Full Length Research Paper

The degree of secondary stage Teachers` recognition of democratic principles and the extent of practicing them in learning processes in Jordan

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The study aimed at identifying the degree of secondary stage teachers` recognition of democratic principles and the extent of practicing them in learning processes. In order to realize the goal of the study, a random sample of (117) male and female teachers were selected by the researchers who also prepared the required tools of the study. The results indicated that the degree of secondary stage teachers` recognition and practicing of democratic principles in Jordan was of a high level. In addition there were no statistically significant differences between the recognition of democratic principles and practicing them in Jordan. In the light of those results, the researchers introduced some relevant recommendations, the most prominent of which are adopting democratic principles as a method to be performed at secondary schools thought sharing elected representatives of students, for example, and being open to the civil society organizations to extend the democratic participation of all social categories.

Key words: Democracy, recognition, learning processes, learning, secondary stage, Teachers.

INTRODUCTION

Democratic education is one of the most important intellectual and political issues in the contemporary world. Educational institutions have become more concerned today than they have ever been before, through working on building a democratic culture that generates values of tolerance, diversity and acceptance of the other against the waves of violence and extremist invading the whole world, as a democratic environment provides the appropriate atmosphere to construct interactive educational relationships with positive direction. This is manifested in various interactions of dialogue, discussion, giving contradictory opinions and positive criticism which represent the takeoff of educational democracy and its core.

Democratic educational relationships constitute the starting point for giving as well as creativity in its different forms. This is a historical fact which is proved by the long experience of human life as knowledge buds and flourishes in democratic environments and the production of the mind has always been subject to free climates.

Here from, we can say that the creative presence of mind has been tied to the active presence of freedom and democracy especially when it is connected to the democratic practices of teachers in the educational field. Democratic behavior in education is the one that emerges from the foundations of social participation, understanding the others` feelings and interests, acceptance of the other, dependence on dialogue and convincing and not resorting to violence and struggle (Watfeh, 2003).

The relationship between education and democracy is viewed as a mutual relationship that causes the effect to be interchangeable through the democratic educational system with all its components as it is impossible to build a democratic educational system except through a society that believes in democracy and applies its principles in a way that reflects this application in the individuals` conduct and relations (Darwish, 1996).

Believing that democracy is a life style that incorporates all the aspects of individual and collective human life, real democratic practice among teachers will reflect on the students` commitment to the spirit of the educational system. Giving the students equal chances will lead to achievement and creativity which will result in developing their abilities and improving the teachers` performance.

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The role of the educational institutions in the contemporary society is no longer restricted to were presenting humanistic knowledge and culture but it has also become concerned with performing new tasks that respond to removable needs. This means that the basic mission of the educational institutions revolves around building the human being who can respond to the civilization data and its renewable values (Al-Ezamat, 2007). This is assured by the educational institution of Jordan represented by the Ministry of Education through its partnership with the UNESCO as, since 2003, an integrated educational matrix for school subjects and for training teachers through scholastic applications on human rights concepts and mutual international values through cognitive procedural descriptions to those concepts and the ways of co-living with them in field scholastic practices (Kakish et al., 2003).

Democracy is based on four principles which are:

1- Justice: This means realizing equality among the individuals in compliance with the principle of equality of opportunities. Justice, "the basis of authority" as it is the balance of human life and people to reach their rights. There are many types of justice, justice with others and justice in sayings, deeds and determinations because applying justice provides people with ease, security and happiness (Teachers Guide, 1997).

2- Responsibility: It is the individual`s capability to hold the consequences of his deeds, and and there are different kinds of responsibility such as social responsibility, ethical responsibility and political responsibility each of which has its own distinctive characteristics (Watfeh, 1993).

3- Authority: It is the consensual relationship between two parties wherein the first party recognizes that the orders it issues to the second party do not represent a duty imposed on it but because he has the right to do so, and the second party should admit the first party`s right to issue orders and that it must follow those orders for the general interest. (Nassar, 2001).

