

Democratic Values among Academics of the University of Jordan

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ABSTRACT

This study aimed at identifying the extent to which academics of the University of Jordan practice democratic values from students' perspective. Also, it aimed to reveal if there is statistical significant in academics of the University of Jordan who practice democratic values from students' perspective due to gender, level of study, place of residence, and faculty type. The study population comprises of (3341) students and the sample consisted from (582) students choose randomly from the Faculty of Educational Sciences and Faculty of Science (2% of the study population).

The study revealed the following results:

- Academics of the University of Jordan have been practiced democratic values in an acceptable level.
- Academics have not practiced the values of acceptance of students' criticism that pointed to academics views.
- Academics have not practiced the values of advising students to respect copyrights.
- There are no statistical significant differences between male and female students in their academics practice of democratic values in favour of male students.
- There are no statistical significant differences between students of faculty of educational sciences and students of faculty of Science in their academics practice of democratic values.
- There are statistical significant differences in academics of the University of Jordan practice of democratic values from students' perspective according to their level of study.
- There are no statistical significant differences in academics of the University of Jordan practice of democratic values from students' perspective according to their place of residence.

Keywords: Democracy, Values, Higher Education, Universities, Jordan.

Introduction and Background

The notion of democratic values means freedom, equality, justice, and respect of human dignity. Democratic values include building trust through proactive communication, empowering individuals, affirming civic values, and increasing accountability and responsibility (Mahmoud and Rock, 1996). It also includes care for others, cooperation, determination, openness, responsibility (Wikipedia, 2006). The presence of democratic values in the educational systems depends on the society culture and on its political system. When the society culture and tradition and the political system support and adopt democracy then democracy will be part

of all aspects of people and organization daily life.

The Jordanian experience of democracy is a new one; this experience began in 1989 with the first free parliamentary election and a portion of the martial law and the instalment of the free-press legislations. Since 1989 many developments were made in implementation and practice of democracy; openness, accountability, transparency, local councils elections, parliamentary elections, a wide range of personal freedom, constructive criticism, and freedom of expression.

The improvement of democratic practice became a well-recognized with the honest determination from the country leadership which works towards giving the educational system and the educational institutions the key role in the constituted democracy. The role of the educational sector in teaching, implementing, and educating democracy depend on all aspects of the system and on head teachers, teachers, curriculum, counsellors, and activities. Also, it depends on all aspects of the

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higher educational system, especially universities; lectures, curriculum, and supportive activities.

To live real practice of democracy in the society: it is the role of educators to educate democracy for their students. Westheimer and Kahne (2002, in Marii, 2005) point out that the type of democratic education promoted in schools is based on how individual teachers perceive democracy and citizenship. Academics in the Jordanian universities have a key role in building democracy in their students' life. This is through their daily lectures, their relationship with students, and through their behavior in front of students. Westheimer and Kahne (2002) stated that a central question that teachers use is: "What kind of citizen do we need to support an effective democratic society?" Once teachers determine the kind of citizen that is needed, they employ a diverse array of strategies for achieving these goals. This role of teachers or academics in teaching democracy undergo with many constraints; the large number of students, the school or university culture, and the preparation of teachers or academics. Mahsoub (2005) stated that it is very difficult for the teachers to try the democratic practices inside the English language class because of the large number of students which makes the classrooms uncomfortable and boring places.

Regarding democracy and democratic values, Alshreideh and Gharaebbeh (1994) investigated the consistency between the content of school curriculum in Arabic for the first and fifth primary grades and the philosophy of the educational Act No. 27, 1988, which was issued during the national conference for educational development for the year 1987, in Jordan. The study used content analysis for the Arabic curriculum in both grades. The study showed a major gap between the values analysis in the two books and the philosophy of educational Act No. 27, 1988 which requires advanced planning for the needed values based on the philosophy of Education Act in Jordan.

Also, Altal, and Abo Bakrah (1998) identified the key elements of the Islamic values and constructed a scale of Islamic values for Yarmouk University students in Jordan. The study showed six key elements; social, emotional, physical, behavioral, mental, and spiritual. The study constructed a values scale consisted of (58) item.

Moreover, Astateh, and Subhi (2002) investigated the effect of academic qualification, gender, university population, nationality, and family income on the

intellectual, social, cultural, scientific, and moral values between Al Al Bayt University students and Jordan University students. The study sample consisted of (464) students from both universities. The study developed a values questionnaire which tested its validity and reliability. The study showed statistical significant differences due to the university population variable in the scientific and technology value dimensions in favour of the male students in the two universities. The study showed statistical significant differences due to the social, moral, cultural value dimensions in favour of Al Al Bayt University's students. Also, the study showed statistical significant differences on the educational and psychological value dimensions in favour of the University of Jordan students. Moreover, the study showed no statistical significant differences between students due to qualification, gender, and family income.

