

**A Proposed Educational Foundation to Activate the Role of the Jordanian Universities in
Developing the Self- Autonomy**

Prof Mohammad Saleem Al Zboon
University of Jordan

Dr Rama Zaqi Al Hijjawi
The World Islamic Science& Education University

Dr Saleem Odeh Al Zboon
The World Islamic Science& Education University

Abstract

This study aimed at proposing educational foundations to activate the role of Jordanian universities in developing the self-autonomy. The population of the study consisted of all public Jordanian universities for the academic year 2013/2014. Three universities were chosen, distributed on three regions: Mu'tah University in the south region, Jordanian University in the middle region, and Yarmouk University in the north region. The total number of the students in these universities was (91019) male and female students. The sample of the study consisted of (384), students from both sexes. They were drawn by using proportional stratified random sample method.

A questionnaire was used to collect data. to find out the role of the universities in developing the self-autonomy of the students. and use Means, standard deviations, ranks, Pearson Correlation Coefficient, Cronbach-Alpha, and factor analysis were used as statistical tools to manipulate data.

The findings of the study were as the following,

The domains of the role of Jordanian Universities in developing self-autonomy, according to students' responses, were ranked as the following: courses role with a mean of (3.37), faculty staff members role with a mean of (3.28) and students activities role with a mean of (3.27). Forty-three educational foundations were proposed to activate the role of Jordanian universities in developing self-autonomy of the students.

Among the recommendations were the following:-Organizing training courses to help students in developing self-autonomy.

Keywords: (Proposed Educational Foundations , Jordanian Universities , Self- Autonomy

Introduction

Students can enhance their self-independence through curricular and extracurricular activities. Such activities are directed by various institutions and universities. Such activities may be represented in the following: students' councils, students' clubs, lectures, seminars and sport, cultural and social activities. Self-independence refers to self-trust and self-reliance, so that student would be independent in his current and future way of thinking and behaving. Being self- independent refers also to being committed to laws, rules and regulations and expressing one's opinion freely with accepting other people's opinions through dialogue. Self-independence includes that one would make his own decisions by himself and take responsibility for them. It also refers to one obtaining knowledge in a self-autonomous manner and employing it in the practical and academic aspects of his life.

Student develops and he starts later to depend upon himself and make his own decisions by himself, whether they were related to his personal life or academic one at the university. The concept of self is the

basis and key for understanding and analyzing one's character. One's self always seeks to achieve integration and consistency between the character's various aspects, so that one would be able to cope with the environment he lives in which gives him a special identity that distinguishes him from others. The self usually seeks to achieve unity and coherence in one's character. The significance of the concept of the self is represented in being the thing that determines how one's behavior would be like. For instance, the self is the one that makes the person affects others to make them behave in a certain way that is consistent with his characteristics and it is the one that determines his way of behaving and dealing with others. This concept also determines the way others interact with him. That is because this concept plays a major role in having psychological health and harmony (Al-Thaher, 2010).

Self-independence is considered to be one of the main characteristics that distinguishes one's character from others. In fact, it refers to a group of positive characteristics, such as : courage, boldness, bravery and endurance. Thus, independence is considered to be a supreme social value which societies favor and seek to develop. Furthermore, psychologists have given this concept much attention and significance. They have also suggested various interpretations and opinions about it which vary in accordance with each one's perspective towards independency. However, they all believe that self-independence is a significant in human's life due to its great and significant impact upon one's ability in facing the challenges and difficulties that may occur throughout life.

The concept of self-independence is considered to be one of the major principles that are considered the bases of the education sciences that reject the idea of enforcing authority when dealing with children. In fact, these educational sciences believe in the principles of freedom and independence in the way of thinking and they support the ideology of criticizing one another through dialogue. Freedom in this context refers to being subjected to the law as being a system for one's mind. To illustrate, there is no independence in one's behavior without having this behavior controlled by the mind. Thus, we should distinguish between independency and chaos. To be specific, independency does not mean that one should violate the rules and laws that should be taken into consideration. In addition, introducing the principle of self-independence into schools participates in freeing the student from his ambitions, and personal desires to make him capable of making his own decision by himself. That can be encouraged through conducting individual processes and providing him with opportunities that can enable him to practice his freedom of choice. That can set the basis for the innovation and invention processes. In addition, collective independency can be achieved within students through their contributions in collective activities whether they were at the department, college, or university level. Collective independency can be also achieved within students through raising them up in an environment that can encourage working through the community spirit and achieve self-independence within each student (Al-Rashdan & Ja'neeni, 2006).

Khataybeh (2009) stated that self-independence is considered one of the major principles of the modern educational sciences. He also believed that this principle is based on independence and freedom that includes responsibilities within. Thus, the individual who's considered self-independent is the one who follows the rules, laws and regulations and possesses the requirements of self-reliance and self-trust. He is also the one who takes his own decisions by himself and takes responsibility for them. He is also the one who knows how to obtain knowledge in a self-autonomous way and employs it in the practical and academic aspects of his life.

Educational programs usually aim at developing the sense of self independence within students, whether at schools or universities. That is done through letting them work independently to achieve the tasks assigned to them without having the need to have any supervision or direction upon them. Thus, independency is the ability to manage one's own self. Independency can be either materialistic or moral. Materialistic independence is represented in one's ability to provide himself with a source of income of his own, whether it generates a high income or an average one. In this case, individuals would feel that they constitute a significant and effective part of society. This participates in constituting a personality

that possesses moral independency that can be seen through not being subordinate to others and having one's own opinions. Moral independence includes having high self-trust. However, all of that can't occur without raising one properly and in an environment that is based on high morals and a societal behavior that is characterized with encouragement to have independency (Al-Rabee'I, 2011).

Educational, governmental, private, cultural media and guidance institutions -including universities - are the ones that bear the greater part of responsibility. They are responsible for performing an institutional systematic role in order to strengthen the family's task of instilling morals within their daughters and sons. It is expected from families to cooperate with such institutions in these fields that their efforts are exerted in. Families are also expected to encourage their sons and daughters to participate within the various activities and events which they are invited to participate in. Such events and activities may include: workshops, and training camps. Such events and activities help children in acquiring positive behavioral values, such as the desire to discover, and self-realization. Such activities also encourage children to participate in charity works. Such activities may include group projects in which children can participate in through planning, implementing and evaluating their programs. Such activities may also include trips and scientific activities that can instill positive values within children, such as creativity and sacrifice. Those activities may also include programs of promoting democracy which require exerting efforts by the students' councils and committees. Such activities and events can include participating in social and religious events to promote the value of tolerance and humbleness. Through all of that, each effort exerted complements the other to participate in raising up a good generation and promote the national, social and personal values within our children, so that such values would be reflected upon their behaviors and ethics (Al-Gh'araybeh, 2010).