4- Privacy: This principle is related to people whether the chief or the individuals concerning the interference in the private matters of others, the chief`s care for their private issues and keeping their secrets as he is acquainted with them because of his responsibilities towards them. It is also related to the chief`s policy as not to affect the others or the work (Teachers Guide, 1997).

It is unquestionable that teaching, as a profession, is one of the most difficult professions because it cares for the social build-up of people socially. It is said that it is easy to build dams or bridges but it is difficult to build people. School environment is the ideal place to build the individual and the classroom is the real laboratory for the personality and intellect of the learner.

Some studies handled the concept of democracy and its practices in the educational institutions. The study of Al-Ani (2000), aimed at identifying the degree of democratic practices in Al-Yarmouk university through the perspective of the Faculty of Education`s students. The study`s results revealed average levels of democracy practice in all domains. The results also revealed statistically significant differences among the students` responses in the domain of students` participation in favor of the females, and statistically significant differences among the students` responses to specialty variable in the domain of academic justice in favor of the students of guidance and psychology department.

Kameron (2004), conducted a study which was titled: "Reclaiming Democracy in Universities". The study aimed at investigating the concepts of democracy as personally described, its basic characteristics, democracy in teaching and education, the extent of teachers` practice of democracy, encouraging students to practice it and working to dedicate democratic values and principles. The sample consisted of (100) teachers at various universities. The study showed that the universities that provide curricula which establish democratic principles and concepts achieve clearer democratic practices than the universities that do not offer such curricula. The results also revealed vagueness recognizing the concept of democracy and weak standards of practice in universities.

The study of Helg and Arnold; Tan and Boyed (2007), aimed at investigating the determinations of students of the age group (12-19) years about the forms of democracy in China. The sample of the study consisted of (270) students of Urban and rural schools in China and (72) students as a Canadian Comparative Sample. The results indicated that the students of both samples favored the representative and direct forms of democracy and assured the necessity of commitment to the basic principles of democracy like: the right of representation and the right of voting to justify their determinations. The results also revealed diverse democratic cultures among those students.

As for the situational study which was conducted by Marri (2005), it aimed at building a framework based on democratic education for multicultural classes and the expertise of three skilled teachers of social studies curricula in the united states of America by answering the two questions of the study; the first of which is: How can democracy be taught to multicultural students?, and the second: What are the obstacles the teacher encounters in teaching democracy to multicultural students? The results of the study revealed the effectiveness of democratic education in offering chances that help in learning in order to find effective citizens through making them acquire democratic concepts in their educational institutions.

A study by Al-Anzi (2008), aimed at identifying the degree of democratic principles practice in primary schools through the perspective of the teachers in the northern frontier region in the Kingdom of Saudi Arabia. The results of the study assured that the degree of the

teachers` practice of democratic principles in teaching was high. They also revealed statistically significant differences in the degree of the teachers` practice of democratic principles due to scientific qualification in favor of bachelors.

The Study`s Problem

On the grounds of the importance of the teacher`s role in building the contemporary human personality and considering the teacher`s faith in democratic principles, this study aimed at identifying the degree of secondary stage teacher`s recognition of democratic principles and the extent of practicing them in learning processes in Jordan.

Under the concern of social and educational institution of all levels in democratic practices and because of the effect of this phenomenon in the world in general and recently in the eastern Arab countries in particular, researchers developed a serious feeling to observe this democratic issue in its factual reality through the teachers` application of democratic principles which produce the expected effect in shaping their personal identities in all circles and levels. This participates in drawing their (the teachers') future cognitive and behavioral maps in the light of those practices.

