytic Theory: Psychological Issues, Editions: International University Press, (New York: USA, 1963), P.47.
2. It is very important to note here, that any reference, in any shape or form, to western university teachers is considered as a supporting substance in the general understanding of the objectives of this paper. Involving or using some examples from western universities could be, in my opinion, very crucial in drawing a useful parallel between university teachers there and here in Algeria.
3. In: ADLER., Alfred, Social Interest: A Challenge to Mankind, Editions: The World Publishing Company, (New York: USA, 1954), P.83.
4. Given the experience I have in this country, and in the University of Biskra in particular, university teachers tend to behave with absolutely different manners in accordance with the place, the state and the circumstances in which they are. However, it is very hard to squeeze or to set a proper 'parameter' in which the university teacher could reflect one permanent image of himself that is recognized by all members of his society or 'entourage'. The dilemma, in which the university teacher finds himself in, is that he represents four different faces, or masks: one face projected to his students; the second, which is totally different, to the administration in which he works; the third one to the outside society, including, neighbours; and the fourth one, to his own

private entourage, family and close and intimate friends. As a clinical psychologist and a university teacher myself, this 'paran-schizophrenia', if not controlled or corrected, could lead the teacher to loose his own real and proper image.

5. Here, I must stress very clearly that any university teacher should embrace and adopt totally these nine characteristics or ingredients as a guide-line in carrying out successfully his/her academic duties. Although, some might be considering my straight forward statement as, a bit over-confident, and perhaps 'patronizing' for others, it is important to note however, that such statement did not come from nowhere, but it is the result of two important factors: first, I had benefited a lot from my experience, as a university teacher at Bradford university, (England), (were I had obtained my Ph.D. degree), during which I was able to go through a series of practical training and exercises on how to be a successful university teacher. This kind of training is, in my view, very crucial in helping the university teacher to be successful in his academic and social duties. Second, according to my own observations throughout time, (since 2001) I had been teaching at Biskra university, I have for instance noticed very clearly that, the module of psycho-pedagogy, which is essential and primordial in the training of any teacher, is very poorly reflected and executed in class-rooms and amphi-theaters by many of the university teachers. This unfortunate reality had been mentioned repeatedly by a large number of the 200 students consulted during the execution of this piece of work. It is this very reason that prompted me to exploit such a difficult topic.
6. My justification to this, is simply based on the fact that, in the 1970s, well before I became a university student, I used, like many pupils of my generation, to interact closely with older persons, notably, those who were students at the university. This interaction created in me a very good sensation of well-being and comfort, to the extent, that I had waited desperately for the day I become a university student myself. The importance of this psychological factor could be greater and more efficient in today's' society if social inter-action, either via families and

friends, or through special television programs that could positively promote life in the university as a whole.

7. Here, the term '*mesquine*' has absolutely no relation with the French term '*mesquin*'. By using this term, the respondent wanted in fact, to reflect his own conclusion about the university teacher, who is, according to him, a mere element in the social arena, and who is not well regarded as he should be, either by society or by the government in general. This sort of impression was a very common one amongst many of the consulted students.

8 . No one can deny that, there are some university teachers, who could be classified as, anything but university teachers. In most times, they behave as real "dictators," who think that the whole world is ignorant except them, and the 'knowledge' or le '*savoir*' is exclusively theirs. What makes me sometimes laugh, is that many of these 'dictators', employ this ill behaviour even when they are in their own families. For instance, I have come across some cases, where university teachers forbid their wives, mothers and the rest of their relatives to call them by their simple surnames. They instead prefer to be called by their academic qualifications, as Doctor or Professor and so on. The psychological explanation to this sort of behaviour lies in the fact that, this category of university teachers could be suffering from personality disorder, which can lead, if it persists, simply to an advanced phase of 'neurotic' state. Alfred Adler and his school have classified this kind of persons as: '*Neurotic Characters*'. For Adler, these persons or individuals always attempt in various ways to compensate for some '*organ inferiority*', or, more generally, to attain superiority, or complete '*masculinity*'. In: Draver, James, The Penguin Dictionary of Psychology, Editions: Penguin Books, (Aylesbury, Bucks: Great Britain), 1981,

P.185. In addition to that, I think that when a university teacher projects himself and therefore, his profile as: a self-centered person, rigid, unsociable, undemocratic, without the sense of humour, 'débranché' of what is happening around him, or vis-à-vis to what his students think etc..., the result of this projection, will be certainly disastrous. On the one hand, the students would take in this profile seriously, and then, on the other, generalise it as a stereotype.
