

## Does Age Affect The Graduate Students' Perception Toward Their Teachers?

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### **Abstract:**

**Background:** Teachers play the pivotal role in students' learning process especially for graduate students who are the nucleus of learning process and in direct contact with their teachers.

**Objective:** To identify the effect of teacher's age on graduate students' perception toward their teachers in the Faculty of Nursing.

**Design:** A descriptive research design.

**Settings:** The study was carried out in the faculty of Nursing including all its nine departments namely; Medical-surgical Nursing, Critical Care Nursing, Education, Pediatric Nursing, Obstetric and Gynecology Nursing, psychiatry and Mental health Nursing, Community Health Nursing and Gerontological Nursing.

**Subjects:** All graduate students enrolled in Master & Doctorate Programs in the previously mentioned settings and working either in the faculty or outside the faculty in the previously mentioned departments during a year were included in the study. Their number amounted to 80 students.

**Tools:** Three tools were used: Graduate students' Socio demographic and Scientific Data Structured Interview Schedule and Graduate students' perception of their teachers' Professional Teaching Skills Questionnaire.

**Results:** Graduate students' perception toward their teachers' professional teaching skills either those over and under 60 years were the same with no significant difference. Graduate students' perception toward their aged teachers as they had more information, able to solve learning and family problems, maintain mutual respect and protect unethical behaviors in classroom than those with teachers under 60 years. On the other hand, angry and sarcastic behaviors were reported by graduate students as a typical feature of teachers over 60 than teachers under 60 years with a significant difference.

**Conclusion:** There is no effect of teachers' age on the perception of graduate students toward teaching process except in some areas of teaching process as maintaining respect, protect an ethical behavior in classroom and presence of angry spontaneously as a teacher quality.

**Recommendation:** Supportive counselling for graduate students and increase motivation toward teachers' training especially for those under 60 years.

**Key words:** Teacher's age, graduate students, Faculty of Nursing, graduate students' perception, teaching process.

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### I. Introduction

Healthcare professionals are working within the context of rapid technological change and innovative research approaches. So, they continually seek accessible education opportunities<sup>(1)</sup>. Post graduate learning or Higher education is a service resembling the commercial industry in the way that both of them are cheap to keep existing customers than recruit new ones. Teachers of graduate education are, consciously or otherwise, attempting to prepare students to operate in "complex" contexts. Teachers play the pivotal role in students' learning process as teachers are not only the medium of education for students, but also they affect students directly. Teachers assume different roles that include information providers, role models, facilitators, assessors, planners, and resource developers. How teachers think, behave, and speak will influence students deeply throughout their lives. No one disputes the importance of a teacher regarding student learning<sup>(2,3)</sup>.

As teachers are the key "vehicles" of education, teachers' performance should be taken into consideration to ensure good teaching and successful learning<sup>(4)</sup>. Research conducted in the UK reported that the quality of teaching and learning is a major factor for graduate student satisfaction and progress<sup>(5)</sup>.

Teachers of graduate students are different in their age, personal and academic qualities. Graduate students are exposed to both young and old teachers. In fact, teachers over 60 may have certain physiological changes associated with normal aging process that may directly or indirectly affect the teaching process for

graduate students. Such changes are poor vision, hearing, voice changes, decreased attention span and memory changes. In addition to, delayed response to students, be nervous quickly, and have less concentration <sup>(6)</sup>. It should be noted that development of these changes may differ from one teacher to another based on their life style pattern, physical, psychological, social status, and their ability to cope with life stressors. No one can define the exact age that indicate occurrence of these changes.

In some countries like Egypt, the age of 60 years is an indicator of aging as 60 years is the age of retirement and less productivity. Some jobs such as academic teachers and professors have a policy that teachers over 60 might still show good energy to fulfill the requirements of their job and the faculty ask them to extend the working period. Also, it is obvious to show aged persons assume different leadership abilities related to their wisdom, prolonged experiences, and their ability to take the correct decisions in cases of difficult situations <sup>(7)</sup>.