The Study`s Goals and Questions:

The study aimed at identifying the degree of secondary stage teachers` recognition of democratic principles and the extent of practicing them in Jordan through exploring the reality of democratic life in Jordanian schools to introduce clear answers to the scientific inquires related to the course of educational production and reveal the points of strength and weakness of the educational practices with their humanistic contents through answering the following questions:
1- What is the degree of secondary stage teachers` recognition of democratic principles in Jordan?
2- What is the degree of secondary stage teachers` practices of democratic principles in their performance in Jordan?
3- Are there any statistically significant differences at (a=0.05) in the degree of secondary stage teachers` recognition of democratic principles in Jordan due to sex, educational level and experience?
4- Are there any statistically significant differences at (a=0.05) in the degree of secondary stage teacher`s practices of democratic principles in their performance in Jordan due to sex, educational level and experience?
5- What is the correlation between the degree of secondary stage teachers` recognition of democratic principles in Jordan and the degree of practicing them in their performance?

The Study`s Importance:

The importance of the study lies in being an attempt to identify the degree of secondary stage teachers` recognition of democratic principles and the extent of practicing them in learning processes in Jordan. These practices introduce clear impact on learners and form a real seed to elevate the society and its targets. Democratic behavior is not only local in its awareness and performance but also universal in awareness and performance and the most significant example to that are those virtual societies generated by contemporary technology and their obvious effect in bringing down stubborn systems that collapsed before these societies even though they existed in one society but the ideas and beliefs were universal in principle and practice.

The study can also benefit those in charge of educational issues and the politicians who draw future policies for educational products and plan the scholastic classroom learning environments at the Jordanian schools of different areas.

The Study`s Terminology

The study included some concepts and terms whose significance ought to be specified in accordance with the goals of the study as follows:
Democratic practice: A set of manners performed by secondary stage teachers during learning processes including (general democratic principles, educational management and learning activities) measured by achieved total score among the sample`s members with the study`s tool.
Educational performance:
The particular practices by teachers in the classroom through which they carry out teaching activities and learning realization and which are measured by the score which the teacher gives to himself through the study`s tool.
Secondary stage: The last of scholastic teaching stages in Jordan represented by the eleventh and twelfth classes.

The Study`s Limitations

When generalizing this study, the following limitations should be taken into consideration:
1- Time limitations: The study is restricted to the secondary stage teachers who are teaching in the governmental schools of the Ministry of Education during the second semester of the scholastic year 2011/2012.
2- Space limitations: The study is restricted to the teachers of the first, second, third, fourth, fifth and sixth directorates in the metropolitan governorate.

Table 1. Frequencies and of sample members in accordance with the study`s variables.

	Category	Frequency	Rate
Sex	Male	68	58.1
	Female	49	41.9
scientific qualification	Bachelor	68	58.1
	Bachelor+ Diploma	33	28.2
	Master and above	16	13.7
experience	Less than 5 years	24	20.5
	5-10 years	45	38.5
	More than 10 years	48	41.0
	Total	117	100.0

The Research`s Methodology

The descriptive analytical approach was used because of its appropriation to the nature of the study. Reality was observed in field expressing it quantitatively through numerical account that clarifies the amount of recognition and practice in addition to the degree of their correlation with other variables.

The Study`s Population and Sample

The study`s population consisted of secondary stage teachers at the directorates of the Ministry of Education in the metropolitan governorate numbering (2340) male and female teachers of different random sample of (117) male and female teachers was selected at the rate of (5%) of the study`s population.
Table (1) explains the operation.

The Study`s Tool

The researchers developed a questionnaire to measure the study`s variables depending on the theoretical literature and previous studies related to democratic principles and their applicable practices. The tool included three parts the first of which contained the general democratic principles and consisted of (13) items, the second was allocated for educational management and consisted of (13) items while the third was dedicated for teaching activities and consisted of (7) items.
It depending on Likert`s fivefold which measured the grades of those items as follows: (very high) that represents (4 grades), (medium) represents (3 grades), (low) represents (2 grades) and (rare) which represents (1 grade). Regarding the determination of recognition and practice degrees. Likert Attitude Scaling method was used considering (3) as a cutting score, and accordingly, the direction assessment will be negative if the arithmetic mean of the members` recognition and practice is less than (3) and positive if the arithmetic mean is higher than (3) grades.

