

-

**2005 / 1426**

-

-

.

.

-

:

**20220079** :

. :

. **2005/5/3**

:

..... . **-1**

..... . **-2**

..... . **-3**

-

**2005 / 2004**



## الإهداء

إلى من هو مبعثُ فخري واعتزازي . . إلى من علمني كيف يكون الصبر في الحياة  
أمد الله في عمره  
إليك والدي المحبيب

إلى نبض الدفء في ثنايا القلب . . يا همسةً أودعها الله كل معاني الفضيلة . . لك يا أعظم  
من في الوجود ويا أسمى معاني الحب والحنان  
إليك والدي المحنونة

إلى من تعجز الكلمات عن شكره وتقديره . . إلى من لم يتوان لحظةً عن مساعدتي  
إليك نروحي العزيز

إلى الشموع المضيئة التي تير طريق حياتي . . إلى الذين تحملوا الكثير لانشغالي عنهم  
إليكم أبنائي الأعزاء: المهندس عبد العزيز وأحمد وحسن

إلى مثلي الأعلى وتوائهم الروح . . . . . إليك أخواتي الغاليات  
إلى القلوب البيضاء النابضة بالمحبة والإخلاص . . . . . إليكم أخوتي الأحباء

إلى كل عينٍ تابعتني . . . . . ويداٍ ساعدتني في دراستي  
إليكم أهلي وأصدقائي

إلى روح الحبيب . . الذي أعيش في ذكراه الخالده  
إليك أخي المرحوم المهندس محمود رحمه الله

إلى أمرواح من أبكياني لفراقهم هذا العام  
إليكم: عمي عبد الرزاق خليل ونروح أختي إياذ بركات رحمهما الله

إلى من مرووا بدمائهم ثرى فلسطين . . . . . إليكم يا شهداءنا الأبرار  
إلى كل ذرة تراب في هذا الوطن الغالي . . . . . إليك يا فلسطين الحبيبة





.

:

. :

.

:

.1

.2

:

(200)

2005/2004

(6)

(14)



:

(48)

:

:

:

.(0.94)

:

.1

(3.59)

.(0.63)

.2

.3

.4

.5

.6

(12)

.7

.8

:

.1

.

.2

.

.3

.

.4

.

# **ABSTRACT**

## **The Obstacles That Face Full Time Academic Advisors at Al-Quds Open University in Palestine.**

**Prepared by:**

**Amal Hussien Khalil**

**Supervised by:**

**Dr. Mahmoud Ahmad Abu Samra**

This study aimed at realizing the obstacles that face full – time academic advisors at Al-Quds Open University in Palestine. It aimed also, at knowing the effect of the following variables: gender, academic degree, specialization, years of experience, academic status and educational region.

The problem of the study was limited to answer the following questions:

- 1- What are the obstacles that face full – time academic advisors at Al-Quds Open University in Palestine?
- 2- Do these obstacles differ according to diggetence of gender, academic degree specialization, years of experience at the university, academic rank and educational region.

The Population of the study consisted of all the full – time academic advisors at the university for the academic year 2004/2005 who are (200) advisors distributed over 14 educational regions and six centers.

To achieve the goals of the study, the researcher constructed a questionnaire to identify the degree of the obstacles that face these advisors at the university.

The questionnaire consisted of 48 items distributed on four aspects.

The researcher tested the validity and reliability of the questionnaire by using the suitable scientific methods. The reliability rate of the questionnaire was (0.94). The researcher used the suitable statistical analysis and reached the following results:

1. The rate of obstacles that face full – time academic advisors was of medium degree. The total mean was (3.59) and the standard deviation was (0.63).
2. The highest scale of obstacles was in the area of obstacles related to academic growth and scientific research and the lowest degree was the area related to administration and financial obstacles.
3. The findings of the study showed that there is a difference in the degree of obstacles that face the academic advisors according to: gender, educational qualifications, specializing, experience, rank, and educational region.

