



**2004/ 1 /20 :**

-----

. -

-----

. -

-----

. -

-----

. -

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(85) "وما أوتيتم من العلم الا قليلا" )



\_\_\_\_\_

\_\_\_\_\_

-----

-----

-----

-----

-----

-----

-----

-----

:

2

-----

6

-----

7

-----

7

-----

8

-----

9

-----

9

-----

10

-----

**11**

:

12

-----

20 -----

27 -----

31 -----

:

34 -----

34 -----

35 -----

37 -----

39 -----

40 -----

40 -----

40 -----

41 -----

:

44 ----- .

49 -----

50 -----

51 -----

52 -----

54 -----

:

57 -----

66 -----

67 -----

68 -----

69 -----

70 -----

72 -----

74 ----- :

75 -----

80 -----

82 -----

b -----

34		1
35		2
35		3
36		4
36		5
37		6
44		7
49	( )	8
50	( )	9
51		10
52		11
53		12
53		13
54	(LSD)	14
55		15
55		16



83	.(2000 )	1
87	.	2
92	.	3
99	.	4
100	.	5
101	.	6

:

:

(0.05= $\alpha$ )

:

(773)

(900)

(%6.6)

(2000)

.(0.82)

:

(1

(3.11)

( 0.05= $\alpha$ )

(2

( 0.05= $\alpha$ )

(3

(0.05= $\alpha$ )

(4

( 0.05= $\alpha$ )

(5

(0.05= $\alpha$ )

(6

:

-1

-2

-  
-  
-  
-  
-  
-  
-  
-

:

:

.

.(1998 )

(Postic ,1986 )

:

.

.(2000 )

.(Dewey, 1939)

.(1981 )

.(1986 )

( )

.(1978 )

.(1980 )

(1998 ) .

)

.(1973

)

.(2000



.(1998 )

.(1997 )

(1994 )

:

:

-

-

:

:

.1

:

.2

:

:

(0.05 =  $\alpha$ )

.1

.

(0.05 =  $\alpha$ )

.2

.

(0.05 =  $\alpha$ ) .3

(0.05 =  $\alpha$ ) .4

(0.05 =  $\alpha$ ) .5

:

:

.1

:

.2

.3

:

:

.1

( )

.2

.3

.4

:

:

. 2003-2002

:

.1

:

.2

:

.3

:

.4

:

:

.(1998 )

:

:

.(1999 )

:

.(2003 )

:

:

-

-

⋮  
\_\_\_\_\_

⋮

.

⋮

⋮

⋮

⋮

⋮

⋮

⋮

⋮



:

" Kratos "

" Demos "

":

(1956)

.(2000 )

.( 2000 )

( 1996 )

.( 2000 )

:

( 1999 )

:

:

:

." "

:

:

:

.(Dahl, 1989)

"

"

"

.(Dahl, 1989)" .

) .

.( 2000

Mezghani

.(1994 )

Fatma

.(1994 )

( 1994)

: .( 1994 )

.( 1997 )

:

.( 1998 )

(2000)

.

:

:

.

:

:

:

(1946 )

(1994 ).

(1994 )

":

"

:

" ( 1980 )

"

( 1999 )

:

( )

.( )

)

( 2000

.(2003 )

:

:

-

-

:

: -

" :(1984)

."

(246)

:

:

:

" :(1993)

."

.

:

(229)



" :**(1993)**

"

(245)

( )

1988

.

" :**(1994)**

"  
.

(120) (370)

(250)

" :(1994)

"

(550)

(%41)

(%44)

(%21)

(%7)

(%28)

(%42)

(%21)

(%37)

(%26)

(%58)

(%18)

(%19)

(%25)

(%56)

" :(1997)

"

"

"

(710)

(%90)

" :**(2000)**

."

(218)

1419-1418

:

(60)

."

" : (2000)

:

- .
- .
- .
- .
- .
- .
- .
- .
- .
- .

" : (2000)

."

(200)

1999-98

(%70)

:

" : (2000)

."

(622)

(128)

:

" **:(Monney & Leonard, 1950)**

."- -

( ) :

(330)

" :(**Neoth & Dye, 1974**)

"

(1040)

(786)

"

"

:(**Wilson, 1984**)

:



" :**(Lanz, 1986)**

."