The range concepts were used in interpreting the results according to the following equation:

Range = $\dfrac{\text{the highest grade-the lowest grade}}{\text{Number of responding categories}}$

Range = $\dfrac{5-1}{5}$

Range= 0.80
And according, the realized score is as follows:
1. from 1-1.8 rare.
2. from 1.81-2.60 low.
3. from 2.61-3.40 medium.
4. from 3.41-4.20 high.
5. from 4.21-5 very high.

Validity of the Tool:

The researchers adopted construct validity as they extracted the correlation coefficients of the scale`s items with the total grade in a pilot sample out of the student`s sample, which consisted of (30) male and female teachers. The scale`s items were analyzed and the discrimination coefficient of each item was measured as explained in tables (2) and (3).
It is notable that the scores of all the correlation coefficients of recognition and practice domains were acceptable and statistically significant at (0.01). Therefore, none of those items was omitted.

Reliability of the Tool

To check the reliability of the tool, it was applied on a pilot sample of (30) male and female teachers out of the study`s sample. The reliability coefficient was measured through test-retest with an interval of two weeks between the first and second applications. The reliability coefficient reached (0.89) which is considered appropriate to the study`s goals.

Table 2. Correlation coefficients between the items, the total score and the domain they belong to (Recognition).

Item No.	Correlation coefficient with domain	Correlation coefficient with tool	Item No.	Correlation coefficient with domain	Correlation coefficient with tool	Item No.	Correlation coefficient with domain	Correlation coefficient with tool
1	.54**	.43**	12	.73**	.65**	23	.62**	.63**
2	.69**	.68**	13	.46**	.54**	24	.59**	.52**
3	.76**	.66**	14	.56**	.51**	25	.60**	.57**
4	.78**	.62**	15	.70**	.67**	26	.67**	.59**
5	.79**	.61**	16	.55**	.48**	27	**.72	.63**
6	.68**	.60**	17	.75**	.68**	28	.75**	.58**
7	.77**	.60**	18	.62**	.57**	29	.80**	.60**
8	.59**	.53**	19	.76**	.70**	30	.74**	.52**
9	.68**	.54**	20	.76**	.73**	31	.80**	.63**
10	.69**	.57**	21	.74**	.66**	32	.70**	.61**
11	**.69	.55**	22	.65**	**.61	33	.79**	.59**

** Statistically significant at (0.01).

Table 3. Correlation coefficients between the item, the total score and the domain they belong to (Practice).

Item No.	Correlation coefficient with domain	Correlation coefficient with tool	Item No.	Correlation coefficient with domain	Correlation coefficient with tool	Item No.	Correlation coefficient with domain	Correlation coefficient with tool
1	.58**	.56**	12	.78**	.70**	23	.63**	.54**
2	.66**	.63**	13	.47**	.54**	24	**.56	**.45
3	.69**	.54**	14	.59**	.57**	25	**.47	**.47
4	.79**	.69**	15	.70**	.69**	26	**.59	**.62
5	.77**	.59**	16	.59**	.63**	27	**.70	**.59
6	.71**	.57**	17	.68**	.59**	28	**.78	**.72
7	.80**	.66**	18	.70**	.71**	29	**.80	**.58
8	.58**	.50**	19	.72**	.64**	30	**.75	**.50
9	.73**	.65**	20	.75**	.69**	31	**.84	**.6
10	.68**	.62**	21	.65**	.47**	32	**.76	**.68
11	.75**	.63**	22	.59**	.52**	33	**.71	**.54

** Statistically significant at (0.01)

The Study`s Variables

The independent variables

- The teacher`s scientific qualification: Bachelor, Bachelor + middle diploma, Master and above.
- Sex: Male, Female.
- Experience: less than 5 years, 5-10 years, more than 10 years.