According to these findings, the study introduced some recommendations and suggestions:

1. The university should reduce the academic load of the academic advisors to give them the time needed to carry out scientific research.
2. The university administration should provide financial and moral support for the full – time advisors at the university.
3. The university should work on increasing the production and use of audio – visual means related to the courses. This is of course one of the essential components of open education and distance learning.
4. The university should work on improving physical environment when includes buildings facilities, equipment heating and air-conditioning the various centers of the university.

	( )
	( )
1	:
2	
5	
14	
25	
28	
28	
29	
30	
32	:
33	
57	
68	
70	:
71	
71	
73	
74	
75	

76	
77	
78	
79	:
80	
81	
90	
91	
93	
94	
96	
98	
101	
103	:
104	
109	
110	
112	
113	
115	
117	
119	
122	
123	
129	
132	



72		<b>-1</b>
76		<b>-2</b>
83		<b>-3</b>
84	( )	<b>-4</b>
86	( )	<b>-5</b>
87	( )	<b>-6</b>
89	( )	<b>-7</b>
90		<b>-8</b>
92		<b>-9</b>
93		<b>-10</b>
95		<b>-11</b>
97		<b>-12</b>
100		<b>-13</b>

133	.	<b>-1</b>
138	.	<b>-2</b>
139	.	<b>-3</b>
143	.	<b>-4</b>
144	.	<b>-5</b>



:

.

.(2001 )

. (2004 )

.(2003 )

(2001)	)		
		(1995)	
	(1992)	.	
		.	
		(78)	
(1960)	(163,000)	.	
	(1980)		(1,440,000)
	(2000)		(6,200,000)
(76,000)	(1960)	(9000)	
	(200,000)		(1980)
	(2004/2003)	*	(2000)
(121,886)	(11)		
(4035)	(9134)	.	
	(%32)	(16)	(309)
		.	(%55)
(1992)	)		*

( )

.(2000) ."

.(2001 )

.(2001 ) .

( )

.(1980 )

( )

:

:

.(2001 )

:" " " "

.(2001 )

(2005)

(1997)

(1997)

Willen

.

.

(2000)

Moore

( )

( )

(2004 )

(1995 )



**(2001)**

“ ”

**(2001)**

**Coffy**

**(2001)**

**(1986)**

(1996)

(2001)

(2005)

( )

:(2001 )

: -1

: -2

: -3

:

.(2005 )

-4

-5

-6

( ) : -7

: -8

-9

-10

-: (2004)

.1

.2

.3

:

)

:(2004

1993

-1

.....

.

-2

%68

:

(2005 )

. 1840

1856

Salt Lake City

Latter Day Saints

1922

. 1921

(1945)

1931

Iowa

1945

. 1950

**1980**

**(NSF)**

)

( )

**.(2003**

**Distance Education**

( )

**.(2005 )**

**1947**

**1969**

:

**1974**

**1973**

**1972**

**1977**

**1977**

**1974**

**1984**

**1981**

**1979**

**1985**

**1985**

**1987**

**.(2001 )**

**1985**

**1991**

**1975**

"

"

**1976**

**1980**

**.(1986 )**

**1981**

**1985**

**- 1985**

"

"

**1991**

**1991**



.(1998 )

(14) 2000

(20981) 2000/1999

50,000

. (1121) ( )

.2005-2004

( )

.(1987 1998 )

:

-

-

-

-

-

(1993 )

(2004 )

:

:(2003 )

(1

:

-

.

-

(2

.

(3

.

(4

.

(5

(6

(7

(8

(9

(10

(11

:

/

**137-132**

:

: (1

: (2

: (

. (1

. (2

: (

. (1

. (2

. (3

: (4

.

:

(

(

:

(4

.

:

(

(

(

(

(

:

(5

.

:

. 4-1

:

(33)

:

:

.(2004)

( )

**(1994 1992)**

**(1998 )**

**(Humberside)**

**(2003)**



:

(2001 )

(1

(2

(3

(4

(5

(6

(7

(8

(2002 )

: ( )

-1

-2

-3

-4

-5

-6

-7

-8

-9

:

(1995 ) .