(93)

" :**(Waters and Others, 1988)**

."

(100)

" **:(Bontrager, et.al, 1990)**

."

(40)

(75)

" **:(Ragheb, et.al, 1993)**

."

(343)

" **:(Dobruskin, 1995)**

"

:

) (2000 )  
 (1997 ) (2000 ) (2000 ) (2000 )  
 (1993 ) (1994 ) (1994 )  
 .(1984 ) (1993 )

(Raghd et al., 1993 ) (Dobruskin,1995)  
 Waters and ) (Bontrager et al., 1990)  
 (Wilson, 1984 ) (Lanz, 1986) (others,1988  
 Monney and ) (Noeth and Dye,1974)  
 .(Leonard,1950

(2000)

(1993)  
 .(2000)  
 (1994)

:

-

-

.

-  
-  
-  
-  
-  
-  
-  
-

:

:

(1)

(1)

%		
61	7200	
39	4536	
<b>100</b>	<b>11736</b>	

:

(550)

(%6.6)

(350)

(%15)

(773)

(6) (5) (4) (3) (2)

( 2 )

%		
64.2	496	
35.8	277	
<b>100</b>	<b>773</b>	

( 3 )

%		
45.7	353	
54.3	420	
<b>100</b>	<b>773</b>	

(4)

%		
26.5	205	
22.1	171	
22.8	176	
21.6	167	
7	54	
<b>100</b>	<b>773</b>	

(5)

%		
2.6	20	
10	77	
17.3	134	
27.8	215	
42.3	327	
<b>100</b>	<b>773</b>	



(6)

%		
8.8	68	
17.1	132	
22.9	177	
28.5	228	
21.7	168	
<b>100</b>	<b>773</b>	

:

:

:

:

. : .1  
. \* \* : .2

. \* \* \* \* \* : .3

\* \* \* \* \* : .4

\* \* \* \* \* : .5

. \*

:

(2000 )

(32)

(53)

(5)

:

40 35 31 30 25 24 23 21 20 11 9 7 4 3) : -

.(46 45 43 41

19 18 17 16 15 14 13 12 10 8 6 5 2 1) : -

49 48 47 44 42 39 38 37 36 34 33 32 29 28 27 26 22

.(53 52 51 50

:

(53)

("3" ) " "

(1) (2000 )

:

: \_\_\_\_\_

1                    2                    3                    4                    5

: \_\_\_\_\_

5                    4                    3                    2                    1

:

.( "4"                    )

:

.

-

.

-

.

-

(8)

(2)

:

(0.82)

( Alpha Chronbach)

.

:

**(Independet Variables)**

.( ) :

•

.( ) :

•

( ) :

•

( ) :

•

( ) :

•

**(Dependent Variables )**

:

:

.1

.2

.3

(5)

.4

(6)

.5

.6

(SPSS)

:

:

(SPSS)

-

Independent T-test

( )

-

(One Way ANOVA)

-

(LSD)

-

.Least Significant Differences



( SPSS )

:

	%80	•
%79.9	%70	•
%69.9	%60	•
%59.9	%50	•
	%50	•

: (7)

:

:

(7)

	60.6	1.19	3.03		1
	66.8	1.08	3.34		2
	76.2	1.18	3.81		3
	68.0	1.04	3.40		4
	62.6	1.12	3.13		5
	52.8	1.22	2.64		6



	72.4	1.13	3.62		7
	69.6	1.14	3.48		8
	69.2	1.14	3.46		9
	52.0	1.07	2.60		10
	66.6	1.13	3.33		11
	70.0	1.15	3.50		12
	54.0	1.14	2.70		13
	49.6	1.21	2.48		14
	51.4	1.34	2.57		15
	51.8	1.12	2.59		16
	50.8	1.01	2.54		17
	72.4	1.11	3.62		18

	68.4	1.14	3.42	دون تحيز.	19
	62.8	1.14	3.14		20
	80.4	1.08	4.02		21
	62.2	1.12	3.11		22
	74.8	1.03	3.74		23
	42.0	0.99	2.10		24
	60.4	1.17	3.02		25
	64.2	1.18	3.21		26
	65.8	1.07	3.29		27
	70.0	1.15	3.50		28
	60.0	1.24	3.00		29
	75.4	1.00	3.77		30