Furthermore, Fawaz (2000) identified the ethical values in Islam in the case of war with enemy. The study followed the content analysis of the Holy Quran and Prophet Mohammad traditions. The study showed that war in Islam can only be against those who attack Moslems. According to Islamic rules, before Moslem take any action against anyone, they have to warn them, or invite them to Islam, or demand them to stop their aggression. If they obey and stopped their aggression, Islam will have a peaceful relation with them and if not, it is a duty of Moslems to fight them. In the case of war, Islam have set certain rules for Moslem soldiers and fighters to follow: not to fight civilians or soldiers who gave up their weapons, not to abuse children, women, old and disabled people, and demonstrate respectable treatment for prisoners and the country environment.

Shechtman (2002) conducted a study to validate a measurement of teachers' democratic beliefs on issues related to classroom life. He stated that the principles of democracy can be summarized in three concepts: freedom, equality and justice. Teachers may be friendly, give students freedom and responsibility, be understanding; or they can lead the classroom by giving orders being strict and expressing dissatisfaction. Democratic teachers (i.e. those who value freedom, equality, and justice) tend to be self-transcendent and open to change rather than self-enhancing and conservative. They tend to be cooperative and affective than oppositional; influence is shared with students rather than dominating them. They are more understanding and friendly rather than strict and admonishing in their behavior. Finally, they hold

multicultural and anti-biased perspectives on ethnicity, race, and gender. The study results revealed that democratic teachers appear to use helping strategies whereas the less democratic teachers clearly use more restrictive methods. These results indicate that the better teachers were more democratic methods. These results indicate that the better teachers were the more democratic ones in respect of teaching success.

Harber (1994) clarified that in the democratic classrooms students enjoy the rights to be listened, to be respected and to be treated fairly and should observe the rights of others. These classrooms are characterized by participation and emphasizing values as tolerance, mutual respect, fairness, freedom of expression and diversity of opinion. A classroom is democratic when it welcomes all students as equally valued members of the school community.

Kesici (2008) explored the variations in democratic beliefs among teachers based on gender and locus of control. This study used a quantitative method to determine whether significant associations between independent variables (gender and locus of control) and dependent variables (democratic Teacher Beliefs and its dimensions) exist, using statistical techniques such as independent t test and Cohen's d. Participants in this study were randomly selected from teachers from all branches of secondary and high schools in Van City, Turkey. The sample consists of 286 teachers-181 male (63.3%) and 105 female (36.7%). The results demonstrated that the level of adherence to democratic beliefs on the part of female teachers was significantly higher than those of male teachers, especially in terms of equality and justice. This study found that teachers' gender has an effect on their democratic beliefs and this effect was found statistically low for equality, very low for freedom, average for justice, and low for the overall dimensions. Observance of democratic values was found to be significantly higher for teachers with internal locus of control than for those with external locus of control in terms of freedom. And, in terms of locus of control, teachers' democratic belief was found statistically low for equality, average for independence, low for justice, and average for the overall dimensions.

Furthermore, Mediha, Sezen, and Mine, (2008) investigated the devotion to democratic values and conflict resolution abilities of elementary school students in Turkey. In the direction of this investigation, the level of the students' devotion to democratic values and conflict resolution abilities were investigated by the Devotion to

Democratic Values Scale (DDVS) and the Conflict Resolution Ability Scale (CRAS), respectively. Gender differences and relationships on devotion to democratic values and conflict resolution abilities were also studied. In addition, differences between students who scored low and high on devotion to democratic values were investigated in relation to the scores of Collaboration, Conformity, Forcing, and Avoidance subscales of the Conflict Resolution Ability Scale. A total of 257 elementary school students from fourth, fifth, sixth, and seventh grades in elementary schools located in Adana participated in the study. 123 of the students were girls and 134 of them were boys: 62 fourth grade students (24.1 %), 63 fifth grade students (24.5 %), 81 sixth grade students (31.5 %), and 51 seventh grade students (19.8 %). According to the results, students' mean scores on the DDVS and CRAS were upper average on a 1-5 scale. Statistically significant differences were found in favor of girls on the DDVS scores and the Collaboration subscale scores of the CRAS. On the contrary, significant differences were found in favor of boys on the Forcing subscale scores of the CRAS. The correlation between students' DDVS and CRAS scores were .51 for Collaboration, -.10 for Conformity, -.65 for Forcing, and -.30 for Avoidance. Correlations between the DDVS and all the subscales of the CRAS were significant at .01, with the exception for the Conformity subscale. Students who have higher scores on the DDVS also scored higher on the CRAS-Collaboration subscale. Those who have lower scores on the DDVS have higher scores from the Conformity, Forcing, and Avoidance subscales. In short, results show that students in this sample had higher democratic values and conflict resolution abilities; that girls had higher level of devotion to democratic values than boys, and that there were significant correlations between devotion to democratic values and conflict resolution abilities.