In this context, we must emphasize that it is necessary to use the teaching methods that require having a democratic climate that is characterized with freedom, broad mindedness, intellectual tolerance, acceptance of other people's opinions, and positive interaction and which seek to achieve the purposes of education. The significance of such teaching methods is represented in: freeing one from the feelings of oppression and constituting the self that loves participation. Such teaching methods can include the self-learning method. This method depends on raising and discussing issues that are in connection with the teachers' lives. In this method, such issues are discussed through involving the student and university instructor. This kind of education does not aim only at accepting the social reality and coping with it, but it also aims at changing it too. This kind of education depends on the optimism of the learner and it participates in developing his critical thinking skills (Faraj, 2001).

The university instructor— as being the leader in the process of learning and teaching — is considered to be the basis of letting the learning and teaching programs succeed or fail. In addition, the instructor's practice for the democratic behavior includes having adequate academic awareness that can enable him to spread and promote the values of freedom, tolerance, and justice. In addition, his practice for the democratic behavior includes practicing those values within the classroom while applying the teaching methods that are based on those values and participate in promoting them. Such teaching methods can include: dialogue, discussion, problem solving and desire to discover. Educational institutions – whether they were universities or schools- have provided great attention to the instructor's knowledge about the effective methods of teaching and his abilities to master them. That is because such knowledge participates in transferring the theoretical aspect (information) into a group of skills, tendencies and orientations. These skills, tendencies and orientations must be developed within the student's mind to charge his intellectual, and creative energies. Such attention was given by educational institutions because the instructor plays a major role in establishing a positive academic climate within the classroom through dealing with students in a way that is based on mutual understanding, support and encouragement. It should be noted that we can't deny that teaching includes establishing purposeful and limited relationships between humans (specifically between the student and his instructor). Furthermore, the instructor who possesses much knowledge about the subjects he teaches and the teaching methods he uses

and treats his students fairly and respectfully participates in promoting the student's motivation in raising his academic achievement level. Such instructor would also participate in establishing an academic climate that is appropriate for teaching within the university (Faraj, 2001).

Achieving self-independency within students and reducing their level of pessimism and reliance upon others require making radical changes in the teaching methods and in the followed classroom procedures in a way that permits students to handle the responsibility of their own learning process. Furthermore, achieving that requires changing the nature of the traditional classroom activities which are widely spread in universities and schools' classrooms. That also requires making radical changes in the measurement and assessment methods to be consistent with the concept of independency. That also requires making a change in the perception of the nature of knowledge and methods of obtaining it. It also requires making changes so that students would be provided with opportunities to practice self-evaluation for themselves (Al-Shweirekh, 2007).

Investigating educational bases refers to conducting a theoretical investigation for the various bases on which the practical application in the field is based on. Furthermore, investigating those educational bases aims at understanding the nature of the educational process and identify its dimensions. That is done in order to improve and develop the teaching and learning processes. It is also done in order to provide students with a group of ideas that can be applicable in certain educational situations. Such bases may include: the pedagogical and psychological bases. Hence, the significance of investigating educational bases is attributed to being a link between the educational bases – as being a system dedicated for humans – and society's culture and philosophy which the society seek to apply (Naser, 2010).

Through the aforementioned, it can be noticed that universities participate in forming students' personality, and their knowledge and making knowledge based and behavioral decisions. To illustrate, students during the university stage start to rely upon themselves and make their decisions by themselves, whether those decisions were related to their personal life or the university. Based on that, it can be noticed that contemporary educational instructions in Jordan seek to change the traditional framework of schools and universities. Such instructions also seek adopting modern educational technological methods and self-learning means in order to promote self-independency within students. In addition, education in Jordan seeks to raise up the future generation in an integral way, so that the learner would be more independent, mature, and capable to conduct dialogues and possessing more educational means. Thus, that would provide opportunities for developing self-independency within students and that is considered one of the aims of the modern educational sciences.

Statement of the problem and questions of the study:

The university stage is considered one of the most important stages the learners go through. That is because it is the stage the learner becomes fully mature on the mental, cognitive, cultural and physical levels. This stage is considered so because it includes a systematic process within itself that targets the learner's behavioral, ideological, psychological, social and political orientations. It achieves that through conducting a comprehensive review process that aims to correct learners' wrong ideologies and raise their awareness about their society and the challenges that faces it and obstruct its development. This comprehensive review process aims at making learners aware about the various solutions and methods that can be adopted to develop their society. Due to the significance of the universities' role in developing students' self-independence within themselves, researchers have conducted many studies about the subject self-independence and the significance of developing it within students. Such studies may include the studies of : Al-Saeed (2005), Al-Rabadi (2008), and Al-Awamreh (2012). The results of those studies have concluded that : the workshops, activities and training courses that are held in universities are considered significant and they also help students in forming their characters in a way that develops their self-independence within themselves. It is concluded that this enables them to make their own decisions by themselves without the need to rely on their families or colleagues to take them instead.

Hence, this study seeks to attempt providing suggested educational bases to be adopted by Jordanian universities, which would participate in enhancing their students' self- independence. That is needed much especially with the occurrence of the current events that are witnessed by the Arab countries.

The problem of the current study is represented in providing an answer for the following question: "What are the suggested educational bases for enhancing the role of Jordanian universities in developing their students' self- independence?" "

The problem of the study to answer the following question: What the proposed educational foundations the role of Jordanian universities in developing their students' self- independence? "

The objective of the study and questions:

This study aimed to propose educational foundations the role of Jordanian universities in developing their students' self- independence? "And answering the following questions:

Questions number one: the role of Jordanian universities in developing their students' self- independence? "

Questions number two: What the proposed educational foundations of the Jordanian universities for the development of personal autonomy among students?

Questions number three: What truthfulness Global foundations of the proposed Jordanian universities for the development of personal autonomy among students?

The Importance of study:

The importance of the study of the importance of the role of universities in the formation of an individual's personality and refinement and development of autonomy among students, and it is hoped that the results indicate the following entities:

- The Ministry of Higher Education and Scientific Research in Jordan to benefit from the proposed educational foundations, which contribute to the development of the concept of autonomy among students at Jordanian universities, when you draw the educational policy.
- Jordanian universities through proposed for the development of autonomy and educational foundations has to employ them in the daily life of the university.
- This study will help researchers and scholars in the provision of information and data on self-autonomy, researchers have found a dearth of studies on the autonomy which helps researchers and scholars in the future research in this important subject as to help the Jordanian public universities to get to know the degree of autonomy of the students, and this contributes to the identify the mechanisms that will be through which to deal with them in the future.

