

UNACCEPTABLE BEHAVIORS OF FEMALE STUDENTS AND DISCIPLINE STRATEGIES USED IN CLASSROOMS FROM THE VIEWPOINT OF THE FEMALE MEMBERS OF THE FACULTY IN THE HUMANITARIAN AND SCIENTIFIC DEPARTMENTS AT KING SAUD UNIVERSITY

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***Abstract_** The present study aimed to know the unacceptable behaviors of the female students in the classrooms from the viewpoint of the female members of the faculty in the scientific and humanitarian departments at King Saud University, the degree of use of preventive, supportive and corrective discipline strategies in the classrooms by female faculty members , and the disclosure of the main differences in their responses, which may be due to the variables of specialization and years of experience, both researchers have prepared a questionnaire to achieve that by applying it to a sample of (655) female members in both the humanitarian and scientific departments at King Saud University . The study found that the approval of the female members of the faculty and their supporting the unacceptable behaviors raised by the study tool had a high degree, the unacceptable behaviors of female students that had the highest degree of approval were the delay to the lecture and the date of test, speaking at inappropriate times, and talk without permission. With regard to the degree of use of preventive, supportive and corrective discipline strategies by female faculty members in the classroom, the preventive strategies ranked first, followed by supportive strategies, then corrective one, with regard to the differences in the responses of the sample, which may be due to the different specialization, the results of the study revealed a lack of statistically significant differences in the unacceptable behaviors of the female students in the classrooms, while there were statistically significant differences in the degree of the use of preventive, supportive and corrective discipline strategies among the responses of the study sample for the humanitarian departments to which attributed.*

For the differences that may be attributed to the variable of years of experience, the results of the study revealed the lack of statistically significant differences in the responses of the study sample of female members of the faculty in science and humanitarian departments on the unacceptable behaviors of the students in the classrooms , and the lack of statistically significant differences in the responses of the sample on the degree of use of corrective strategies to which attributed, as the results indicated the more years of experience of female faculty members, the more experience they have in the use of preventive and supportive strategies compared with the female members with less experience. The study has concluded recommendations that met those results, and provided many of proposals.