From the above review of related literature, democratic values are considered to be an important issue of educators and societies. Although of this importance, there are many difficulties confronting it; these difficulties come from the society culture, the school culture and its conditions, and teachers.

Study Problem and Questions

This study examines the extent of practicing democratic values among academics of the University of Jordan from the students' perspective. Academics of the University of Jordan have intensive knowledge and experience of democracy and democratic values as the majority of them were graduated from the United

Kingdom and the United States of America, which mean that they had witnessed and practiced real experience of democracy. Although of this experience, the researcher from his current position as assistant dean of students affairs received many complains from students regarding academics undemocratic treatment either inside or outside classrooms. For these reasons, the researcher has carried out this study in order to clarify the real fact about the practice of democratic values among academics from students' perspective. Specifically, the study has tried to answer the following questions:

- 1- To what extent do academics of the University of Jordan practice democratic values from the students' perspective?
- 2- Are there any statistical significant differences in practicing of democratic values among academics at the University of Jordan from the students' perspective due to gender, level of study, residence, faculty type?

Aims of the Study

This study aims at identifying the extent of practicing democratic values among academics at the University of Jordan from the students' perspective. Also, it aims to identify the significant statistical differences in practicing democratic values among academics of the University of Jordan from students' perspective due to gender, level of study, place of residence, and faculty type

Importance of the Study

The importance of this study stems from its aim to identifying the extent to which academics of the University of Jordan practice democratic values from students' perspective Its particular importance is that it will:

1. Identify the extent of practicing democratic values in

a way that opens opportunities to academics and universities in Jordan to benefit from its results.

2. Throw light on an important subject, which adds to the literature and attempt to give a clear picture about the current situation of the practice of democratic values in the University Jordan.
3. Contribute to the development and performance of the higher education sector in Jordan by providing an analysis of its operational strengths and weaknesses.
4. Provide examples from the Jordanian experience of the practice of democratic values among academics from the perspective of students which can be used by other countries in the Arab world.
5. Open the way for more research in the field of democratic values in other establishments and institutions in Jordan.

The Study limitations

- The study is restricted to the University of Jordan students at faculty of Science and faculty of Educational Sciences during the academic year 2004/2005.
- The study is restricted to a sample from faculty of educational sciences students and faculty of Science during the second semester of the academic year 2005/2006.

Population and Sample

The population of this study comprises all students of the University of Jordan from all levels (Bachelor, Professional Diploma, Master, and PhD students). Table number (1) shows the study population.

The study sample consisted of a representative sample which chose randomly (13 % of the study population) as explained in table number (2).

Table 1: Study Population

Level of Study	Male	Female	Total
Bachelor	617	2555	3172
Higher Diploma	125	107	232
Master	225	282	507
PhD	251	139	390
Total	1218	3083	4301

Table (2): The Study Sample

Level of study	Male	female	Total
Bachelor	61	251	312
Higher Diploma	27	20	47
Master	55	76	131
PhD	52	40	92
Total	195	387	582

Instrument

The data of this study was collected by a questionnaire. This questionnaire was designed and constructed after a review of the related literature. The first version of questionnaire contained (60) item and according to the referees comments on its themes and items, it was modified to consist from forty democratic values in its final version. The reliability and validity of the questionnaire were verified in order to detect any ambiguities. The questionnaire comprised two parts: first asked students to fill general information such as their gender, level of study, place of residence, and faculty type. The second asked students to answer the extent to which their academics practice democratic values. Questions of part two were arranged on a five point Likert scale. The mid-point (mean) for this scale is "3.00" which indicates that academics have positive practice of democratic values according to their students while score mean below "3.00" indicates a negative result (the lower numbers tending towards a completely do not practice democratic values).

Definition of Terms

Democratic values: ideas and qualities that are necessary in a democratic society. They also set limits on how much say the government can have over its citizens (Wikianswers, 2008).

Discrimination: treating people differently through prejudice: unfair treatment of one person or group, usually because of prejudice about race, ethnicity, age, religion, or gender (dictionary.com, 2008).

Equality: the right of different groups of people to have a similar social position and receive the same treatment, and to have equal access to resources and opportunities and equal participation in all realms of society for women and men, also for members of different races, ethnic groups, and religions(dictionary.com, 2008).

Dignity: elevation of character, intrinsic worth, excellence, nobleness of manner, aspect, or style, being treated with respect, care, and compassion (Webster's Collegiate Dictionary, 2008).

Freedom and Expression: the right of people to express their opinions publicly without governmental interference, subject to the laws against libel, incitement to violence or rebellion (dictionary.com, 2008).