Teaching as a profession requires more patience, knowledge, experience and ability to deal with learning and students' difficulties that hinder the process of learning and consequently finding the correct solutions. These teacher qualities are considered the main features of the aging process and aged persons <sup>(8)</sup>. In Alexandria, 2012<sup>(9)</sup> it was reported by Abd El Kareem that more than two thirds of nursing students were satisfied with their curriculum and teaching methods regardless teachers' age. There is a doubt that teaching process is affected by teachers' age and in what way.

Graduate learners are the nucleus of learning process and in direct contact with their teachers. Be Knowledgeable about the graduate students' perception toward their aged teachers can enhance in students' satisfaction with their learning process and consider an important factor for their progress <sup>(10)</sup>.

### **Aim of the study**

The aim of this study is to: Identify the effect of teacher's age on graduate students' perception toward their teachers in the Faculty of Nursing.

### **Research hypothesis:**

There is no effect of teachers' age on graduate students' perception toward their teachers in the Faculty of Nursing.

## **II. Materials And Method**

### **2.1. MATERIALS**

**Design:** A descriptive research design was used in this study.

**Setting:** The study was carried out in the faculty of Nursing including all its nine departments namely; Medical-surgical Nursing, Critical Care Nursing, Education, Pediatric Nursing, Obstetric and Gynecology Nursing, psychiatry and Mental health Nursing, Community Health Nursing and Gerontological Nursing.

**Subjects:** All graduate students enrolled in Master and Doctorate Programs in the previously mentioned settings for a year and working either in the faculty or outside the faculty in the previously mentioned departments were included in the study. Their number amounted to 80 students.

### **2.2. Tools:**

#### **Tool I: Graduate students' Socio demographic and Scientific Data Structured Interview Schedule:**

This tool was developed by the researchers based on relevant literatures and included the following items:

- a) Socio-demographic and Scientific profile of graduate students such as age, sex, specialty, Last certificate obtained, type of program enrolled, the current semester, number of teachers and their age, students' past contact with old age person, their knowledge about aging, and their past experiences with older person.
- b) Occupation profile as type and place of work.
- c) Teachers related information:
  1. Physical status of teachers (hearing, vision, attention, concentration and voice).
  2. The differences between teachers under and over 60 years in relation to; their knowledge, ability to teach effectively, presence of supportive relation, their ability to solve teaching and learning problems and to evaluate objectively.

**Tool II: Graduate students' perception toward their teachers' Professional Teaching Skills Questionnaire:**

This questionnaire was developed by the researchers based on relevant literatures. It is used to assess the teaching skills of teachers under and over 60 years from the perspectives of graduate students. It includes three domains; course content, teacher qualities and educational environment. The questionnaire is a 3 point Likert scale with No score 1, Sometimes score 2 and Always score 3.

**Items related to course content;** included 22 items related to;

- 1- Setting clear course objectives (5) items
- 2- Scientific contents of the course (12) items.
- 3- Communicate effectively with students (5 items).

**Items related to teachers' qualities;** include 31 items related to professional teaching skills, control the students & educational environment and personal qualities of teachers.

**Items related to educational environment** include 11 items related to psychological educational environment.

### **2.3. METHOD**

- Official permission to carry out the study from the faculty of Nursing was taken.
- The study **tool I** Graduate students' Socio demographic and Scientific Data Structured Interview Schedule was developed by the researchers and was tested for the content validity by three jury experts in Gerontological Nursing and Education in the Faculty of Nursing, Alexandria University.
- A pilot study was carried out on ten post graduate students in faculty of Nursing not included in the study; they were chosen randomly to test clarity of the tools and in order to determine the approximate time needed for each interview. The necessary modifications were done.
- A list of all graduate students enrolled in master and doctorate programs in all departments of the faculty for the first and second semester during a year was obtained from graduate studies department. Then, each graduate student was interviewed individually to collect the data using tool I.
- Teachers' professional teaching skills questionnaire was distributed among all graduate students to identify their perception toward their teachers' professional teaching skills.