Terminology of study:

For the purposes of the study defined the terms contained therein as follows:

Educational foundations: the foundations basis of the collection, which is the origin of the thing and its base upon which, founded the education is the general bases upon which to build (HDL, 2001).

Educational foundations procedural: rules and tasks and work assigned to Jordanian universities to activate its role in the development of self-autonomy among students through curriculum and faculty and student activities derived from theoretical literature and estimates of study sample on the stomach tool for this purpose.

Autonomy: an individual trust inherent in the destiny through new situations", or the many unfamiliar demands of situations, or is the beliefs of the individual in personal strength, with a focus on efficiency in interpreting the behavior of non sources or other reasons for optimism "(Otaibi 0.2009, p. 25).

identify procedural autonomy: as the mark obtained by the students of the study sample through their answer on the questionnaire paragraphs autonomy approved in the current study.

Literature Review:

This study (Kakaa Kakai study, 2001), aimed to determine the impact of the social environment in the development of a method of critical thinking and the development of autonomy, and determine the causal relationship between the different types of methods of critical thinking, through the analysis of the quantity and quality of the data, the study sample consisted of (536) students from Hawaii College (Hawaii), were identified a number of elements to study them and find out their impact on the autonomy of the students in making their decisions and the development of constructive criticism they have, and the results of the study clear implications for the independence of the self in the general intelligence of the students, and the degree of mental openness showed they have their fortunes on the analysis, they showed also that the independence and self-reliance values are confirmed in the House, and then in the wider community, including the school.

The study (Orakak study (Aricak, 2002), aimed to prepare a program to improve self-esteem and appreciation of the professional self-university students, and formed the sample of (8-12) of the students, and included this program (10) The duration of each session sessions ranging from (90-120) minutes , sessions and included a variety of techniques, such as providing students with a range of information, discussions, and imagination, and represent roles, and homework. The results showed that the collective Indicative Programme has been effective for the experimental group, which has gained knowledge and experience which led to increase the self-esteem of the students.

The study (Doong, 2002) has sought to shed light on the views of civic education teachers in Taiwan's political education and civic education, and to identify the nature of political knowledge, skills and values that must be included in the curriculum of civic education at the secondary level, was used method of qualitative research from during in-depth interviews and the methodology of quantitative research was questionnaires distributed to a sample of (223) teacher, and the results of the study showed a correlation between the views of civic education teachers in terms of objectives and content, it came to focus on developing the student's ability to think critically and development capabilities on active work in their community service.

The study (Sanchez & Roda, 2004) aimed to find out the relationship between self-concept and academic achievement, age, and study sample consisted of 245 students in sixth grade (122) males and (123) of the female, ages ranged between (11-13) year of the five public schools in the region of Almeria, Spain, and was the result of the study that the relationship between self-concept and academic achievement and performance has become a stronger increase of age.

The Study (luck 2005) aimed to reveal the social interaction at school and their relationship of autonomy among public high school students in Zarqa Governorate operations, and the impact of each of (sex and specialization) in this relationship. The number of sample members totaled study (1050) students were chosen way stratified random from the study population, and the results of the study showed that the process of cooperation came in the first rank among the social interaction processes, and then the process of competition, followed by the process of the conflict, as the results showed that the study sample enjoyed a degree of autonomy, ranging from medium to high, as well as the results show that there is a statistically significant relationship between each process of social interaction processes and autonomy for the students, and there were no statistically significant differences between both cooperation and competition and conflict on the one hand and autonomy on the other hand, depending on the variables of sex differences and specialization.

The study (Field, 2005), aimed to verify self-determination, and availability of the students without disabilities, and people with learning difficulties. One of the conclusions that have been reached: that self-identification can help students, and meets their needs, which is not limited to students with severe cases of learning difficulties but it is a case of learning difficulties medium, and students without disabilities as well. The results also showed that fathers play a significant role in determining self, is the strengthening of the sons of the process.

The study (2006, Dalgaz), aimed to investigate the effect of the effectiveness of the program of self-esteem on the school children, and its impact on children's health, and on school performance and productivity, the program has included the variables that occur on self-esteem, and relationship with the development of general social skills in children, and to support friends and family the study was conducted on a sample of 98 students from the fifth and sixth grades students, has been used (Coppersmith scale) self-esteem in the pre and post tests for members of the study. The arithmetic mean that self-esteem develops over time, the greater progress of the individual, especially in social skills and general skills, age, and the development of the self in those field s estimate was greater in females, compared to development in males, and self-development in children who have friends, it was better than children who do not have friends, and the results indicated that the negative impact of the economic situation of self in children estimate, while no effect cottage on the self-esteem of children of duties and the results showed as well as the absence of significant differences statistically to develop self-esteem, depending on the sweat parents (origin), but due to their support.

The study (Rabadi ,2008), aimed to identify the degree of extra-curricular activities directed and its relationship to the development of autonomy among secondary schools of the Directorate of Special Education in the capital of the province of students. The study population of atheist tenth grade in high schools of the Directorate of Special Education in the capital of the province of students may be, numbered (7700) students, and formed the sample of (432) students. The study found a positive relationship statistically significant at the significance level ($0.05 \geq \alpha$) between autonomy and the dimensions of the total score for the activities of extra-curricular directed the students, and the lack of statistically significant differences at the level of significance ($0.05 \geq \alpha$) in the degree of relationship between the practice of extra-curricular activities directed and degree of autonomy of the students due to the variables: gender, academic achievement, and a branch of specialization.

The study (Al Awamreh,2012) aimed to identify the role of Jordanian universities in promoting independence breeding self with the faculties of Educational Sciences students and the relationship between the national education and autonomy to the colleges of education science students in the official Jordanian universities and propose educational strategies to promote it, and the study population consisted of all undergraduate students in education science faculties in the official Jordanian universities (Jordan, Yarmouk,) totaling (6929) students for the academic year (2011/20012) were selected study sample way stratified random, it consisted of 154 students, and (562) Student, the study results showed that the student in the university study helps to devote awareness of the duties towards the nation and the adoption of the students themselves to do university duties, leading to stay away from the chaos in their behavior and compliance with laws prevailing in society, and that there are differences statistically significant differences in the degree of autonomy to the colleges students educational Sciences in the Jordanian public universities due to the variable of the school year.

Comment on literature review and the location of the current study, including:

Literature review have addressed a number of the relevant self-autonomy is addressed to the role of universities in the autonomy Development has requested topics, and is setting an educational foundation for the development of this role, but the current study is itself one of the first studies - to the knowledge of researchers - which aimed to propose educational foundations to activate the role of the Jordanian universities autonomy in the development of the students through the curriculum, faculty and student body activities.