Copy Rights: the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something, as a literary, musical, or artistic work (Merriam Webster, 2008).

Traditions: an inherited, established, or customary pattern of thought, action, or behaviour (as a religious practice or a social custom), a belief or story or a body of beliefs or stories relating to the past that are commonly accepted as historical though not verifiable (Merriam Webster, 2008).

Analysis Methods

In order to find the extent to which academics practice democratic values, mean scores, standard deviation, t-test technique and One-Way Analysis of variance (ANOVA) were used. In answering question one, T-test is used to evaluate differences between male and female, and between type of faculty. To answer question two the One Way Analysis of variance (ANOVA) was used to examine if there were statistical significant differences among academics in their practice of democratic values due their students age, experience, and field of study. The study used 0.05 level of significance.

Findings and Discussion

The findings of the study were arranged according to the study questions. Finding of question one "**To what extent do academics at University of Jordan practice democratic values from students' perspective?**"

To answer this question, mean score and standards deviation for each dimension and for each item were calculated, as explained in table 3 and table 4.

Table 3: Means and Standard Deviations for the study dimensions

Dimension	Mean	Standard deviation
Respect of students	3.61	0.632
Equal opportunities	3.38	0.716
Interaction between instructors and students	3.37	0.620
Freedom of expression	3.28	0.731
Total	3.44	0.596

Table 3 shows that the mean for all dimensions is (3.44) which is above the study theoretical mean. This means that academics of the University of Jordan have practiced democratic values in an acceptable level. This is because the academics pre-service education which they received during their PhD studies. Also, this is due to the culture of peace and respect which is derived from the religion of the society, Islam.

Table 3 shows that dimension four "respect of students" had a mean score of (3.61), and this is above the total average of the whole dimensions. This is also, due to the academics Islamic culture, which focused on the democratic values in a very intensive way. It is also due to the academics educational preparation as most of them received their high degrees from western countries especially from countries, which have an established and mature democratic system. Dimension one "equal opportunities" had a mean score of (3.38); and this is below the total average of all dimensions and above the study theoretical mean '3.00". This means that academics practice and adopt equal

opportunities principles in an acceptable level but not in high level and this is due to the large number of students in the classrooms which prevent academics from practicing principles of equal opportunities in a high level. This is also due to the society culture, the state policies, and the university regulations. Dimension three "interaction between instructors and students" had a mean score of (3.37), which is above the study theoretical mean, also, dimension two "freedom of expression" had a mean score of (3.28) which is above the study theoretical mean. This means that academics have practiced democratic values to the acceptable level but not to a high level. This is also due to the huge number of students which prevent academics from giving their students enough time to express their view in the course subject or any other subject.

To have a holistic view regarding academics practice of democratic values, mean scores and standard deviation for each item in each dimension were calculated, as follows:

Academics practice of democratic values in the equal opportunities dimension explained in table (4):

Table 4: Mean scores and standard deviation for the domain of equal opportunities

No.	Item	Mean	Std. Deviation
Q5	Instructors treat Moslems students and non Moslem students without discrimination	4.12	1.00
Q13	When a student get high score in the exam, his instructor encourages him	3.59	1.09
Q24	Instructors treat students equally regardless of their ethnic origin or colour skin	3.56	1.19
Q25	Instructors treat students from all areas equally	3.39	1.16
Q31	Instructors give all students equal chances for success	3.36	1.02
Q8	Instructors return students exam papers and give the correct answer and give students the chance to check their answers	3.35	1.19
Q6	Instructors treat students from his own tribe and students from other tribes in the same way	3.17	1.29
Q7	When students exceed the absence limit, instructors apply the university regulations on all of them.	3.15	1.17
Q32	Instructors take into consideration individual differences among students	3.11	1.06
Q4	Instructors treat male and female students in the same way	2.99	1.26
Total		3.67	1.14

Table 4 shows that item five "Instructors treat Moslems students and non Moslem students without discrimination" had a mean score of (4.12). Also, item twenty four "instructors treat students equally regardless of their ethnic origin or colour skin" had a mean score of

(3.56), and this is above the study theoretical mean which mean that academics have practiced these two values in a high level among their students. This is because the academics culture which prohibited any form of discrimination between Moslem and non Moslem as they

are human being and they have to live together in peace. Also, this is due to the Islamic message which gives strong respect to other religion followers in term of treatment, freedom of believe, freedom of expression, and freedom to live in a peaceful environment.

Also, item thirteen” when a student get high score in the exam, his instructor encourages him” had a mean score of (3.59) which means that academics give their students enhancement for their good achievement and this is refereed to the academics educational knowledge, which emphasized on the importance of encouragement and enhancement for those who achieve such results.