#### **Ethical considerations:**

Verbal consent was obtained from each graduate student after explaining the purpose of the study. Privacy was maintained during the process of data collection. Confidentiality of the collected data and anonymity were guaranteed.

#### **Statistical analysis of the data**

Data were fed to the computer and analyzed using IBM SPSS software package version 20.0. (Armonk, NY: IBM Corp) Qualitative data were described using number and percent. Quantitative data were described using range (minimum and maximum), mean, and standard deviation. Significance of the obtained results was judged at the 5% level.

The used tests were

#### **1 - Paired t-test**

For normally distributed quantitative variables, to compare between teachers over and under 60 years

#### **2 - McNemar and Test**

Used to analyze the significance between teachers over and under 60 years

### **III. Results**

#### **Socio-demographic characteristics and Scientific data of graduate students.**

The age of the studied graduate students ranged from 23 to 42 years with a mean age  $28.32 \pm 4.25$ . Females constituted 77.5% of the graduate students and the rest 22.5% were males. Graduate students from the nursing education department were 17.5%; from the medical- surgical department 15.0%; from Emergency and Critical care department 13.8% and Community health Nursing 12.5%. Furthermore, the same percent 11.3% was enrolled in the Pediatric and Gerontological Nursing departments. Graduate students from Psychiatric and Mental Health Nursing, Administration and Gynecology and Obstetric nursing constituted 7.5%, 6.35 and 5.0% respectively.

Regarding the years of experience, 53.8% of graduate students reported less than five years, 32.5% five to less than ten years and 13.8% more than ten years. Nearly 63.8% of graduate students had Bachelor degree,

32.5% had master, 2.5 had doctorate and 1.3% had diploma degrees. In relation to occupation profile, the main job assumed by graduate students was either demonstrator 42.5%; clinical instructor 28.7% or Assistant lecturer 20.0%. Nursing teachers, Nursing supervisors and housewife constituted 5.0%, 2.5% and 1.3% respectively.

About 53.8% of graduate students were working in the faculty of Nursing, Alexandria University. While, 13.8% and 7.5% of graduate students were working in the faculty of Nursing either Damanhour University or Jordan Universities. The rest were working either in Ministry of Health 8.8%, Higher Institute of Nursing 8.7% or Nursing schools 3.8%. According to the scientific data of graduate students, 65.0% of them were enrolled in the Master program, 33.8 in the Doctorate program and 1.3% in the diploma. About 38.8% of graduate students enrolled in first semester followed by third semester 37.5% and second one 13. Thesis, fourth, summer semesters constituted 5.0%, 2.5% and 2.5% respectively.

**Table (1)** illustrates the perception of graduate students toward their teachers' physical condition. The majority of teachers regardless their age had intact hearing, vision, attentive, concentrated all the time of lecture and had clear voice.

- It can be shown from **table (2)** that 95.0%, 92.5% and 77.0% of graduate students had past history of dealing with older adults, had information about aging process and experience with older adults. About 83.0% of graduate students had relation with their teachers before studying. This relation was continued after finishing the study with teachers over 60 years than younger ones with a statistically significant difference  $P = 0.003$ . Also, it was observed from table (2) that there was a significant difference between teachers over and under 60 years in certain aspects of teaching as teachers over 60 years had more information  $p = 0.004$ , able to solve family and learning problems  $P = 0.025$ . Whereas, no significant difference was observed in other aspects such as providing guidance and advise  $P = 0.832$ , support  $P = 0.229$ , sending message simply and clearly  $P = 0.525$  and evaluate objectively  $P = 0.791$ . Also, it was noted in the present study that there is no significant difference between teachers over and under 60 years in some teaching behaviors as dealing with the student as graduate one  $P = 0.059$ , the relation of teachers with their students did not affect teachers' behaviors toward their students in classroom  $P = 0.664$  and students' evaluation  $P = 1.000$ .