	81.0	1.04	4.05		31
	64.4	1.01	3.22		32
	68.0	1.13	3.40		33
	66.6	1.14	3.33		34
	69.4	1.17	3.47		35
	64.2	1.14	3.21		36
	56.8	1.24	2.84		37
	54.8	1.02	2.74		38
	72.0	1.14	3.60		39
	75.6	1.01	3.78		40
	71.6	1.22	3.58		41
	51.6	1.13	2.58		42

	77.2	1.05	3.86		43
	36.6	1.00	1.83		44
	76.8	0.92	3.84	( )	45
	73.0	1.11	3.65		46
	42.6	1.07	2.13		47
	46.8	1.03	2.34		48
	49.2	1.07	2.46		49
	51.8	1.23	2.59		50
	63.2	1.17	3.16		51
	61.6	1.26	3.08		52
	72.4	1.25	3.62		53
	62.2	0.35	3.11		

(31 21)

( 53 46 45 43 41 40 39 30 28 23 18 12 7 3)

29 27 26 25 22 20 19 11 9 8 5 4 2 1)

( 52 51 36 35 34 33 32

(50 42 38 37 17 16 15 13 10 6)

(49 48 47 44 24 14)

:

(0.05 =  $\alpha$ )

( )

: (8)

. Independent -T- test

(8)

( )

*		( )	(277 = )		(496= )	
*0.007	771	2.704	0.333	3.06	0.360	3.13

.(1.96)

( )

(0.05)

\*

( )

( )

(0.05)

:

(0.05 =  $\alpha$ )

( )

:(9)

. Independent -T- test

(9)

( )

		( )	(420 = )		(353 = )	
0.45	771	0.750-	0.339	3.12	0.368	3.10

.(1.96)

( )

(0.05)

\*

( )

( )

(0.05)

:

**(0.05 =  $\alpha$ )**

Way ANOVA

: (11 10)

One

**(10)**

0.39	3.19	0.31	3.09	0.37	3.12	0.35	3.11	0.34	3.08

(11)

*	( )				
0.34	1.131	0.141	4	0.563	
		0.124	768	95.481	
			772	96.044	

.(2.79)

( )

(0.05)

\*

( )

( )

(0.05)

:

**(0.05 =  $\alpha$ )**

One Way ANOVA

: (13 12)



(12)

0.36	3.14	0.35	3.12	0.32	3.06	0.34	3.08	0.29	2.93

(13)

*	( )				
*0.026	2.784	0.343	4	1.373	
		0.123	768	94.671	
			772	96.044	

.(2.79)

( )

(0.05)

\*

( )

( )

(0.05)

(14)

(Least Significant Differences)

(14)

(L S D)

-*0.20	-*0.19	-0.12	-0.15	*****	
-0.05	-0.03	0.02	*****		
-*0.08	-0.06	*****			
-0.01	*****				
*****					

(0.05)

\*

:

. ( )  
. ( )  
. ( )

:

(0.05 =  $\alpha$ )

: (15)

One Way ANOVA

(15)

0.35	3.14	0.35	3.10	0.35	3.14	0.31	3.05	0.39	3.06

(16)

*					
	( )				
0.087	2.038	0.252	4	1.009	
		0.124	768	95.035	
			772	96.044	

.(2.37)

( )

(0.05)

\*

( )

( )

(0.05)



:

:

(31 21)

(7)

:(1993)

-1

-2

-3

(1993)

(1994 )

:(7)

(53 46 45 43 41 40 39 30 28 23 18 21 7 3)

( )

(1998)

:

(1984)

-1

(1994 )

-2

- (2000)

-3

-

( Lansz, 1986)









(1994)

(1984)

(2000)

(Bontrager et al.,1990)

42 38 37 17 16 15 13 10 6 ) (7)

(50

(49 48 47 44 24 14) (7)

(1994)

(2000)

:

-1

-

:

-2

-

:

-3

-

-4

(2000)

:

-1

-2

-3

(1986)

Monney )

( and Leonard,1950

:

(0.05= $\alpha$ )

( )

( )

(8)

(0.05)

(2000)

:

( $0.05=\alpha$ )

( )

( )

(9)

( 0.05)

(1993)

:

**(0.05= $\alpha$ )**

( 10)

( ) ( 11)

(0.05)

( )



(1979)

.