(2003)

:

\*

\*  
\*  
\*  
\*  
\*  
\*

Bregar & Zagnajster (2000)

:

Hyatt (1998)

:

:

.

.

.

:

-1

-2

-3

-4

-5

-6

-7

:

:

(1

(2

(3

(4

:

**(50) 2005-2004**

:

. 2005/2004

:

:

.(2003 )

:

)

.(2003

:

.(1996 )

:

.(1996 )



:

)

.(2004

:

.(1993

)

:

.(2001

)

:

.(2001

)

. : \*

-1

-2

. \*

:

()

:(1991)

:

(136)

:

.

-

.

-

.

-

.

-

:

(6-3)

(11)

:(1993)

:

(45)

:

(359)

**:(1994)**

:

( )

:

:

:

. ( )

:(1995)

:

:

(53)

(465)

(230)

:

:

:(1995)

:

:

**8 (56)**

:

:

( )

**:(1995)**

**(534)**

**:**

**(50)**

**"**

**(302)**



**:(1997)**

**50**

.

:

“ ” “ ” “ ”

.

:

.

**:(1997)**

.

**(61)**

.

:

.

**(89)**

**:(1997)**

**:(2000)**

:

.

.

:

**3**

.

**(71)**

**(211)**

)

)

.(

)

.(

.(

.

.

**:(2000)**

:

( 230) ( 190)

( 4)

(2.50) 1985

(0.2)

(%0.1)

(%0.45)

(%0.21)

.(%3)

**:(2003)**

:

**(989)**

**(185)**

:

**61**

"

:(2003)

:

(171)

.

(53)

(62)

.

:

-:

(

.

-:

(

.

-:

(

-

.

-

.

-

:

.

.

(3002)

51

(913)

(144)

: ( ) (5) (68)



:(2004 )

:

%20

(325)

(65)

-1

-2

-3

-4

-5

(0,05)

:

(1

(2

**(0.05)**

**:(1993)**

.(

)

**:(2000 )**

**(0002)**

:

**( 932 )**

**(417)**

"

"

**(4002)**

**(2001-2000)**

**(318)**

"

"

**(4002)**

:

**(36235)**

**(208)**

**(391)**

**(141)**

**(4002)**

:

:

"

**(4002)**

:

(1

(2

(3

.( )

(4

(5

(6

( 74 )

**2001/2000**

**( 8 )**

**(1400)**



:

-1

-2

-3

:

-1

-2

-3

-4

**(2004)**

**.(2004 - 2003)**

( 40)

(79)

(2005)

2003/2002

(4.04)

: ( )

**Todd Mancillas & Johnson, (1987)**

:

**Ramakrishna ( 1995)**

Zane (1998)

:

(64 )

:

-

-

**Klay (1999)**

:

**Rock well et al (1999)**

%40

%30

**Rock well et al (2000)**

( )

( 03 )

( 072 )

**%40**

**%25** .(west mid)

(3-5)

)

(

-;

:

5

-

-

-

-

-

-

-

**Mckenzie et al (2000)**

**(70)**

.( State University Of West Georgia)

:

**(21-5)**

**%62**

**(5)**

:

**Bower (2001)**

:

**Husmann & Miller (2001)**

,

**95/94**

**(26)**

**(81)**



**Tobin (2001)**

**(,1201)**

**(476)**

**%77**

**Diskshit & Garg (2002)**

:

-

-

-

-

**Schifter (2002)**

( )

**Schifter (2002)**

**Pawlson**

**Valentine (2002)**

**Valentine (2002)**

**Carter**

**%42**

**%68**

**Hill (2004)**

:

....



: / .

.

.

.

:

" "

. ( )

.