Study Method:

It was used as a descriptive research method most appropriate approach to this kind of studies.

Population of the study:

The study population consisted of all university students Jordanian government three (Jordan and Yarmouk, and Mu'tah, totaling (91,019) students and students, in the academic year (2013-2014) and the table (1) shows that,

Table no (1)

Distribution of the study population according to the university majoring college gender

University	College		Gender		Total
	Scientific	Humanity	Male	Female	
Jordan	18110	18745	12129	24726	36855
Yarmouk	9205	25799	14742	20262	35004
Mu'tah	7207	11953	9400	9760	19160
Total final 91019					

The study sample

Chosen a stratified random sample relative of the three state universities students, the number of members (384) students, based on the sample size determination of the size of the community to table (Krejcie, & Morgan, 1970). Table no. (2) show that.

Table no. (2)

Study participants distributed by University College majoring

Total	University		University
	Humanity	Scientific	
155	79	76	Jordan
148	109	39	Yarmouk
81	50	31	Mu'tah
384	238	146	Final total

The Study Tool:

It has been the development of a tool to learn about the role of Jordanian universities autonomy in the development of the students from the perspective of students. With reference to the theoretical literature and some previous studies, such as: Happy study (2005) and Rabadi (2008) and Al Awamreh (2012). Performance has formed its image from the primary (36) paragraph. Was given for each paragraph of the scale weight is listed on a scale (Likert) Pentagram was SUBSTITUTES answer is: (Strongly agree, agree, neutral, disagree, Strongly Disagree).

Alternative agree was given strongly five disagrees and swing disagree four degrees, a neutral alternative three disagrees, and the alternative is degree two disagree, and the alternative is degree strongly one disagree.

Ratified Study Tool:

After viewing the tool on ten arbitrators of specialists and experienced in the fields of education faculty members in the colleges of different educational sciences from various Jordanian universities, so as to ascertain the extent of clarity of language and safety for the drafting of the paragraphs and the extent of its affiliation to the field you put into it, it has been taking observations of arbitrators and their proposals concerning the formulate some paragraphs linguistically, arbitrators approval on each paragraph of the

resolution and promised (80%) or more, an indication of the sincerity of paragraphs, and settled on the final form tool (34) paragraph.

Stability study tool

To make sure the reliability of study tool, was used test method and re-test test - retest), as it has implemented the tool on an exploratory sample of (40) students from outside the study sample interval time frame of two weeks between Marty application was consistency using the correlation coefficient was calculated Pearson, also used the method of internal consistency (Cronbach Alpha), and table 3 shows that.

Table (3)
The stability of the field of utility transactions

No.	Field	Pearson correlation coefficient	Cronbach's alpha
1	The role of courses	0.78	0.86
2	The role of faculty members	0.80	0.90
3	The role of student activities	0.81	0.88
	College degree	0.83	

Results of the study and discussion

The following is a presentation of the findings of this study by answering questions, and as follows:

The first question: What is the role of the Jordanian universities autonomy in the development of the students from the perspective of students?

To answer this question are averages, standard deviations, and the degree to account for the role of Jordanian universities autonomy in the development of the students from the viewpoint of the students in general and for each field of study tool, it shows in table (4).

Table (4)

Averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the perspective of the students by field in descending order.

No.	Field	The arithmetic average	standard deviation	Grade	The degree of role
1	The role of courses	3.37	0.98	1	Medium
2	The role of faculty members	3.28	0.96	2	Medium
3	The role of student activities	3.27	0.57	3	Medium
Final total		3.31	0.57		Medium

The results showed in a table (4) the arithmetic average of the total score for the role of Jordanian universities autonomy in self-development among students from the viewpoint of the students was average, as was (3.31) with a standard deviation (0.57). It came three field s: "The role of the curriculum," "and the role of the faculty members," "and the role of student activities," the middle-class as well as mathematical averages ranged between (3.37 - 3.27). And it inferred from this result that the role of the Jordanian universities autonomy in self-development of the students, it was a modest role, did not achieve the desired goal. This result was attributed to these three field s individually or collectively did not perform what they should do, you may be courses of different ranks far from the concept of autonomy the university, did not mention him, or not contained in the academic subjects, and thus became a role almost powerless achieve such a thing. Since the autonomy associated with individual student himself and reflects confidence in its potential and destiny to face some situations, particularly those faced by the first time, to make a decision in question, the courses have their role is weak, because the autonomy represents the concept educationally and the principle of educational principles of modern education, and this is what It can play its own courses in subjects Education and Psychology more specifically.

As for the member that students are encouraged to make decisions concerning him boldly and courageously while maintaining the principles, values and commitment to the regulations and standards, as a faculty member can achieve autonomy for students by encouraging them to contribute to the student activities of collective character, but the role of faculty member in this field is not at the required level, for reasons related to him personally or for reasons beyond his control, such as university regulations, which determine the job description of a faculty member that demonstrates what should and what should not be done.

With regard to other student activities it is not play adequately, despite their importance in this field , as it can be for these activities to develop the autonomy of the students, if they are the way they design their programs to achieve this goal. However, the role played by these activities was a minor for achieving autonomy, and it may be due to the nature of these activities, and points of focus and goal from behind . was the reason for this lie in the existing individuals on these activities in terms of rehabilitation and training and their ability to deal with the students and to benefit from these activities are employed to achieve the autonomy they have.

As for the paragraphs of each of the results were as follows:

1. The role of courses:

The averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the viewpoint of the students account, the paragraphs of this field , and the table (5) illustrates this

Table (5)

Averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the perspective of the role of students in the field of courses in descending order.