The Dependent Variable

The degree of democratic principles recognition and the extent of practicing them.

Statistical Treatment

The statistical package for social science (spss) was used to answer the study`s questions as follows:
1- Frequencies and rates to identify the characteristic of the study`s sample.
2- Arithmetic means and standard deviations to answer the first and second questions.
3- Three-way multiple ANOVA to answer the third and fourth questions.

4- Person product moment coefficient to answer the fifth questions.

RESULTS AND DISCUSSION

First question: What is the degree of secondary stage teachers` recognition of democratic principles in Jordan?

To answer this question, the arithmetic means and standard deviations were extracted concerning the secondary stage teachers` recognition of the democratic principles in Jordan. (Annex No. 1). All the domains were high leveled and ranged between (3.85-4.14), where the domain of general democratic principles occupied the first grade with an arithmetic mean of (4.14) while the domain of educational activities came in the last grade with an arithmetic mean of (3.85), and the arithmetic mean of recognition as a whole reached (4.00). The researchers construe these results with the range of success achieved by the efforts exerted by the Ministry of Education in Jordan through the training projects and programs which are being performed by teachers educational and developmental curricula department like the human rights and democracy concepts matrix and joint international concepts in 2003 which led to the maturation of these concepts and their practice in the educational actuality. This result is concordant with the finding of Marri (2005), in that the effectiveness of preparing for democratic principles contributes in finding opportunities that help in learning in order to create active citizens and with the study of (Kameron, 2004), which assured that the educational institutions that offer exposition chances to democratic principles easily establish democratic practices in their instisutions.

Second question: What is the degree of secondary stage teachers` practice of the democratic principles in their performance in Jordan?

To answer this question, the arithmetic means and standard deviations were extracted about the degree of secondary stage teachers` practice of democratic principles in Jordan. (Annex No. 2).

All domains appeared high leveled in this dimension as the arithmetic means ranged between (3.50-3.76) where the domain of general democratic principles occupied the first grade with the highest arithmetic mean of (3.76) while the domain of educational activities came in the last grade with an arithmetic mean of (3.50), and the arithmetic mean of practice as a whole (3.64). This result is concordant with the result of the first question and, in turn, assures the effectiveness of the training programs offered by the Ministry of Education in establishing and practicing the democratic principles. The result also agrees with the findings of Al-Ezamat (2007) and Al-Anzi

(2008), which indicated that the degree of teachers` practice of democratic principles was high.

Third question: Are there any statistically significant differences at (a=0.05) in the degree of secondary stage teachers` recognition of democratic principles in Jordan due to sex, educational level and experience?

To answer this question, three-way multiple ANOVA was used on the domains. (Annex No. 3).
Annex No. 3 indicates the absence of statistically significant differences at (a=0.05) due to the effect of sex, educational level and experience in all domains.

The researchers construe these results by that the training and instruction processes of the Ministry of Education are offered to all teachers regardless to the scientific qualification, years of experience and sex. This result is pursuant to the study of Al-Ezamat (2007) but differs from the study of Al-Anzi (2008) and that is probably because of the difference between the environments and the educational development strategies in both countries. In addition, the researchers note that recognition is connected to abstract theoretical frames and that it needs an institutional system to be orderly established in the local community for the the the state of recognition of the democratic environments such as workers, conferences, seminars, and dialogues among local institution. This might not be available the borderline areas of a country especially in vast counties like the environment of Al-Anzi's study which explains the reasonability of the previous result.

Fourth question: Are there any statistically significant differences at (a=0.05) in the degree of secondary stage teachers` practice of democratic principles in Jordan due to sex, educational level and experience?

To answer this question: Three-way multiple ANOVA was used on the domains. (Anex No. 4).
Annex (4) reveals the absence of any statistically significant differences at (a=0.05) due to the effect of sex, educational level, and experience in all domains.