:



- 
- 
- 
- 
- 
- 
-



(14)

(200)

2005/2004

(6)

.( )

(1)

(182)

(1)

<b>87.8</b>	<b>160</b>		
<b>12.2</b>	<b>22</b>		
<b>45.5</b>	<b>81</b>		
<b>54.5</b>	<b>97</b>		
<b>82.6</b>	<b>133</b>		
<b>17.4</b>	<b>28</b>		
<b>60.7</b>	<b>108</b>	<b>6</b>	
<b>25.3</b>	<b>45</b>	<b>12 - 6</b>	
<b>14.0</b>	<b>25</b>	<b>12</b>	
<b>9.6</b>	<b>17</b>		
<b>36.7</b>	<b>65</b>		
<b>20.9</b>	<b>37</b>		
<b>32.8</b>	<b>58</b>		

**%87.8 (1)**

**%12.2**

**%45.5**

**%54.5**

**%82.6**

**%17.4**

**%60.7 6**

**%25.3 12 - 6**

**%9.6**

**12**

**%9.6**

**%36.7**

**%20.9**

**%32.8**

:

:

-

**(20)**

-

-

**(2003)**

**(2004)**

**(2003)**

**(1995)**

**(2003)**

( Mckenzie et al 2000)

Bower (2001)

-

: ( 4 ) (49)

( )

. (12) (18)

( 9 )

.(1 ) (10)

.

:

:

.(2) ( 16 )

:

.

**%80**

:

( )

:

:

:

( 48 )

( 81 ) ( ) -1

( 11 ) - 2

( 9 ) -3

4 - مجال المعوقات التي تتعلق بالنمو المهني والبحث العلمي ويشمل ( 01 ) فقرات.

( ) :

5 : 4 : 3 :

:

(5)

:

(2) (0.94)

(2)

<b>0.85</b>	<b>18</b>		<b>-1</b>
<b>0.92</b>	<b>11</b>		<b>-2</b>
<b>0.85</b>	<b>9</b>		<b>-3</b>
<b>0.83</b>	<b>10</b>		<b>-4</b>
<b>0.94</b>	<b>48</b>		

:

:

:

.

-

.

:

:

-

.

-

:

-

(12-6)

(6)

:

:

-

(12)

:

:

-

:

:

-

.(

)

:

-1

.(

)

:

-2

.(

)

:

-3

.(

)

:

-4

:

:

(4)

(200)

2005/2004

( )

(20 )

(182)

( spss)





.

:

:" " \*

-3 )

.(2,37 ) (

:" " \*

.(3,63 - 2,38) ( + 3 )

:" " \*

.(3,63 ) ( +3 )

:

(5) ( )

.( )

(4)

(5)

" "

(3.59)

.(0.63)

" "

" "

(22)

" "

(26)

(4)

(5)

" :

	"	.(0.88)	(4.3)	"
	"	(0.92)	(4.17)	"
		(1.03)	(4.15)	"
		(4.06)		"
"			(0.96)	
	"	..	:	
			(1.00)	(4.04)
:	(	3	)	
	"			"
"			" (0.91)	(2.88)
			.(0.96)	(2.80)

(3)

" "

(0.73)

(3.77)

(3.52)

" " " " " "

" " " (3.53) (3.55)

(3)

	<b>0.73</b>	<b>3.77</b>	
	<b>0.60</b>	<b>3.55</b>	
	<b>0.82</b>	<b>3.53</b>	
	<b>0.90</b>	<b>3.52</b>	
	<b>0.63</b>	<b>3.59</b>	

(7) (6) (5) (4)

:

(4)

( )

<b>1.02</b>	<b>3.92</b>	
<b>1.02</b>	<b>3.88</b>	
<b>1.05</b>	<b>3.86</b>	
<b>1.07</b>	<b>3.76</b>	
<b>0.93</b>	<b>3.74</b>	
<b>1.04</b>	<b>3.72</b>	
<b>1.01</b>	<b>3.70</b>	
<b>0.94</b>	<b>3.66</b>	
<b>1.08</b>	<b>3.62</b>	
<b>1.01</b>	<b>3.53</b>	
<b>0.88</b>	<b>3.50</b>	
<b>0.93</b>	<b>3.49</b>	
<b>0.87</b>	<b>3.47</b>	
<b>0.95</b>	<b>3.38</b>	
<b>0.89</b>	<b>3.32</b>	
<b>0.93</b>	<b>3.24</b>	
<b>1.01</b>	<b>3.17</b>	
<b>0.91</b>	<b>2.88</b>	
<b>0.60</b>	<b>3.55</b>	

(3.55)

" "

(9)

(0.60)

" " (9)

" "

(3.92)

"

(2.88)

"

.(0.91)

(5)

(0.90)

(3.52)

" "

" "

(4.06)

(3.22)

(0.96)

.