Item thirty one” Instructors give all students equal chances for success” had a mean score of (3.36) which means that academics did not discriminate or treat students differently in the area of equal chances of success. This is because academics and the university regulations, which is set certain ways and chances for each student to success. So academics follow the university regulations.

Item twenty five ”instructors treat students from all areas similarly” had a mean score of (3.39), and item Six” Instructors treat students from his own tribe and students from other tribes in the same way” had a mean score of (3.17) which is above the study theoretical mean and this means that academics have treated students from all areas and from other tribes in a similar way, and this is because university regulations, the state and the society pressure which force academics to treat all students in a similar way.

The average of (3.17) indicates that there are some sort of inequality among students due to their tribe, this is because of the Jordanian society pressure which is until now suffers from the tribal favouritism which put academics under such pressure in the name of social relationships.

Item four” Instructors treat male and female students in similar way” had a mean score of (2.99) which is below the study theoretical mean and indicate that there are some sorts of discrimination between male and female students. This is because the majority of the academics body is compromised from male while the percent of female very limited. So they treat female students better male students.

Item thirty two “Instructors take into consideration individual differences among students” had a mean score of (3.11) which is slightly above the study theoretical mean (3.00). This is due to the work environment in the classes which have not helped academics to give individual differences the required weight, for example, academics suffer from the over load of students numbers in the classes. The large number of students in the classes is considered to be a constraint of democratic values as Mahsoub (2005) stated that it is very difficult for the teachers to try the democratic practices inside classes because of the large number of students which makes the classrooms uncomfortable and boring places.

In the dimension of “freedom of expression” mean and standards deviation were calculated, as explained in table 5:

Table 5: Mean scores and standards deviation for the dimension of freedom of expression

No.	Item	Mean	Std. D
Q1	When do you want to express your views in a subject of discussion in the classroom, your instructor give you full freedom of expression	3.83	.90
Q3	Instructors accept your ideas regarding the subject of discussion	3.53	.93
Q35	Instructors accept students point of view	3.36	.96
Q34	Instructors enhance scientific thinking approach among Students	3.20	1.12
Q2	Your instructor accepts views that are contrary to their views friendly	3.12	1.04
Q37	Instructors do their work according to their academic and personal faith regardless of any favouritism or pressure	3.08	1.13
Q33	Instructors accept the criticism that point out to their views	2.86	1.10
Total		3.28	1.06

Table 5 shows that item one" When you want to express your views in a subject of discussion in the classroom, your instructor give you full freedom of expression" and item three" Instructors accept your ideas regarding the subject of discussion" had a mean score of

(3.83) and (3.53). This means that academics have highly practiced these two values with their students and this is due to the university regulations, which guaranteed freedom of expression for academics and students in the teaching of subject matters. On the other hand, item thirty

five" Instructors accept students point of view" had a mean score of (3.36). This was above the study theoretical mean. This means that academics have practiced this value to a good level. This is because academics believe that students' point of view is mature enough to be taken into consideration, as they listen to the students and they give them enough opportunity to express their view.

Also, item thirty four "Instructors enhance scientific thinking approach among students" had a mean score of (3.20), and item two" instructor accepts views that are contrary to their views friendly had a mean score of (3.12), and which means that academics have practiced this value to an acceptable level but no to the high one. This is referred the overload work on academics which prevent them from applying such approach in their classrooms as they prefer to adopt the lecture approach with the large number of students.

Item thirty three" instructors accept the criticism that

pointed to their views" had a mean score of (2.86). This means that academics have not practiced this value; this is because academics believe that their point of view is correct and students' point of view is taken into consideration as long as it is in coherent with their views. So, academics do not give their students' point of view the required respect if it criticizes their views.

Moreover, item thirty seven" Instructors do their work according to their academic and personal faith regardless of any favouritism or pressure" had a mean score of (3.08). This means that students believe that their academics work under different types of the society pressure. This is due to the fact that the Jordanian society, enforce academics to work according to its personal interest and not according to their professional interest.

In dimension of "interaction between instructors and students" mean and standards deviation were calculated, table 6 explained that:

Table 6: Mean scores and standards deviation for the dimension of interaction between instructors and students

No.	Item	Mean	St. De.
Q10	When students have religious occasions like Eid Al Fiter, Eid al Adha or Christmas, instructor greets them on the occasion	4.11	1.03
Q11	Your instructors help disabled students	3.74	1.09
Q15	In the interaction between instructors and students, instructors show respect to the students abilities	3.73	.93
Q16	Instructor interacts with students kindly	3.48	.99
Q26	Instructors respect students' dignity	3.39	1.10
Q30	Instructors show sympathy with students on all occasions	3.35	1.03
Q12	Instructors share students in decision making that effects their educational process	3.33	1.07
Q18	When you interact with your instructors you feel that they are patient and understand students' conditions	3.21	1.02
Q40	When instructors need to absent from their course, they apologise in advance for students	3.11	1.25
Q9	When you do not attend the course, your instructors are keen to know the reason	2.29	1.16
Total		3.69	1.07

Table six shows that item ten "When students have religious occasions like Eid Al Fiter, Eid al Adha or Christmas, instructor greets them on the occasion" had a mean score of (4.11). This means that instructors give high weight for their students' social or religious occasions. This is referred to the tolerated and openness environment in which academics work. This environment

created by the state constitution and the civil laws, emphasises on the tolerance and cooperation between people of Jordan.