The researchers see the reasonability of the outcome in the extent of conformity between the cognitive recognition to which the teachers; in their different categories, scientific levels and years of experience; were directed and the corresponding practices to those principles which is the same direction affirmed by teacher preparation programs in the Ministry of Education through its activities and training programs especially cognitive economics project (Erik) which lasted for more than years and the most crucial concern of which was the direct and real employment of modern educational trends of teaching practices in the educational environment. This result agreed with the findings of Al-Ezamat (2007), in the

absence of statistically significant differences in the degree of the teachers' practice of democratic principles due to the variables of (sex, qualifications, and years of experience), As the programs of teachers preparation are directed to all teachers categories irrespective of their years of experience.

Fifth question: What is the correlation between the degree of secondary stage teachers` recognition of democratic principles and the extent of practicing them in Jordan?

To answer this question, person product moment coefficient between the degree of secondary stage teachers` recognition of the democratic principles and the extent of practicing them in Jordan was extracted (Annex No. 5).

Annex No. 5 indicates a statistically significant positive relationship between the degree of secondary stage teachers` recognition of democratic principles and the extent of practicing them in Jordan. This result harmonizes with the outcome of the previous questions concerning with the outcome of the previous questions concerning the conformity between recognition and practice of the democratic principles especially that the age stage with which the teachers of the study`s sample are dealing represents a mature stage of growth namely the secondary stage. These requires high ability of communication skills by the teachers of this stage whether cognitively or behaviorly where in recognition and democratic behavior constitute safe educational environment and positive organizing climate for the teachers of this stage which would help them to conform and communicate with the students. This result agrees with the findings of Kameron`s study Kameron (2004), in that the effect of democracy is usually clear and positive with the availability if curricula that contain the concepts and principles of democracy leading to clear practices by teachers and vice versa. This is confirmed by the study of Shihab (2005), which states that with the absence of the democratic tendency, the first alternative will be predominance and corporal punishment by the teachers in their practices.

The present study's results can be summarized in the following:

1- The degree of recognition and practice of democratic principles among secondary school teachers in Jordan was high.

2-The absence of statistically significant differences at (a=0.05) in the degree and practice of democratic principles among secondary school teachers in Jordan due to the variable of sex, education level and experience.

RECOMMENDATIONS

Adopting democratic principles as a practiced performance system at secondary schools through the participation of student's representatives elected by students' associations, for example.

2- Attaching teachers of different educational stages to training courses that focus on developing these principles and on the relevant teaching methods especially the practical ones.

3- Analyzing the contents of humanistic subjects in all educational stages, extracting a matrix of democratic principles out of them and fostering it in the light of the democratic trends on the humanistic level.

4- Openness towards civil society institutions including the houses of senates representatives in the Jordanian parliament through holding meeting with people in charge to view the reality of democratic practices directly.

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Annex 1. Arithmetic means and standard deviations of the items. (Recognition)

No.	Items	Arithmetic mean	Standard deviation	level
	General democratic principles domain	**4.14**	**.543**	**high**
1	The belief in the crucial role of the teacher in building the society	4.32	.818	high
2	Using situational management in applying regulations and instructions	4.18	.826	high
3	Adopting professional referential authority in solving disputes	4.04	.894	high
4	Self-respect when evaluating students honesty	4.35	.758	high
5	Self-esteem when the students achieve their planned goals	4.21	.772	high
6	Enrooting consultation principle among students	4.26	.684	high
7	Enrooting the concepts of justice and equality among students	4.27	.773	high
8	Diverging from reward and punishment authority in cooperation with students	3.80	.958	high
9	The dependence of performance activities on the humanistic values system	4.08	.790	high
10	Enrooting the concept of constructive criticism among students	4.09	.805	high
11	Enhancing literary courage among students in giving opinions	4.21	.726	high
12	Adopting the concept of transparency in evaluation processes	4.18	.702	high
13	Holding open discussion seminars with students about societal issues	3.80	.921	High