It is surprising that if the chance available for students to choose their teachers based on their age, they will choose both teachers under and over 60 years with no significant difference  $P = 1.000$

**Table (3)** shows the perception of graduate students toward their teachers' age and their professional teaching skills. Teaching skills were divided into three categories the course contents, teacher qualities and educational environment. No significant difference was observed between teachers under and over 60 years in course content in relation to setting objectives which were corresponded to students' needs, update course contents using technological methods for clarification and communicate effectively with their students. As regard to teacher qualities or traits, it was noticed in the present study that underestimation and sarcasm from students' answers were induced by teachers over age 60 years than those under 60 years with a significant difference  $P = 0.040$ . Also, teachers over 60 years were angry spontaneously and unexpected than teachers under 60 years with a significant difference  $P = 0.026$ . No significant difference was observed in other teacher qualities between teachers over and under 60 years.

In relation to educational environment, presence of mutual respect and protect an ethical behaviors in classroom was documented for teachers over 60 years than those under 60 years with a statistically significant difference  $P = 0.004$ . While, no significant difference was noted in other items of educational environment.

#### **IV. Discussion**

Teaching is an active process in which information is shared with students to provide them with the information needed to make behavioral changes<sup>(1)</sup>. Obviously, teachers' quality is a great indicator of students' achievement and the way in which students can evaluate their teachers, especially in the case of graduate students who are trained to be future teachers<sup>(1)</sup>. So, the aim of this study is to identify the effect of teacher's age on graduate students' perception toward their teachers in the Faculty of Nursing.

The results of the present study denoted that slightly increase in the number of teachers over 60 years than those under 60 years who are teaching graduate students in the faculty of Nursing. In Australia, the picture is different, where teachers of the middle stage of their teaching careers were more likely to engage in graduate study than those at the beginning or towards the end of their careers<sup>(12)</sup>. The difference in both results may be related to that the teachers over 60 years in the faculty of Nursing constituted a wide base of teaching & learning support than those of younger age as their number are sharply increasing in relation to younger age (baby boomers). Also, teachers over 60 years in the faculty of Nursing take the responsibility of teaching graduate students due to their prolonged experiences, increased knowledge and information that could not be replaced by those with young age teachers. So, the faculty can achieve the desirable effect of learning process and students' progress. Also, University law and policy allows the teachers over 60 years to continue their work after retirement. So, teachers over 60 years assume different educational and administrative roles in the faculty of Nursing, Alexandria university. These roles include head of departments, participation in exam duties and in

different faculty committees, supervising of scientific theses, and good consultants. Also, teachers over 60 years are considered a role model and a resource individuals resulting from their prolonged years of experience in teaching. Moreover, they can create cooperative learning, decision maker, and conduct research. From other view about teachers over 60 years, it cannot be ignored the changes of aging process that may interfere with their roles especially teaching role as forgetting a recent events, names, dates and lacking in use of advanced teaching techniques.

The result of the present study stated that no significant difference between teachers over and under 60 years in over all teaching process that include three main ways: the instruction that the teacher implements, the relationship that the teacher builds with students, and the environment that the teacher creates.

In relation to instruction, teachers have three major work – curriculum development, teaching strategy, and assessment. Through curriculum, teachers can transmit their values to the students. In the present study, teachers over 60 years state the clear objectives of course, the content of course was based on students' needs, use technological methods for teaching, had update knowledge, focus on important points of curriculum content, convey message clearly, give purposeful comments, answer students' questions, give feedback and evaluate students objectively as reported by graduate students.