.

.

:

**(0.05= $\alpha$ )**

.

(12)

. ( 0.36)

( 3.14)

( ) ( ) ( 13)

(0.05)

(L.S.D)

(14)

(14)

:

. ( ) -

. ( ) -

. ( ) -

.

:

**(0.05= $\alpha$ )**

(15)

(16)

( )

( )

(0.05)

%78

%70

•

•

-

-

-

-

-

-

-



-

-

:

(1973) -

.(7-4)

(1988) -

.(12-2 ) / 2/1

" " (1994) -

(1997) -

: (1998) -

(2)

.(125-115 ) (12)

(1997) -

.(245-228 )

(2000) -

.(131-122 ) (2) 12

	(1986)	-
.(104-81 ) (21)		
	(1996)	-
	(2000)	-
.(108-67 ) (64) (10)		
-5 )	(1999)	-
	.(9	
.(11-7 )	(2003)	-
	(2000)	-
(14)		
	.(65-13 ) (64)	
	(1994)	-
.(16-4 ) (182)		
	(1999)	-
( )		
	(1994)	-
.(238-225 ) (6) (3)		



	(1993)	-
3	(1978)	-
	(1956)	-
	(2003)	-
.(99-77 )		
	(1994)	-
	(1946)	-
:	(1994)	-
	(2000)	-

	(1999)	-
	(1980)	-
	(1997)	-
	(1998)	-
	.(46-5 ) (33)	
(1981)		-
(2000/1980)		
	.(37-15 ) (21)	
	(1984)	-
	.(182-164 ) (2) (4)	
	(1993)	-
	.(153-95 ) (38)	
1	(1998)	-

(2000)

-

(37)

.(181-122 )

:

## References:

- Bontrager, T. and Florian, V (1990). International students concerns for supportive programming. **College Student Affairs Journal**, vol (10), No,(2), PP.(220-28).
- Dahl , Robert ( 1989 ) . **Democracy and its critics** . New Haven : Yale Univ press
- Dewey, John. (1939), La Democratize Craterlce Tache quinous attends, Texte dune conference prepare en 1939, par Dewey al'occasion d'un congres organize, **I'honneur de ses (80) ans in Horizos philosophiques**, vol (5), No.(2).
- Dobruskin, M.E. (1995). The college student who is he? **Russian Education and Society**, vol(37), No (4) pp.(41-59).
- Lanz, J. C. (1986). Factors relating to academic and social adjustment of international graduate students in the school of education at the university of Pittsburgh, **Dissertation University of Pittsburg**. Vol (146), No, (12), p: 3603-A.
- Mooney, Roos and Leonard Jordan, (1950). **The money problem check lists, froms, college, High school, Junior high school Adults**, pergamon press, New York.

- Neoth, H., and Dye, G., (1974). Students affective Development within the college **Environment**. **Journal of Higher education**, vol(56), pp(640-660).
- Postic, Marcel, (1986). **La relation educative**, paris.
- Ragheb M.,G., and Mckinney, J., (1993). Campus recreation and perceived academic stress. **Journal of College Student Development**, vol(34), No(1), pp.(5-10).
- Waters, M. (1988). "High and low faculty evaluation: descriptions by student", **Teaching of psychology**, Vol(15), No(4), pp.(62-87).
- Wilson, D., (1984). Problems of university adjustment experienced by undergraduates in a developing country, **Higher Education**, vol(13), No(1), pp.(1-22).