No.	Items	Arithmetic mean	Standard deviation	Level
	Educational management domain	**3,94**	**.542**	**high**
14	Standing at the same distance from struggle and competition signs among students	4,03	.765	high
15	Encouraging the independence of students in their opinions and tendencies	4,08	.790	high
16	Enhancing the spirit of cooperative work among students	4,20	.685	high
17	Students` participation in making decisions the morals of students	4,91	.826	high
18	Elevating the morals of students	4,15	.769	high
19	Fostering the role of classroom assemblies in solving the students` problems	4,98	.841	high
20	Enhancing social relations among students	4,00	.830	high
21	Performing field visits by the students to the productive institutions	3,70	1.147	high
22	Investing time by students to practice non-curricular activities	3,75	.840	high
23	Exposing promising leaderships among students	3,93	.704	high
24	presenting contradictory views to the general course of society by students	3,55	.886	high
25	Helping students in solving their personal problems	3,93	.828	high
26	Respecting the students` views in classroom management	4,00	.707	high
	Educational activities domain	**3,85**	**.610**	**high**
27	Students` participation in planning educational activities	3,80	.823	high
28	Diversity of educational activities to consider the individual differences among students	3,97	.701	high
29	Presenting renovative ideas and creative initiatives by the students	3,85	.757	high
30	Using unfashionable solutions by students to solve problems	3,66	.822	mrdium
31	Directing students to research and investigation and problem solving	3,79	.836	high
32	Respecting the student`s views in ideas and educational presentations	4,06	.735	high
33	Meeting the educational needs of the students with special needs	3,78	.939	high
	Recognition as a whole	**4,00**	**.482**	**high**

Annex 2. Arithmetic Means and Standard Deviations of the Items. (Practice)

Grade	No.	Items	Arithmetic mean	Standard deviation	Level
		General democratic principles domain	**3,76**	**.570**	**high**
	1	The belief in the crucial role of the teacher in building the society	3,75	.860	high
	2	Using situational management in applying regulations and instructions	3,76	.784	high
	3	Adopting professional referential authority in solving disputes	3,68	.827	high
	4	Self-respect when evaluating students honesty	3,95	.859	high
	5	Self-esteem when the students achieve their planned goals	3,87	.815	high
	6	Enrooting consultation principle among students	3,77	.781	high
	7	Enrooting the concepts of justice and equality among students	3,89	.879	high
	8	Diverging from reward and punishment authority in cooperation with students	3,54	.815	high
	9	The dependence of performance activities on the humanistic values system	3,74	.756	high
	10	Enrooting the concept of constructive criticism among students	3,82	.816	high
	11	Enhancing literary courage among students in giving opinions	3,90	.834	high
	12	Adopting the concept of transparency in evaluation processes	3,78	.778	high
	13	Holding open discussion seminars with students about societal issues	3,47	.952	high
		Educational management domain	3,59	.532	**high**
	14	Standing at the same distance from struggle and competition signs among students	3,75	.753	high
	15	Encouraging the independence of students in their opinions and tendencies	3,72	.829	high
	16	Enhancing the spirit of cooperative work among students	3,85	.727	high
	17	Students` participation in making decisions the morals of students	3,51	.784	high
	18	Elevating the morals of students	3,79	.889	high
	19	Fostering the role of classroom assemblies in solving the students` problems	3,49	.925	high
	20	Enhancing social relations among students	3,61	.919	high
	21	Performing field visits by the students to the productive institutions	3,28	1,049	medium
	22	investing time by students to practice non-curricular activities	3,46	.783	high
	23	Exposing promising leaderships among students	3,61	.719	high
	24	presenting contradictory views to the general course of society by students	3,32	.847	medium
	25	Helping students in solving their personal problems	3,58	.843	high
	26	Respecting the students` views in classroom management	3,69	.804	high