No.	Paragraph	The arithmetic average	standard deviation	Rank	Grade
1	Promotes courses on the exercise of freedom of expression without fear.	3.52	1.34	1	Medium
2	Urges courses to accept constructive criticism through dialogue with others.	3.49	1.40	2	Medium
8	Courses encourage students to freely provide critical questions at the university.	3.48	1.29	3	Medium
9	Courses students know all their rights in the Jordanian society.	3.45	1.39	4	Medium
11	Urges courses on hiring leisure work useless.	3.44	1.56	5	Medium
3	Promotes courses take responsibility of different types well at all what the students' work.	3.40	1.51	6	Medium
4	Develop courses feeling guilty if students violated the regulations and instructions of the university.	3.33	1.54	7	Medium
10	Encourage courses to participate in various elections held in the Jordanian society.	3.33	1.42	7	Medium
7	Develop independence courses that help students develop their constructive criticism.	3.32	1.36	9	Medium
5	Promotes courses to communicate freely with others	3.23	1.49	10	Medium
6	Courses contribute to the personal development through learning and development.	3.11	1.46	11	Medium
Final total		3.37	0.98		Medium

The results showed in a table (5) The arithmetic average of this field was (3.37) with a standard deviation (0.98). The averages ranged between (3.52- 3.11) and moderately. The researchers discuss the highest and lowest paragraphs and paragraphs as follows:

1. The Paragraph one came which states that "promotes courses on the exercise of freedom of expression without fear," the first level with a mean (3.52) and a standard deviation (1.34). This result was attributed to the curriculum does not encourage students to express their views without fear, or to encourage the students was not as it should, or that the decisions with all its subjects are not enough to encourage students to exercise freedom of expression, and may be the role of a member of faculty in this field, particularly in the recruitment of these decisions through induction, motivation and encourage students to apply what they see in these courses of articles or topics or ideas that will develop the students' freedom of expression, and the exercise of this freedom without fear or hesitation importance.

2. Paragraph two which provides that "urges the curriculum to accept constructive criticism through dialogue with others," came the second level with a mean (3.49) and a standard deviation (1.40). This result is attributed to the curriculum approved in the Jordanian public universities did not address the criticism process in general construction and Monetary particularly enough, and perhaps did not encourage these decisions to the dialogue between the students, the result came below the required level. Also, constructive criticism process, even if included in these decisions, but they do not have value if not practically exercised through dialogue, and this requires the participation of other parties within the university, especially the faculty, to reap these decisions off, in light of the content of topics and activities variety.

3. the paragraph got (5) which states that "promotes courses to communicate freely with others" on the penultimate rank, with a mean (3.23) and a standard deviation (1.49). This result may be due to a lack of interest in the curriculum or the weakness of its focus on the subject of communicating with others freely. So the subject of this kind is achieved through the interaction between individuals, and perhaps to the process of socialization role in promoting communication with individuals. Since the courses are in accordance with the specific vocabulary determined by the specialized committees at the university, it may be the focus of these decisions on the related substance specialty subjects, more than eating topics unrelated, such as communicating with others, which is a social process is done through individual contact with each other, It is a natural state of human beings.

Paragraph (6), which states "contribute to courses in personal development through learning and development," it came the last level with a mean (3.11) and a standard deviation (1.26). This result was attributed to the role of the curriculum in the development of the student's personality was not at the required level, the subject myself, dealt with the psychology of personal information, and develop it depends on the individual himself. Despite the importance of the courses in this field, if they are included methods for personal development, but it also appears from this result does not contribute to it. Which could mean that there are other factors may contribute to the development of personality of students; especially those related to the role of faculty members and encourage students to pay attention to their own factors and work to develop their personalities to cope with various life situations?

2. The role of faculty members:

The averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the viewpoint of the students account, the paragraphs of this field, and the table (6) illustrates this.

Table (6)

Averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the viewpoint of the students in the role of the faculty members in descending order

No.	Paragraph	The arithmetic average	standard deviation	Rank	Grade
19	Lecturer encourages students to Questions guide.	3.55	1.46	1	Medium
23	Lecturer develop in students the concept of autonomy.	3.54	1.37	2	Medium
22	Lecturer is keen on providing students with the regulations and instructions governing their studies.	3.41	1.40	3	Medium
20	Lecturer encourages students to take their own decisions.	3.39	1.45	4	Medium
21	Lecturer encourage the creative work of the students.	3.36	1.50	5	Medium
17	Lecturer encourages students to do volunteer work to serve the local environment.	3.32	1.43	6	Medium
14	Lecturer encourages students to take their own decisions without affected others.	3.23	1.58	7	Medium
15	Lecturer encourages students on their responsibilities towards the community service.	3.22	1.34	8	Medium
12	Lecturer urges students to be subject to the guardianship of moral conscience.	3.16	1.60	9	Medium
13	Lecturer urges students to be confident the decisions they have taken themselves (such as their choice for the type of study and specialization at the university).	3.13	1.48	10	Medium
16	Lecturer encourages students to participate in student council elections.	3.04	1.32	11	Medium
18	Lecturer urges students to stay away from the intolerance in all its forms.	3.03	1.16	12	Medium
Total final		3.28	.96		

The results indicated in the table (6) to the arithmetic average of the field, "the role of faculty members" was (3.28) with a standard deviation (0.96). It ranged averages for this field between (3.55 - 3.03). The debate comes two paragraphs to the highest and lowest paragraphs:

1 - paragraph (19), which states "encourages students lecturer to ask questions," the first order with a mean (3.55) and a standard deviation (1.46). This result was attributed to the faculty member teaching leads his duties and works to encourage students to actively participate in the lesson, and guidance relevant to the subject lesson questions, but this practice has not lived up to the desired level. This may be due to a tendency to use a lecturer lecture style, more discussion method, or which allow space for

students to participate and raise questions of dialogue, reflecting the positive atmosphere within the list of the lesson. This calls to switch lecturer teaching style to allow him to increase the proportion of questions from his students, which could generate have confidence in themselves and achieve the autonomy they have.

2 - Paragraph (23), which states "develop lecturer in students the concept of autonomy," came the second level with a mean (3.54) and a standard deviation (1.37). This result was attributed to the lecturer has the desire and orientation for the development of the concept of independence of the students, but that does not meet the purpose, which requires a dedicated effort in this field , and to work more for the development of this concept. It should be on the lecturer shows the difference between the concept of independence, and the concept of dependency, how should a university student to be independent intellectually, and sure of himself, and depends on it rather than be on others in multiple positions of his life. It can lecturer on the development of this concept works by assigning students to certain duties, or do some activities, or encouraging students to rely on themselves. And be concept development through work and practice, not conservation or Memorizing. It appears here that the lecturer role in this field , but this role has not as it should.

3 - paragraph (16), which states "encourages students lecturer to participate in the elections of the student council," P penultimate an arithmetic mean (3.04) and a standard deviation (1.32) and inferred from this result that the role of the lecturer did not reach the required level. This may be attributed to the participation in the election process is a personal matter, within the framework of personal freedom for the student, it is who decides to participate or not, and lecturer believes that it's not about him, not from his duties to do for such a procedure, it has prepared a kind of interference in the affairs other personal from such practice. However, the minutes can do to clarify the nature of the elections and their importance and the need to participate in the selection of students deemed eligible for the site is set in student leadership.