(1)

(2000

)

:

(x)

						1
						2
						3
						4
						5
						6
						7
						8
						9

						10
						11
						12
						13
						14
						15
						16
						17
						18
						19



						20
						21
						22
						23
						24
						25
						26
						27
						28
						29

						30
						31
						32

(2)

						1
						2
						3
						4
						5
						6
						7
						8
						9

						10
						11
						12
						13
						14
						15
						16
						17
						18
						19

						20
						21
						22
						23
						24
						25
						26
						27
						28
						29

--	--	--	--	--	--	--

						30
						31
						32
						33
						34
						35
						36
						37
						38
						39

--	--	--	--	--	--	--

						40
						41
						42
						43
						44
					( )	45

(3)

/ /

: (x)  
□ □ : -  
□ □ : -  
□ □ : -  
□ □ : -  
□ □ : -  
□ □ : -  
□ □ : -

: (x)



						1
						2
						3
						4
						5
						6
						7
						8
						9
						10

--	--	--	--	--	--	--

						11
						12
						13
						14
						15
						16
						17
						18
						19

						20
--	--	--	--	--	--	----

---

---

						21
						22
						23
						24
						25
						26
						27
						28
						29
						30

--	--	--	--	--	--	--

---

---

						31
						32
						33
						34
						35
						36
						37
						38
						39
						40

--	--	--	--	--	--	--

						41
						42
						43
						44
					( )	45
						46
						47
						48

						49
--	--	--	--	--	--	----

---



---

						50
--	--	--	--	--	--	----

						51
--	--	--	--	--	--	----

						52
--	--	--	--	--	--	----

						53
--	--	--	--	--	--	----



*An-Najah National University*  
*Faculty of Graduate Studies*

*Democratic Practices and its Features as Perceived by  
An-Najah and Birzeit University Student and the Extent  
of its Influence by the Demographic Variables*

*Prepared By*  
*Ayoob Farug Lutfi Tanbour*

*Supervised by*  
*Dr. Abed Mohammad Assaf*

*Submitted in Partial Fulfillment of Requirements for the Degree of  
Master of Educational Administration, Faculty of Graduate Studies, at  
An-Najah National University, Nablus, Palestine.*

*2003*



*Democratic Practices and its Features as Perceived by An-Najah and  
Birzeit University Student and the Extent of its Influence by the  
Demographic Variables*

*Prepared By*

*Ayoob Farug Lutfi Tanbour*

*Supervised by*

*Dr. Abed Mohammad Assaf*

*Abstract*

The study aimed at identifying to what extent the democratic practices and its features are affected by demographic variables as perceived by An-Najah and Birzeit university students.

The study question: to what extent is the democratic practices and its features in An-Najah and Birzeit affected by demographic variables as perceived by the students.

**The study hypothesis:** There are no significant statistical differences at ( $\alpha = 0.05$ ) in the level of democratic practices and its features as perceived by An-Najah and Birzeit universities students due to university, gender, student's academic year, father's academic a qualification, mother's academic a qualification variables.

The population of the study consisted of all students of An-Najah and Birzeit. A stratified random sample was down, the size of the sample was (900) students out of which (773) students responded to the questionnaire. In other words the sample constitutes (6.6%) out of the entire population.

The researcher developed a questionnaire based on Watfa and Shera' (2000) in Kuwait. The validity of the instrument was approved by twelve ph.D. holders in An-Najah university.

The instrument proved to be reliable by using Cronbach's Alpha Coefficient which value was (0.82).

**The study revealed the following results:**

1. The level of the overall effectiveness of the democratic practices was medium. The respondents arithmetic mean was to (3.11).
2. There were statistical significant differences at ( $\alpha = 0.05$ ) in the level of democratic practices and its features in both An-Najah and Birzeit university , in favor of An-Najah university.
3. There were no statistical significant differences ( $\alpha = 0.05$ ) in the level of democratic practices and its features as perceived by students of An-Najah and Birzeit universities due the gender variable.
4. There were no statistical significant differences ( $\alpha = 0.05$ ) in the level of democratic practices and its features as perceived by students of An-Najah and Birzeit universities due to the academic level variable.
5. There are statistical significant differences ( $\alpha = 0.05$ ) in the level of democratic practices and its features as perceived by students of An-Najah and Birzeit students due to the father's academic qualification variable in favor of those who where university graduates.
6. There were no statistical significant differences ( $\alpha = 0.05$ ) in the level of democratic practices and its features as perceived by students of An-Najah and Birzeit universities students due to the mother's academic qualification variable.

In the light of the finding: furthers studies should be conducted about the democratic practices of Palestinians universities.

More deep studies should be conducted about the nature of An-Najah and Birzeit university academic life, students and their democratic practices and difficulties.