Item eleven "they show respect to the students abilities" had a mean score of (3.74), item fifteen "In the interaction between the instructors and students, they show respect to the students abilities" had a mean score

of (3.73), item sixteen" Instructor interact with students kindly "had a mean score of (3.48), item twenty six "Instructors respect students dignity" had a mean score of (3.39), item thirty "Instructors show sympathy with students on all occasions" had a mean score of (3.35), item eighteen " When you interact with your instructors you feel that they are patient and understand students conditions had a mean of (3.21). These mean that academics have treated their students in a respectable way. This is due to the academics Islamic and social backgrounds, which prepared academics to apply such treatment for all people and that include students.

Item twelve "Instructors share students in decision making that effect their educational process" had a mean of (3.33), this mean that academics share their students in making some decisions, especially these decisions that affect their educational process, like, determining the examination dates. This is due to the academics educational preparation and experiences which focus on

the democratic practice with students.

Item forty "When instructors need to absent from their course, they apologise in advance for students" had a mean of (3.11) which indicates that academics inform their students in case they do not want to come for any reason. This is due to the university regulations and to the academic tradition in the university level, which requires such action.

Item nine "When you do not attend the course, your instructors are keen to know the reason" had a mean of (2.29) which means that academics do not ask their students about the reasons behind their absence from the course. This is due to the academics believe that students have the right to absent from the course under the university regulations, and this is due to the students personal conditions.

In dimension of "respect of students" mean and standards deviation were calculated, as explained in table 7:

Table 7: The mean score and standards deviation of the dimension of respect of students'

No.	Item	Mean	Std. Dev
Q22	Instructor have scientific accuracy in what they teach	3.85	.92
Q17	Instructors attend their lectures on time	3.82	.93
Q23	Instructors show their loyalty to the university	3.78	1.00
Q28	Your instructors show the respect to the university's regulations and laws	3.76	.94
Q36	The instructors take into consideration the society criteria (habits, values, traditions)	3.70	.90
Q39	You feel that your instructors follow the developments of knowledge and information that occur in the subject they teach	3.65	.97
Q20	Your instructors use the whole lecture time in teaching	3.62	.99
Q38	You feel that your instructors are qualified in the subject that they teach you.	3.60	.98
Q21	Instructors respect the expressions and phrases that are written inside the faculty building to advice students about the correct behaviour (such as: no Smoking)	3.59	1.22
Q19	Instructors show that they love their work	3.58	.91
Q27	Instructors use the democratic approach which is based on respect and tolerance	3.51	1.00
Q29	Instructors advice students to care for the university environment	3.51	1.15
Q14	When students photocopy the course text book, the instructor advices them to respect the copyrights	2.96	1.26
Total		3.61	1.03

From table (7), it appeared that item twenty two "instructors have scientific accuracy in what they teach" had a mean of (3.85) which indicates that academics are

qualified in their field of specialty. This is due to the high standard of the university in selecting academics. As they need to be graduated from certain international universities.

Item seventeen "Instructors attend their lectures on time "had a means of (3.82) which indicates that academics do respect the time of their lectures and students. This is due to the loyalty of academics to their work and to the university regulation, which obliged academics to begin their lectures on time.

Item twenty three "instructors show their loyalty to the university" had a mean of (3.78) which indicates that academics are loyal to the university and this is due to the mission that they work for, i.e. building loyalty among their students, and in order to do so they show their loyalty as a model for their students.

Item twenty eight" Instructors show the respect to the university regulations and laws" had a mean score of (3.76) which indicates that academics stick to the university regulations in a good manner. This is due to university regulations, which enforce academics and all employees to respect its regulation, in addition, to the academic tradition that requires respect of academics to the university regulations.

Item thirty six "The instructors take into consideration the society criteria (habits, values, traditions)" had a mean score of (3.70) which indicates that academics respect the society culture as they all believe in this culture and they have to respect their culture.

Item thirty nine" You feel that your instructors follow the developments of knowledge and information that occur in the subject they teach" had a mean score of (3.65) which indicates that students feel that their teachers follow the development that occurs in their field of specialty. This is due to the nature of the academics' work which requires academics to update their knowledge in order to survive in their work and to convince their students and university of their abilities, standards, and eligibilities for this kind of work.