4 - Paragraph (18), which states: "lecturer urges students to stay away from intolerance in all its forms," came the last level with a mean (3.03) and a standard deviation (1.16). This result was attributed to the lecturer does not see the fundamental tasks urged students to stay away from fanaticism. In spite of his task, but the degree of practice has not, according to it should be. This may be due to the lecturer sees in this a private affair students themselves, as well as the fact that the subject is so sensitive, and that dealing with it may raise the ire of some of the students and lead to the occurrence of some of the problems inside the classroom. But in order to avoid situations of this kind, a lecturer in general to address cases of intolerance in its different forms, and gives examples from other communities, and shows how the situation is it if they lived members of the community, and university students, who represent the vanguard of society far from fanaticism. The flexibility required in various life situations and militancy opinion and adherence to the idea factors should stay away from exercise, because the outcome of the not be pleasant.

3. The role of student activities:

The averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the viewpoint of the students account, the paragraphs of this field , and the table (7) illustrates this.

Table (7)

Averages, standard deviations, and grades and class to the role of Jordanian universities autonomy in the development of the students from the viewpoint of the students in the role of student activities in descending order.

No.	Paragraph	The arithmetic average	standard deviation	Rank	Grade
29	Develop student activities among students dealing with others as a team.	3.82	1.10	1	High
24	Student Activities urged to participate in university elections as an expression of an individual's right to community	3.53	1.24	2	Medium
28	Student activities held workshops for students to learn how to deal in a	3.51	1.24	3	Medium
32	Enhance student activities, students' self-confidence.	3.39	1.00	4	Medium
31	Encourage student activities students to dialogue with their teachers with	3.33	1.33	5	Medium
26	Develop student activities among students need to learn through their own experiences	3.20	1.28	6	Medium
25	Encourage student activities to exercise their rights to personal student at the university	3.14	1.26	7	Medium
27	Student activities instill in students the need to take responsibility in the	3.14	1.33	7	Medium
30	Student Activities encourage students to freely instill democratic practices through discussions with fellow	3.02	1.47	9	Medium
33	Student activities help students to self-autonomy in the participation of their colleagues in the social rituals.	2.94	1.23	10	Medium
34	Encourage student activities connected students freely within the university.	2.90	1.07	11	Medium
Total final		3.27	0.57		Medium

The results showed in a table (7) that the SMA to this field amounted to (3.27) with a standard deviation (0.57). The averages ranged between (3.82 - 2.90). The debate comes two paragraphs to the highest and lowest two paragraphs of this field :

1 - came paragraph (29), which states "develop student activities among students dealing with others as a team," the first level with a mean (3.82) and a standard deviation (1.10) and high degree. This result was attributed to the student activities current betterment working on the development of dealing with others in the spirit of the team, was due largely to the nature of the programs that these activities are regulated in this aspect, or that those in charge of these activities have the ability and rehabilitation caffeine to work as a team to manage these activities or that the university is working to support these activities, particularly

in its emphasis on positive engagement, and collaborative teamwork, or perhaps the desire of students and their attitude toward teamwork.

4 - Paragraph (24), which states "the student activities are urged to participate in university elections, as an expression of the right of the individual to serve society" with a mean (3.53) and a standard deviation (1.24). And inferred from this result that the students' activities did not play their role properly in urging students to participate in the elections that take place within the university. This may be attributed to these activities concerned with artistic, recreational and academic fields over concerns of electoral participation. This may be due to the belief that those who made it the electoral process and participation is a personal affair, within the framework of personal freedom, and general activities for all students. Interest student activities and may result in the issue of elections and participate in the occurrence of differences and disputes among students, especially if those activities confirmed the group or certain individuals, which may be reflected negatively on these activities students to participate.

3 - and it got paragraph (33), which states "the student activities help students to self-autonomy in the participation of their colleagues in the social rituals" to rank before the final, with a mean (2.94) and a standard deviation (1.23). It is clear from this result that the student activities not its duties in helping students to autonomy through the participation of their fellow students in various social occasions. This may be attributed to the concept of autonomy is linked to the same student, and student activities were not of the level that can do the job, so they may focus on what is happening within the university more than urges in outside the university. And perhaps associated with social events, according to certain social traditions may be bound to certain individuals, participation in these events are related to those traditions than with the student activities that include a variety of practices performed by students on campus.

4 - Paragraph (34), which states "to encourage student activities connected students freely within the university," came the last level with a mean (2.90) and a standard deviation (1.07). And inferred from this result that the student activities have not been able to encourage students to communicate with each other within the university. Perhaps due to the fact that communication two, concerning individual people themselves, with those who wish to contact or communicate, with whom do not want to. This Order shall enter in the limits of personal freedom for the student who leaves him the option and freedom of choice in the student or students who want to contact them or communicate with them. And it seems that the student activities, including the content of the programs and practices, not interested in the subject of the students continue within the university, and perhaps prepared by organizers of the activities of this kind of interference in the affairs of the students.

Second question: What are the proposed educational foundations of the Jordanian universities for the development of autonomy among students?

To answer the question were averages, standard deviations, the educational foundations of the proposed Jordanian universities for the development of autonomy at the expense of students, it has been adopted each paragraph got the arithmetic mean (3) above and a table (8) shows these grounds.

Table (8)

The proposed educational foundations of the Jordanian universities for the development of autonomy among students

No.	Paragraph	The arithmetic average	standard deviation
29	Develop student activities among students dealing with others as a team.	3.82	1.10
19	Lecturer encourages students to Questions guide.	3.55	1.46
23	Lecturer develop in students the concept of autonomy.	3.55	1.37
24	Student Activities urged to participate in university elections as an expression of an individual's right to community service.	3.53	1.24
1	Promotes courses on the exercise of freedom of expression without fear.	3.52	1.34
28	Student activities held workshops for students to learn how to deal in a rational way.	3.51	1.24
2	Urges courses to accept constructive criticism through dialogue with others.	3.49	1.40
8	Courses encourage students to freely provide critical questions at the university.	3.48	1.29
9	Courses students know all their rights in the Jordanian society.	3.45	1.39
11	Urges courses on hiring leisure work useless.	3.44	1.56
22	Lecturer is keen on providing students with the regulations and instructions governing their studies.	3.41	1.40
3	Promotes courses take responsibility of different types well at all what the students' work.	3.40	1.51
20	Lecturer encourages students to take their own decisions.	3.39	1.45
32	Enhance student activities, students' self-confidence.	3.39	1.00
21	Lecturer encourage the creative work of the students.	3.36	1.50
4	Develop courses feeling guilty if students violated the regulations and instructions of the university.	3.33	1.54
10	Encourage courses to participate in various elections held in the Jordanian society.	3.33	1.42
31	Encourage student activities students to dialogue with their teachers with respect.	3.33	1.33