The second way that graduate students perceive their teachers was the relationship teachers build with students. Teachers are both the counselors and the friends of students, whether inside or outside the classroom. Students share their feelings and experiences with teachers, and ask for teachers' help when they have problems. In the present study, graduate students had a relation with their teachers over 60 years that characterized by guidance, support, advice and presence of sense of humor with no significant difference with teachers under 60 years. Maintaining mutual respect in classroom was reported as feature of teachers over 60 years' relation with their graduate students with a statistically significant difference than teachers under 60 years. Also, graduate students can continue the relation with their teachers over 60 years after finishing the course than those under 60 years with a statistically significant difference. This can be interpreted as teachers over 60 years are considered a figure of mother that are able to provide care, support and give the feeling of security. Moreover, those teachers over 60 years are dealing with their students as graduate students by asking them to seek information independently, allow open discussion and express their opinions which can assist the students in their graduation. This is supported by the study of Abd Elsamad S, 2012<sup>(13)</sup> who stated that the majority of graduate nursing students had high readiness toward self-directed learning. Other study conducted in Alexandria 2013<sup>(14)</sup> revealed that cooperative learning strategy is a more effective strategy in the improvement of nursing students' performance.

On the other hand, it was stated by graduate students that teachers over 60 years become angry spontaneously and unexpectedly than teachers under 60 years. Anger is considered a part of normal change with age and depends mainly on the personality of the teacher rather than his age<sup>(15)</sup>. Also, it appears from the present study that this anger did not affect the learning process as when asking the students if they had a chance to choose their teachers either over or under sixty, no significant difference between both teachers was noted. This result can be interpreted as reported by the graduate students that teachers over 60 had more information & knowledge and are able to solve family & learning problems.

Other negative aspect of aged teachers' relation with their graduate students was underestimation of teachers over 60 years to graduate students' answers and being sarcastic from graduate students' opinions against teachers' point of view. This result can be clarified as teachers over 60 years had more information , knowledge and high expectation from their students compared to undergraduate roommates. Teachers over 60 years may consider this behavior as the way to encourage the students to improve their knowledge which is a requisite for graduate studies. Also, it is important to remember that rigidity is one of normal age related changes that depends on teacher's personality and need proper coping and adjustment.

Other main component of teaching process is an educational environment. The classroom or environment that the teacher conducts and manages, also plays an indispensable role in enhancing students' attitudes toward learning. Teachers are also the leaders in the classroom. When they lecture, demonstrate and conduct activities, their values appear unwittingly in front of students that prepare them to be role model. A good classroom environment and climate can stimulate students' interest in learning, arouse their potential, and promote their academic performance<sup>(16)</sup>. It was reported by Shapiro (1993)<sup>(17)</sup> that the supportive and positive classroom climate can motivate students to succeed. In the present study, teachers over 60 years maintain positive educational environment that allows open discussion, students' interaction by assuming U or circle shape, taking rest periods during teaching, using technological methods that facilitate learning in classroom and in controlling the environment with no significant difference among teachers under and over 60 years. This interactive lecture can help in promoting critical thinking of students and accelerating their progress. This is in accordance with a study of El Demerdash, 2014<sup>(18)</sup> stated that interactive lecture is more effective than traditional lecture for developing critical thinking skills. Teachers over 60 years differed significantly from those under 60 years in following the legal and ethical issues through protecting an ethical behavior in classroom.

This can be related to that teachers over 60 years are always stick with laws and policies that control the human behaviors. In addition to their wisdom and prolonged experiences.

This perception of graduate students toward their teachers over 60 years may be due to the fact that graduate students had a history of dealing with old age persons, had experience with them and had knowledge about aging process. This is in accordance with the study<sup>(19)</sup> carried out in London revealed that the knowledge and attitudes of medical students toward elderly people were higher.

It was a surprise that age related changes among teachers over 60 years were not reported by graduate students and consequently did not affect the teaching process. As the majority of teachers regardless their age showed intact vision, hearing, clear voice, attentive and well concentrated. Also, delayed response to answer students' questions appeared for teachers over and under 60 years with no significant difference. The rationale for this delaying may be related to lack of knowledge for teachers under 60 years. While, for teachers over 60 years, this delaying to answer questions may be claimed to normal physiological change in the central nervous system associated with the aging process.