(5)

( )

<b>0.96</b>	<b>4.06</b>	
<b>1.02</b>	<b>3.69</b>	
<b>0.93</b>	<b>3.67</b>	
<b>0.88</b>	<b>3.58</b>	
<b>0.91</b>	<b>3.57</b>	
<b>0.95</b>	<b>3.54</b>	
<b>0.87</b>	<b>3.52</b>	
<b>0.95</b>	<b>3.38</b>	
<b>0.96</b>	<b>3.37</b>	
<b>0.89</b>	<b>3.32</b>	
<b>1.01</b>	<b>3.28</b>	
<b>0.97</b>	<b>3.22</b>	
<b>0.90</b>	<b>3.52</b>	



(6)

" "

.(0.82)

(3.53)

(4.04)

" "

(3.91)

(1.00)

(1.01)

" "

(8)

.(2.80)

(6)

( )

<b>1.00</b>	<b>4.04</b>	- : .....
<b>1.01</b>	<b>3.91</b>	.
<b>1.04</b>	<b>3.72</b>	
<b>0.91</b>	<b>3.68</b>	.
<b>0.90</b>	<b>3.65</b>	
<b>0.91</b>	<b>3.51</b>	.
<b>0.91</b>	<b>3.31</b>	.
<b>1.03</b>	<b>3.17</b>	.
<b>0.96</b>	<b>2.80</b>	.
<b>0.82</b>	<b>3.53</b>	

.(7)

(7)

(3.77) ( )

." " (0.73)

(6)

" " (4) " "

:

(4)

(4.30)

.(4.15)

(4.17)

.(0.89)

(3.02)

(7)

( )

<b>0.88</b>	<b>4.30</b>	
<b>0.92</b>	<b>4.17</b>	
<b>1.03</b>	<b>4.15</b>	
<b>1.03</b>	<b>3.99</b>	
<b>1.02</b>	<b>3.83</b>	
<b>1.03</b>	<b>3.77</b>	
<b>0.89</b>	<b>3.61</b>	
<b>0.87</b>	<b>3.52</b>	
<b>0.90</b>	<b>3.34</b>	
<b>0.89</b>	<b>3.02</b>	
<b>0.73</b>	<b>3.77</b>	

:

.(8)

(8)

<b>0.60</b>	<b>3.52</b>	<b>160</b>		
<b>0.65</b>	<b>3.58</b>	<b>22</b>		
<b>0.91</b>	<b>3.52</b>	<b>160</b>		
<b>0.91</b>	<b>3.51</b>	<b>22</b>		
<b>0.80</b>	<b>3.49</b>	<b>160</b>		
<b>0.92</b>	<b>3.57</b>	<b>22</b>		
<b>0.74</b>	<b>3.80</b>	<b>160</b>		
<b>0.69</b>	<b>3.73</b>	<b>22</b>		
<b>0.62</b>	<b>3.58</b>	<b>160</b>		
<b>0.66</b>	<b>3.60</b>	<b>22</b>		

**(8)**

:

**(3.58)**

**.(3.60)**

**(0.02)**

:

**(9)**

(9)

<b>0.58</b>	<b>3.61</b>		
<b>0.61</b>	<b>3.42</b>		
<b>0.85</b>	<b>3.60</b>		
<b>0.95</b>	<b>3.40</b>		
<b>0.79</b>	<b>3.56</b>		
<b>0.84</b>	<b>3.47</b>		
<b>0.74</b>	<b>3.78</b>		
<b>0.71</b>	<b>3.65</b>		
<b>0.61</b>	<b>3.63</b>		
<b>0.63</b>	<b>3.47</b>		

(9)

(3.63)

(3.47)

" "

(3.65)

(3.78)

(3.40)

(3.60)

:

**.(10)**

**(10)**

<b>0.63</b>	<b>3.48</b>		
<b>0.55</b>	<b>3.63</b>		
<b>0.88</b>	<b>3.49</b>		
<b>1.03</b>	<b>3.72</b>		
<b>0.78</b>	<b>3.50</b>		
<b>0.85</b>	<b>3.75</b>		
<b>0.73</b>	<b>3.67</b>		
<b>0.70</b>	<b>3.90</b>		
<b>0.62</b>	<b>3.53</b>		
<b>0.67</b>	<b>3.73</b>		

**(10)**

" "

(0.67)

(3.73) "

"

(3.53) "

"

(0.62)

(10)

"

(3.90)

"

:

(11)

(3.62)

(12)

"

(3.57)

(6)

"

(3.56)

(12 6)



(11)

<b>0.56</b>	<b>3.50</b>	<b>6</b>	
<b>0.71</b>	<b>3.56</b>	<b>12-6</b>	
<b>0.52</b>	<b>3.54</b>	<b>12</b>	
<b>0.60</b>	<b>3.52</b>		
<b>0.87</b>	<b>3.45</b>	<b>6</b>	
<b>1.06</b>	<b>3.54</b>	<b>12-6</b>	
<b>0.64</b>	<b>3.80</b>	<b>12</b>	
<b>0.90</b>	<b>3.52</b>		
<b>0.77</b>	<b>3.58</b>	<b>6</b>	
<b>1.02</b>	<b>3.42</b>	<b>12-6</b>	
<b>0.57</b>	<b>3.51</b>	<b>12</b>	
<b>0.82</b>	<b>3.53</b>		
<b>0.70</b>	<b>3.73</b>	<b>6</b>	
<b>0.80</b>	<b>3.73</b>	<b>12-6</b>	
<b>0.72</b>	<b>3.64</b>	<b>12</b>	
<b>0.72</b>	<b>3.72</b>		
<b>0.60</b>	<b>3.55</b>	<b>6</b>	
<b>0.75</b>	<b>3.57</b>	<b>12-6</b>	
<b>0.48</b>	<b>3.62</b>	<b>12</b>	
<b>0.63</b>	<b>3.59</b>		

(3.64)

(3.73)

(3.72)

(12)

"

.(0.72)

:

**.(12)**

"

"

"

**(0.81)**

**(3.69)**

"

"

"

**(3.46)**

**.(3.64)**

"

"

"

"

**(3.51)**

**(3.72)**

"

"

**(0.73)**

**(3.52)**

**.(0.82)**

**(3.53)**

(12)

<b>0.78</b>	<b>3.64</b>		
<b>0.57</b>	<b>3.38</b>		
<b>0.55</b>	<b>3.36</b>		
<b>0.60</b>	<b>3.47</b>		
<b>0.60</b>	<b>3.52</b>		
<b>1.00</b>	<b>3.80</b>		
<b>0.84</b>	<b>3.60</b>		
<b>0.82</b>	<b>3.47</b>		
<b>0.98</b>	<b>3.38</b>		
<b>0.90</b>	<b>3.52</b>		
<b>0.86</b>	<b>3.59</b>		
<b>0.80</b>	<b>3.55</b>		
<b>0.82</b>	<b>3.34</b>		
<b>0.82</b>	<b>3.61</b>		
<b>0.82</b>	<b>3.53</b>		
<b>0.91</b>	<b>3.88</b>		
<b>0.71</b>	<b>3.78</b>		
<b>0.61</b>	<b>3.72</b>		
<b>0.77</b>	<b>3.62</b>		
<b>0.73</b>	<b>3.72</b>		
<b>0.81</b>	<b>3.69</b>		
<b>0.59</b>	<b>3.64</b>		
<b>0.53</b>	<b>3.46</b>		
<b>0.66</b>	<b>3.51</b>		
<b>0.63</b>	<b>3.59</b>		

:

(13)

(3.55)

(3.72)

(3.58)

(3.52)

.(3.38)

(3.50)

(3.50)

(3.59)

.(3.41)