7	Develop independence courses that help students develop their constructive criticism.	3.32	1.36
17	Encourages students lecturer in doing volunteer work to serve the local environment.	3.32	1.42
5	Promotes courses to communicate freely with others.	3.23	1.49
14	Lecturer encourages students to take their own decisions without affected others.	3.23	1.58
15	Lecturer encourages students on their responsibilities towards the community service.	3.22	1.34
26	Develop student activities among students need to learn through their own experiences.	3.20	1.28
12	Lecturer urges students to be subject to the guardianship of moral conscience.	3.16	1.60
25	Encourage student activities to exercise their rights to personal student at the university.	3.14	1.26
27	Student activities instill in students the need to take responsibility in the different relationships.	3.14	1.33
13	Lecturer urges students to be confident the decisions they have taken themselves (such as their choice for the type of study and specialization at the university).	3.13	1.48
6	Courses contribute to the personal development through learning and development.	3.11	1.46
16	Lecturer encourages students to participate in student council elections.	3.04	1.32
18	Lecturer urges students to stay away from the intolerance in all its forms.	3.03	1.16
30	Student Activities encourage students to freely instill democratic practices through discussions with fellow students.	3.02	1.47

The results indicated that all paragraphs relating to the development of autonomy, I got the middle class with the exception of one paragraph got a high degree and that the two paragraphs of these paragraphs did not get the estimate (3). And bringing the number of paragraphs that can be counted for the development of the proposed autonomy of educational foundations is (32) paragraph. Prominent among these foundations that date back to the field, "the role of the curriculum," as follows:

- Paragraph (1) which states that "promotes courses on the exercise of freedom of expression without fear: and paragraph (2) which states that" under the curriculum to exercise constructive criticism through dialogue with others ", and paragraph (8), which states" encourages students courses to provide critical freely questions in the university ", and paragraph (9), which states" learn courses students on all their rights in the Jordanian society ", and paragraph (11), which states," urges courses on hiring leisure work useless. "

It seems that the paragraphs of this field would strengthen the autonomy and is working to develop the university students, through a study where subjects may prompt them to express their opinion and generate their moral courage, and the practice of constructive criticism, and ask questions critic, which may increase their self-confidence and it helps build their character in a comprehensive manner, so that they have the ability to think, create and adapt to different situations.

As for the educational foundations of which are attributable to the role of a faculty member in the development of self-autonomy among university students, was the most important of which are the following:

- Paragraph (19), which states "encourages lecturer to ask questions" and paragraph (23), which states "develop lecturer in students the concept of autonomy, and paragraph (22), which states" keen lecturer on providing students with the regulations and instructions governing their studies "and paragraph (20) which states that "encourages students lecturer to make their own decisions" and paragraph (21), which states "encourages lecturer creative work of the students.

It is clear from the paragraphs of this field the role of President of the faculty member and the extent of its impact on students' behavior, and the impact on the autonomy they have. The professor is a component of the university president and commander educationally in the educational process, and success is due to the failure of the educational program offered by the school. And behavior that issued it affects the students individually and in groups, and motivates them to raise questions and encourage them to make their own decisions, as well as business and creative activities. These practices generate among students convinced Jordan could afford to do business and the tasks assigned to them, and increase their knowledge and confidence matters for themselves.

With regard to educational foundations dating back to the role of student activities in the development of self-autonomy among students, was the most important:

- Paragraph (29), which states "develop student activities among students dealing with others as a team", and paragraph (24), which states, "urges student activities to participate in university elections, as an expression of the right of the individual to society", and paragraph (28) which states that "student activities held workshops for students 'learning how to agree a rational way," and paragraph (32) which states that "promotes student activities students' self-confidence," and paragraph (31), which states "encourages student activities students to dialogue with their teachers respect ".

It seems that the student activities practiced by university students, as reflected in paragraphs affiliate can be counted from the proposed educational foundations that will generate autonomy among students, through what they are doing from the practices and activities, and to prepare them for the programs variety enhance their confidence in themselves, so that the student who is himself such activities realizes his ability and potential in the face of different situations, and can overcome the difficulties and problems in the course of his studies or interaction with others, becoming more and more have confidence in himself, towards the completion of further work and errands.

The third question: What is the truth of the global foundations of the proposed Jordanian universities for the development of autonomy among students?

To answer the question was extracted Global honesty of the foundations of the proposed Jordanian universities for the development of autonomy when requested, using factor analysis (Factor Analysis). In the beginning, has been the use of the adequacy of the sample measure (Measure of Adequacy), which called the measure (Kaiser-Meyer-Olkin) in order to determine the degree of appropriateness of using factor analysis, enough sample to conduct factor analysis if the value of the adequacy of the sample scale (MSA) located

between (0.5-1) indicates the result of factor analysis in the table (9) that the value of (MSA) was (0.710) this means that depending on the scale appropriate to the sample using factor analysis. The test was used (Bartlett) to determine the degree of appropriateness of factor analysis, The results showed suitability of factor analysis as it was equal to the significance level ($0.000 \geq \alpha$).

Table (9)

Sample efficient scale (MSA) Bartlett test

The adequacy of the sample scale	0.710
(Test) Bartlett	0.000

To determine the factorial structure of the foundations of the proposed Jordanian universities for the development of autonomy when requested, were used factor analysis (Factor Analyses) for the foundations, to investigate the factors responsible for the performance in these fundamentals, factor analysis in a way the main components (Principal components) and recycling orthogonal (Varimax Rotation) nine factors underlying its root is greater than the right one values, and explain the combined total of (82.249%) of the variation in performance on the scale, as it was determined the number of factors depending on the value of the total variation interpreter is greater than one Eigen values over (1). illustrates the table (10) the underlying roots and contrast the interpreter of the factors that make up the factorial structure of the scale.

Table (10)

The underlying roots and differences the interpreter of the factors that make up the global construction of the proposed foundations Jordanian universities for the development of autonomy among students

No.	operative	The underlying root	The contrast ratio of the interpreter	The cumulative percentage of the variance
1	first	7.411	23.158	23.158
2	Second	6.004	18.763	41.921
3	Third	3.397	10.616	52.536
4	Fourth	2.423	7.571	60.107
5	Fifth	1.888	5.899	66.006
6	Sixth	1.735	5.423	71.429
7	Seventh	1.297	4.054	75.482
8	Eighth	1.137	3.553	79.035

Notes from a table (10) that the first factor explained accounted for 23.158% of the total variation, the highest contrast ratio is explained in comparison with other factors, a high value if compared with the contrast interpreter from the rest of the other factors and shows the clear difference in the graphic representation of of the roots The underlying the various factors which appear in Figure (1) it indicates that the measuring tool is one factor, which refers to the one-dimensional (unidimensionality), a tool that measures the factor one main reason , and the rest of the secondary factors appear.