## V. Conclusion

It can be concluded from the present study that there is no effect of age on teaching process as there is no statistically significant difference of professional teaching skills between teachers over and under 60 years. Teachers over 60 years maintain mutual respect and protect an ethical behaviors in classroom than those under 60 years. Also, those teachers continued relation with their students after finishing the course with a significant difference with teachers under 60 years. Anger and underestimation of students' answers were significantly documented with teachers over 60 years than those under 60 years.

The main features of teachers over 60 years as reported by graduate students were more knowledge, maintaining good relation with their students and able to solve family & learning problems than those under 60 years.

## VI. Recommendations

Based on the results of the study, the following recommendations are suggested:

- 1- Colleges and Universities should continue their efforts to support their graduate students and offer counselling that help students to solve or cope with their learning & family problems. Teachers over 60 years as an individual resource can formulate or state the teaching and learning guideline for both graduate students and their teachers under 60 years for fulfillment of graduation and successful teaching.
- 2- Successful teachers' training remain a continuing challenge and goal at the same time especially for teachers under 60 years. So, it should be encouraged through increasing and applying motivation strategies for training.
- 3- More attention should be focused on how teacher value affects student performance. So, study of the relationship between teacher value and students' academic achievement represent for all graduate students a good opportunity for reflecting on both the concept of courses and the way of presenting it to the students.

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**information about teachers**

**Table (1): Distribution of graduate students according to their perception to the teachers' physical condition**

Number of teachers			
<b>Less than 60 years</b>			
Min. – Max.	1.0 – 13.0		
Mean ± SD.	5.47 ± 2.80		
<b>More than 60 years</b>			
Min. – Max.	1.0 – 17.0		
Mean ± SD.	3.92 ± 2.81		
Physical status	Number of students (n- 80)	Percent %	
<b>Hearing</b>			
No problem	77	96.2	
Hearing difficulty	3	3.8	
<b>Vision</b>			
No problem	75	93.7	
Poor vision	5	6.3	
<b>Attention</b>			
Attended	67	83.7	
Poor attention	11	13.8	
Not attended	2	2.5	
<b>Concentration</b>			
All lecture	78	97.5	
Part of lecture	2	2.5	
<b>Voice</b>			
Clear	75	93.7	
Not clear	3	3.8	
Tremors of voice	2	2.5	

**Table (2): Distribution of post graduate students according to the relation with their teachers.**

	<60		>60		Percent %	Sig
	No.	%	No.	%		
<b>Past dealing with older adult</b>						
Yes	76				95.0	
No	4				5.0	
<b>Information about aging process</b>						
Yes	74				92.5	
No	6				7.5	
<b>Past experience with older adult</b>						
Yes	62				77.5%	
No	18				22.5	
<b>Relation with teachers before studying</b>						
No	11				(13.8%)	
Yes	(N=69)				86.3	
<b>Continuing relation after finishing the study</b>	36	52.2	47	68.1		0.003*
<b>Relation characterized by advice &amp; guidance</b>	55	79.7	57	82.6		0.832
<b>Providing more support</b>	56	70.0	46	57.5		0.229
<b>Had more information &amp; knowledgeable</b>	35	43.8	58	72.5		0.004*
<b>Ability to send message simply &amp; clearly</b>	45	56.3	51	63.8		0.525
<b>Ability to evaluate objectively</b>	8	10.0	10	12.5		0.791
<b>Regardless age</b>	66	(82.5%)				

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<b>Ability to solve learning &amp; family problems</b>	34	42.5	54	67.5	0.025*
<b>Dealing you as graduate student</b>	56	70.0	68	85.0	0.059
<b>Relation with teachers affect their behavior in classroom</b>	38	47.5	35	43.8	0.664
<b>Relation with teachers affect their evaluation</b>	28	35.0	28	35.0	1.000
<b>Chance to choose young or old teacher</b>	52	65.0	51	63.8	1.000

p: p value for Chi square for **McNemar test** for comparing between >60 and <60 \*: Statistically significant at  $p \leq 0.05$

**Table (3):**Distribution of graduate students according to their perception toward their teachers' age & their professional teaching skills.