	Educational activities domain		3,5	.647	**high**
27	Students` participation in planning educational activities		3,56	.834	high
28	Diversity of educational activities to consider the individual differences among students		3,62	.808	high
	Students				
29	Presenting renovative ideas and creative initiatives by the students		3,50	.805	high
30	Using unfashionable solutions by students to solve problems		3,35	.791	medium
31	Directing students to research and investigation and problem solving		3,47	.925	high
32	Respecting the student`s views in ideas and educational presentations		3,68	.797	high
33	Meeting the educational needs of the students with special needs		3,32	.988	high
	Practice as a whole		**3,6**	**.503**	**high**

Annex 3. Three-way multiple ANOVA to the effect of sex, educational level and experience on the domains of the degree of secondary stage teachers` recognition of democratic principles in Jordan.

Source of variance	Domains	Degrees of freedom	Mean of squares	Mean of squares	F	Statistical significant
Sex	General democratic principles	1	0,00001	0,00001	.000	.999
Hoteling= .028	Educational management	1	.505	.505	1,75	.188
H= .027	Educational activity	1	.218	.218	.581	.448
Educational level	General democratic principles	2	1,468	.734	2,52	.085
Wilkes= .945	Educational management	2	.797	.399	1,38	.255
H= .400	Educational activities	2	1,092	.546	1,45	.238
Experience	General democratic principles	2	.329	.174	.566	.569
Wilkes= .944	Educational management	2	.192	.096	.334	.717
H= .389	Educational activities	2	.227	.114	.303	.740
Error	General democratic principles	111	32,247	.291		
	Educational management	111	31,985	.288		
	Educational activities	111	41,728	.376		
Total	General democratic principles	116	34,223			
	Educational management	116	34,093			
	Educational activities	116	43,190			

Annex 4. Three-way multiple ANOVA to the effect of sex, educational level and experience on the domains of the degree of secondary stage teachers` practice of democratic principles in Jordan.

Source of variance	Domains	Degrees of freedom	Mean of squares	Mean of squares	F	Statistical significant
sex	General democratic principles	1	.231	.231	.692	.407
Hoteling= .009	Educational management	1	.029	.029	.107	.744
H= .793	Educational activity	1	.003	.003	.006	.938
Educational level	General democratic principles	2	.403	.201	.604	.549
Wilkes= .968	Educational management	2	.806	.403	1,49	.229
H= .737	Educational activities	2	.201	.101	.237	.789
Experience	General democratic principles	2	.134	.067	.201	.818
Wilkes= .931	Educational management	2	1,471	.735	2,72	.070
H= .348	Educational activities	2	1,424	.712	1,67	.192
Error	General democratic principles	111	37,050	.334		
	Educational management	111	29,973	.270		
	Educational activities	111	47,111	.424		
Total	General democratic principles	116	37,670			
	Educational management	116	31,968			
	Educational activities	116	48,597			

Annex 5. Person product moment coefficient between the degree of secondary stage teachers` recognition if democratic principles and the extent of practicing them in Jordan.

		General democratic principles practice	Educational management practice	Educational activities practice	Practice as a whole
General democratic principles recognition	Correlation coefficient statistical significant number	.622 (**) .000 117	.439 (**) .000 117	.380 (**) .000 117	.568 (**) .000 117
Educational management recognition	Correlation statistical significant number	.450 (**) .000 117	.587 (**) .000 117	.525 (**) .000 117	.592 (**) .000 117
Educational activities recognition	Correlation statistical significant number	.328 (**) .000 117	.447 (**) .000 117	.589 (**) .000 117	.496 (**) .000 117
Recognition as a whole	Correlation statistical significant number	.564 (**) .000 117	.575 (**) .000 117	.560 (**) .000 117	.648 (**) .000 117

** Statistically significant at (0.01).