Item twenty "your instructors use the whole lecture time in teaching" had a mean score of (3.62) which indicates that instructor do not waste the lecture time in any migrant or irrelevant subject. This is referred to the ethical preparation of academics and to the university rules.

Item thirty eight" your instructors are qualified in the subject that they teach you" had a mean score of (3.60) which indicates that academics are qualified in the subject that they teach and that is because of the high criteria of selecting academics. These criteria start at the master level which select students on their personal, ethical, and academic merits.

Item nineteen" Instructors show that they love their work" had a mean score of (3.58) which indicates that academics love their work. This is due to the educational, academic, economical environment, which enhance and support the academics love and loyalty to their work.

Item twenty seven" Instructors use the democratic approach which is based on respect and tolerance" had a mean score of (3.51) which indicates that academics are tolerated with their students and this is referred to the academics culture and preparation which is based on Islamic faith.

Item twenty nine" Instructors advice students to care for the university environment" had a mean score of (3.51) which indicates that academics advice and encourage their students to care for their university environment. This is due to the academics moral, education, training, social, preparation which focus on many issues, one of them is the university environment.

Item fourteen "When students photocopy the course text book, the instructor advises them to respect the copyrights" had a mean score of (2.96) which indicates that academics do not care for copyrights. This is due to the general culture in the society which until now has no accreditation of copyrights. Also, this is due to the economical condition of students as it is very difficult to buy original books. Therefore, academics showed sympathy with their students in this respect.

To answer the second question: Are there statistical significant differences in academics at the university of Jordan's practice of democratic values from students' perspective due to gender, level of study, place of residence, and faculty type?

This question was divided into three sub-questions as follows:

a) Are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to gender?

b) Are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to level of study?

c) Are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to place of residence?

d) Are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to faculty type?

To answer question (a)" Are there statistical

significant differences in academics at University of Jordan practice of democratic values from students' perspective due to gender?.

T-test was used to find out if there Are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to gender. Table (8) shows the frequencies and t-test analysis.

Table (8) shows that there are no significant statistical differences between male and female students in their academics practice of democratic values. This is because male and female students are close to the academics in terms of communication, visits, and dialogue. Also, this is referred to the society culture which gives both male and female students the same support and opportunities to

interaction with their academics. As such, they have the same opportunity to experience their academics practice of democratic values.

To answer question (b)" are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to level of study?", means, standard deviation, and One Way Analysis of Variance (ANOVA) were used, as explained in Table 9 and table 10,

Table 10 shows that there are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to level of study. To find out the source of these differences, the Scheffe test was used. Table 9 shows the results.

Table 8: Results of the T-test for the statistical differences in academics at the University of Jordan practice of democratic values from students' perspective due to gender.

Gender	Means	Standard deviations	Degree of freedom	T- ratio	Sig. of T
Male	3.48	0.62	580	1.072	0.941
Female	3.42	0.59			

Table 9: The mean score and standards deviation of the level of study variable

Variable	Mean	Standard deviation
Bachelor	3.33	0.540
High Diploma	3.84	0.499
Master	3.50	0.628
PhD	3.53	0.669

Table 10: Results of the One Way Analysis of Variance for level of study variable

Sources of Variance	Sum of Squares	Degree of Freedom	Average of Means	F- Ratio	Sig. of F
Between Groups	12.272	3	4.091	12.165	.000
Inside Groups	194.363	578	0.336		
Total	206.634	581			

Table 11: Results of Scheffe test

Variable	B. A.	Diploma	M.A.	Ph.D.
B. A.	--	0.5074 -	-	0.1947 -
Diploma	-	-	0.3411	0.3127
M.A.	-	-	-	-
PhD	-	-	-	-

From table (11) the sources of the statistical significant differences were between diploma students and bachelor students, master students, PhD students in favour of diploma students. This is due to the experience

of the diploma students which is very long in the educational system as most of them are teachers, supervisors, and principals, so they considered the academics practice of democratic values valuable and

acceptable compared to their practice of these values in schools.

Furthermore, the source of the significant differences was between bachelor students and Ph.D. students in favour of Ph.D. students. This is also, due to the experience and age of the Ph.D. students compared to the bachelor students. With the long experience of the Ph.D. students in the educational system and with their traditional educational preparation which was brought about the martial law and the limitation over democracy and freedom of expression, and free parliament, so they consider the academics practice of democratic values in such level in such way as a good improvement compared to what they experienced in the past. While the bachelor students who are young, with rich experience in the practice of openness in the era of globalization.