(3.46)

(3.84)

(3.44)

(3.44)

.(3.22)

**(3.49)**

**(3.44)**

**(3.72)**

**.(3.08)**

**(3.77)**

**(3.83)**

**(3.87)**

**(3,69)**

**.(3.65)**

(13)

<b>0.59</b>	<b>3.50</b>	<b>48</b>			<b>-1</b>
<b>0.57</b>	<b>3.54</b>	<b>76</b>			
<b>0.61</b>	<b>3.59</b>	<b>27</b>			
<b>0.56</b>	<b>3.41</b>	<b>31</b>			
<b>0.60</b>	<b>3.51</b>	<b>182</b>			
<b>0.94</b>	<b>3.84</b>	<b>48</b>			<b>-2</b>
<b>0.88</b>	<b>3.44</b>	<b>76</b>			
<b>0.85</b>	<b>3.22</b>	<b>27</b>			
<b>0.77</b>	<b>3.34</b>	<b>31</b>			
<b>0.91</b>	<b>3.46</b>	<b>182</b>			
<b>0.77</b>	<b>3.72</b>	<b>48</b>			<b>-3</b>
<b>0.75</b>	<b>3.44</b>	<b>76</b>			
<b>0.81</b>	<b>3.08</b>	<b>27</b>			
<b>0.78</b>	<b>3.72</b>	<b>31</b>			
<b>0.82</b>	<b>3.49</b>	<b>182</b>			
<b>0.71</b>	<b>3.83</b>	<b>48</b>			<b>-4</b>
<b>0.71</b>	<b>3.69</b>	<b>76</b>			
<b>0.67</b>	<b>3.65</b>	<b>27</b>			
<b>0.68</b>	<b>3.87</b>	<b>31</b>			
<b>0.73</b>	<b>3.77</b>	<b>182</b>			
<b>0.55</b>	<b>3.72</b>	<b>48</b>			<b>-5</b>
<b>0.56</b>	<b>3.52</b>	<b>76</b>			
<b>0.61</b>	<b>3.38</b>	<b>27</b>			
<b>0.62</b>	<b>3.58</b>	<b>31</b>			
<b>0.63</b>	<b>3.59</b>	<b>182</b>			

:

(1

(2

(3

(4

(5

(6

. 12

(7

(8



- 
- 
- 
- 
- 
- 
- 
-

.

:

:

**(3.59)**

**(3)**

.

**(3.77)**

( )

(1997)

(2000)

(1997)

(%0.21)

.(%3)

(2003 )

(2004 )

(2004 )

.Hill (2004)

Rock well et al (1999)

.(2003 )

(1995 )

)

(3.55)

(

%50

%60

-

%.60

(Schifter, 2002)

(1997)

**(3.53)**

**(0.82)**

**(2004 )**

**Klay (1999)**

**Husmann & Miller (2001)**

**(2000)**

**(3.52)**

**2005/2004**

**(50)**

**%90**

**(1995)**

**(1997)**

**(Zane, 1998)**

:

(8)

(3.58)

(3.60)

(3.51) (3.52)

(8)

(1995 )

(1991 )

(2003 )

(2003 )

:(1994 )

.(2003 )

(1995 )

:

(9)

(3.63)

(3.47)



(1994)

(2003)

(2004)

Bower

Rock well et al (1999)

Hill (2004)

(2001)

:

(10)

(3.73)

(3.53)

( Pure science )( )

( )

( )

(1995) :

(2003) (2003)

(2000 )

(2003)

.( )

Hill (2004)

:

(11)

(3.62)

(12)

(3.57)

(12-6)

6

. (3.55)

12

( 12 )

(6)

(2003)

10

) (2003)

(1997)

(2004)

(2003)

Ramakrishna (1995)

Bower (2001)

Rock well et al (1999)

Rock well (2000)

5

Valentine (2002)

:

(12)

(3.69)

.(3.46)

:

(12)

" "

( )

(0.05)

(3.46)

(0.05)

(1994 )

(1993)

(2004)

(2003)

(1995)

(1991)

(2004)

(2001)

(1997)

Todd mancillas & Johnson (1987)

%30 Rock well et al (1999)

:

(13)

:

(3.72)

:

-

-

-

-

( )  
: (3.38)

(2004)



-:

-

-

-

-

-

-

-

-

-

-

-

-



-  
.  
-  
:  
.