Teaching skills	Number of students N= 80		Significant test (t)	P value
	Less than 60years	More than 60years		
<b>Course contents</b>	<b>49.54 ± 6.94</b>	<b>50.40 ± 7.68</b>	<b>0.871</b>	<b>0.386</b>
State the objectives of the course	2.29 ± 0.42	2.31 ± 0.41	0.479	0.633
Clear, update course contents using technological methods	2.23 ± 0.34	2.27 ± 0.34	0.912	0.365
Communication in classroom	2.37 ± 0.38	2.39 ± 0.38	0.294	0.770
<b>Teacher qualities</b>	<b>74.15 ± 9.70</b>	<b>73.57 ± 9.54</b>		
Cooperative, motivator	2.44 ± 0.44	2.44 ± 0.42	<b>0.492</b>	<b>0.624</b>
Underestimate students' answers , Sarcastic behavior	2.50 ± 0.58	2.36 ± 0.66	0.000	1.000
attentive	2.46 ± 0.59	2.30 ± 0.56	2.083*	0.040*
	1.88 ± 0.62	1.80 ± 0.62	1.744	0.085
	2.34 ± 0.65	2.28 ± 0.78	0.865	0.390
Tend to take more time in classroom	2.31 ± 0.65	2.10 ± 0.72	0.743	0.460
Flight of idea				
Angry		2.40 ± 0.74	2.270*	0.026*
Hesitated	2.39 ± 0.65		0.155	0.877
Control over environment	2.49 ± 0.64	2.64 ± 0.56	1.929	0.057
Criticize students' performance continuously	1.96 ± 0.65	1.86 ± 0.63	1.239	0.219
Advisor	2.54 ± 0.59	2.65 ± 0.53	1.581	0.118
Offer guide	2.56 ± 0.55	2.61 ± 0.49	0.705	0.483
Rapid reaction toward unethical behaviors	2.40 ± 0.61	2.49 ± 0.60	1.186	0.239
<b>Positive teaching environment</b>	<b>2.24 ± 0.40</b>	<b>2.27 ± 0.40</b>	<b>0.450</b>	<b>0.654</b>
Compatible for teaching	2.18 ± 0.67	2.20 ± 0.70	0.341	0.734
Presence of sense of humor	2.18 ± 0.55	2.14 ± 0.57	0.466	0.642
Encourage open discussion	2.28 ± 0.50	2.33 ± 0.63	0.684	0.496
Presence of mutual respect and protect ethical behaviors	2.54 ± 0.62	2.71 ± 0.53	2.997*	0.004*
Allow students' interaction by using U shape or circle in classroom	2.29 ± 0.68	2.36 ± 0.68	0.925	0.358
Allow rest periods	1.89 ± 0.67	1.90 ± 0.67	0.173	0.863
Use technological methods	2.36 ± 0.62	2.23 ± 0.69	1.658	0.101
<b>Negative teaching environment</b>	<b>2.19 ± 0.52</b>	<b>2.08 ± 0.59</b>	<b>1.907</b>	<b>0.060</b>
Presence of boring	2.10 ± 0.56	2.0 ± 0.66	1.584	0.117
Take time to understand students' questions and to answer	2.28 ± 0.62	2.15 ± 0.71	1.736	0.086

t, p: t and p values for **Paired t-test**for comparing between **less than** and **more than 60 years**\*: Statistically significant at  $p \leq 0.05$

HanaaSh. Ibrahim. "Does age affect the graduate students' perception toward their teachers?" IOSR Journal of Nursing and Health Science (IOSR-JNHS) , vol. 7, no.6 , 2018, pp. 19-26.