To answer question (c)" Are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to place of residence?", the One Way

Analysis of Variance (ANOVA) was used, as explained in Table 12,

Table 12 shows that there are no statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to place of resident. This is because of the unity of place of residence for all students, as most students come from similar places and experience similar to educational environment. So they experience and judge their academics practice of democratic values in a similar unified way.

To answer question (d)" are there statistical significant differences in academics at University of Jordan practice of democratic values from students' perspective due to faculty type?.

T-test was used to find out if there are any differences in academics of the University of Jordan practice of democratic values from students' perspective according to their faculty type. Table (13) shows the frequencies and t-test analysis.

Table 12: Results of the One Way Analysis of Variance

Sources of Variance	Sum of Squares	Degree of Freedom	Average of Means	F- Ratio	Sig. of F
Between Groups	0.737	2	0.368	1.036	0.355
Inside Groups	205.897	579	0.356		
Total	206.634	581			

Table 13: Results of the T-test for the statistical differences in academics at the University of Jordan practice of democratic values from students' perspective according to their gender.

Faculty type	Means	Standard deviations	Degree of freedom	T- ratio	Sig. of T
humanities	3.45	0.61	580	1.066	0.937
Scientific	3.40	0.57			

Table (13) shows that there are no statistical significant differences between students of faculties of humanities and students of scientific faculties in their academics practice of democratic values. This is because of the nature of the university environment for humanities and scientific subjects, which is related to the democratic practice as many course for scientific and humanities students deal with issues of equality, freedom, tolerance, social, political, and cultural one.

In the light of the study findings, the researcher recommends the following:

1- There is a need for the Jordan University's to give special attention to the academics practice of

democracy in general and democratic values in special, as there are some weakness in this side. This is through conducting special preparation programmes for academics that focus on practicing democracy and democratic values in their daily academic life.

- 2- There is a need to educate academics to realize equality between male and female students in terms of respect and treatment. This is through certain preparation programmes that are developed for such purpose.
- 3- There is a need to educate academics to accept their students' positive criticism that pointed to their

- views. This is through conducting special workshops.
- 4- There is a need to study the practice of democratic values in other Jordanian universities.

The practice of democratic values according to the field of study in the University of Jordan and other Jordanian universities need to be studied.

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القيم الديمقراطية لدى الاكاديميين في الجامعة الاردنية

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ملخص

هدفت هذه الدراسة الى تعرف درجة ممارسة الأكاديميين في الجامعة الأردنية للقيم الديمقراطية من وجهة نظر الطلبة. كما هدفت الى التعرف فيما اذا كان هناك فروق ذات دلالة احصائية في درجة ممارسة الاكاديميين في الجامعة الأردنية للقيم الديمقراطية من وجهة نظر الطلبة باختلاف الجنس، والمستوى الدراسي، ومكان السكن، ونوع الكلية. تكون مجتمع الدراسة من طلبة السنة الرابعة في كل من كلية العلوم التربوية وكلية العلوم، والبالغ عددهم (3341) طالباً وطالبة، وتم اختيار عينة ممثلة للمجتمع الاصلي بلغ حجمها (582) طالباً وطالبة شكلت ما نسبته (2%) من المجتمع الأصلي.

توصلت الدراسة الى النتائج التالية:

- يمارس الأكاديميون في الجامعة الأردنية القيم الديمقراطية بدرجة مقبولة.
 - هناك عدم ممارسة من قبل الاكاديميين لقيمة تقبل النقد الذي يوجه الى وجهات نظرهم من قبل الطلبة.
 - هناك عدم ممارسة من قبل الاكاديميين لقيمة توجيه الطلبة الى احترام حقوق الطبع والملكية الفكرية.
 - لم تظهر فروق ذات دلالة احصائية بين الطلبة الذكور والاناث حول ممارسة الأكاديميين للقيم الديمقراطية.
 - لم تظهر فروق ذات دلالة احصائية بين طلبة كلية العلوم التربوية وطلبة كلية العلوم في ممارسة الأكاديميين للقيم الديمقراطية.
 - هناك فروق ذات دلالة احصائية بين طلبة طلبة الدبلوم والباكالوريوس والماجستير والدكتوراة ولصالح طلبة الدبلوم في ممارسة الأكاديميين للقيم الديمقراطية.
 - هناك فروق ذات دلالة احصائية بين طلبة البكالوريوس وطلبة الدكتوراة ولصالح طلبة الدكتوراة في ممارسة الأكاديميين للقيم الديمقراطية.
 - لم تظهر فروق ذات دلالة احصائية بين وجهات نظر الطلبة حول ممارسة الأكاديميين للقيم الديمقراطية باختلاف مكان سكن الطلبة انفسهم.
- الكلمات الدالة:** ديمقراطية، قيم، تعليم عالي، جامعات، الاردن.

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