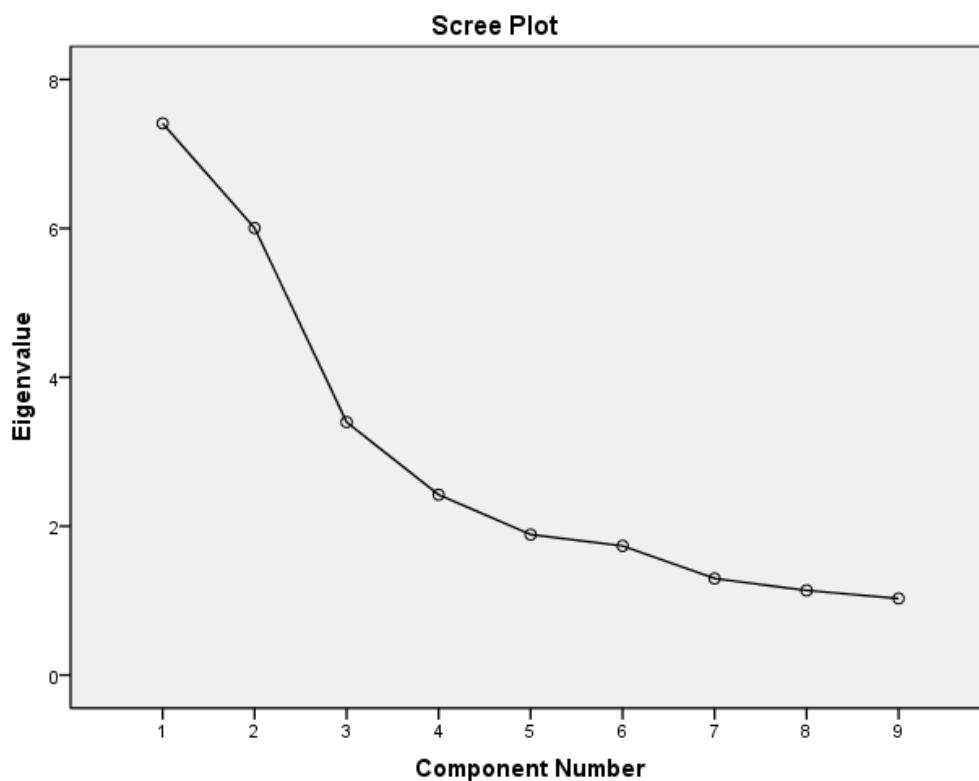


Figure 1: graphic representation of the underlying roots (Eigen Values) of the factors forming the basis of the proposed Jordanian universities for the development of autonomy.

To determine the saturation paragraphs constituting the basis of the proposed Jordanian universities for the development of autonomy has requested the factors that ended the results of factor analysis has been extracted transactions saturation paragraphs four factors, and is the paragraph saturated the factor that more than one factor behind (0:10) at least making paragraphs pure (1995 Hair et. al.), and in order to test the credibility of the search tool in terms of:

1. degree of convergence of questions that measure each worker (Convergent Validity) Questions so close to each factor will be whether the load factor on the other hand, have a higher than (0.3).

2. degree of differentiation between questions that measure various factors (Discriminate Validity) so that differentiation is achieved if more were loaded each question on the opposite factor to him compared with the load on other factors. And a table (11) illustrates these transactions and the values of common transactions paragraphs.

Table (11)

Saturation transactions Paragraphs forming the basis of the proposed Jordanian universities for the development of autonomy when requested, and the common factor

Basic no.	coefficient									Common coefficient
	1	2	3	4	5	6	7	8	9	
1		0.843								0.880
2		0.894								0.898
3		0.884								0.844
4			0.614							0.772
5			0.894							0.942
6			0.914							0.966
7			0.893							0.900
8							0.832			0.880
9							0.829			0.908
10					0.577					0.726
11					0.820					0.807
12					0.913					0.886
13					0.749					0.723
14				0.685						0.733
15				0.804						0.854
16				0.823						0.811
17				0.721						0.788
18				0.562						0.757
19	0.751									0.795
20	0.848									0.742
21	0.905									0.904
22	0.891									0.888
23	0.790									0.783
24	0.525									0.776
25						0.657				0.681
26						0.896				0.869
27						0.754				0.829
28								0.768		0.878
29								0.878		0.849
31								0.457		0.631
33									0.807	0.775
34									0.842	0.847

The table no. (11) shows , the six foundations were Saturation first factor of more than (0.30) transactions, and that these paragraphs saturation coefficients ranging from (0.905 - 0.525), and that the three foundations, the transactions Saturation the second factor of more than (0.30), and these paragraphs saturation coefficients ranging between (0.894- 0.843), and that the four foundations, the transactions Saturation third factor than (0.30), and that these paragraphs saturation coefficients ranging between (0.914- 0.614), that five of the foundations, the Saturation transactions the fourth factor of more than (0.30), and that these paragraphs saturation coefficients ranging between (0.823- 0.562), and four of the foundations, the Saturation factor V transactions in excess of (0.30), and that these paragraphs saturation coefficients ranging between (0.913- 0.577), and three of the foundations, the Saturation factor sixth in excess of (0.30) transactions, and that these paragraphs saturation coefficients ranging between (0.896- 0.657), and that the foundations had coefficients Saturation factor VII are increasing on (0.30), and that these paragraphs saturation transactions ranging from (0.832- 0.829), and that three of the grounds, was Saturation factor VIII more than (0.30) transactions, and that these paragraphs saturation coefficients ranging between (0.878- 0.457). And that the basic foundations, the coefficients Saturation factor IX are increasing on (0.30), and that these paragraphs saturation coefficients ranging between (0.842- 0.807).

The results of the factor analysis to the underlying root of the educational foundations for the development of the proposed autonomy values ranged between (1.028 - 7.411). And that the interpreter contrast ratio ranged between (3.214 - 23.158). And saturation values, as illustrated all of which were higher than (0.30).

They can interpret this result that the three field s and component vertebrae, have a role in the development of self-autonomy to the university students. school contributed to the development process, through their relevant topics, as well as the case for the faculty members and the roles they perform in this field through their interactions with the students and their participation both within the classroom or on campus. As well as the role of student activities, and how motivated the students to participate in and acceptance of its programs and their implementation procedures, and confirmed the importance of the students enjoy the autonomy.

Recommendations:

- Organizing training courses to help college students to develop the concept of autonomy they have, and practice.
- Adopting educational foundations shown by the results of the current study for the development of autonomy.
- Conducting a similar study of the current study on Jordanian private universities.

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