: \*

.(2003) .

.(1993) .

.(29)

.34 19

.(1980) .

.(2003) .

.(42)

.(2004) .

.(1995) .

.(1994) .

.(1992) .

. 19-7 27 .

.(2003) .

.2 17

.(2001) .

.(1997) .

.15

.(2000) .

.(2003) .

.(42)

.(1995) .

.( 6 ) ( ) 22

.(2005) .

.(2003) .

.(2001) .

.(1995) .

.(2005) .

.(2001) .

.(1987) .

.(1993) .

.(1996)

.(1997)

.(1998)

.(2001)

.(2002)

.(2003 )

.(2003 ) .

.(2004)

.(2004/07/05 – 3)

.(2003) .

.(2005) .

83 ( )

.193 – 155 1





.(2004) .

.(1993) .

.(2001) .

.(1991) .

. 10 3

" "

.(2004) .

.( ) .

.(2004) .

.(2000) .

.242-182 37

.(1986) .

.36

.(1995) .

.(1995/01/27)

.(2004) .

.4 .

.(2005) .

.(2004) .

.(2004/02/24)

.(1997) .

.(1998) .

.(2000) .

.(2000 ) .

.30-28 3

.(2004) .

.(2004 ) .

2004/7/5-3

.(2000) .

.2004

:

## **References:-**

**-:** \_\_\_\_\_

Bower L. B. (2001). Distance Education: Facing the Faculty challenge.  
**Online Journal of Distance Learning Administration**, Vol. 4,  
No. 3 .

Bregar, L., and Zigmajster, M. (2000). Distance Education in Sloveniai:  
A case study of Innovation. **Mediterranean Journal of Education  
studies**, Vol. 5, No. 2.

Diskshit, Panda., and Garg (2002). **Access & Equity challenges for  
open and Distance Learning**. Vinod Vasishtha for Kogan page  
India Private Limited. New Delhi.

Husmann, D.E. & Miller, M. T. (2001). Improving Distance Education  
pereceptions of program Administration.  
**Online Journal of Distance Learning Administration**.  
Vol. 4 , No. I.

Hill, N. Melanie. (2004). Staffing Learning Team, whom Do you  
Really Need?  
**Journal of Distance Learning Administration Contents**.  
Vol. 1, No. 1.

Hyatt, S. (1998). Distance Learning in the Millennium: Where is it  
going? **Online Journal of Distance Learning Administration**.  
Vol. 1, No. 1.

Klay, M. (1999). Development of Training and support Programs for Distance Education Instructions, **Online Journal of Distance Learning Administration**.

Vol. 2. No 3.

Mckenzie, B,K,. Mims, N., Bennett, E., & Waugh, M. (2000). Needs, Concerns and Practices of online Instructions, **Online Journal of Distance Administration** Vol.3, No.3.

Ramakrishna, C. (1995). Management of Distance Teaching Institutions. The staff Development Perspective. India Web, [http: www l. world bank. Org/ disted/ management operations fac 02. html](http://www.l.worldbank.org/disted/management_operations_fac_02.html).

Rock well, K. Schawer, J. Fritz, S. Marx, D. (1999). Incensities and obstacles influencing higher education faculty and administrations to teach via distance. **Online Journal of Distance Learning Administration**, Vol. 2, No. 3.

Rock well, K. Schauer, J. Fritz, S.,Marx, D. (2000). Faculty Education, Assistance and Support Needed to Deliver Education Via Distance. **Online Journal of Distance Learning Administration**, Vol. 3, No. 2.

Schifter, C. (2002). Pereception Differences about A Participating in Distance Education. **Online Journal of Distance Learning Administration** Vol. 5, No. 1.

Tobin, T. (2001). Dealing with Problem Students and Faculty. **Online Journal of Distance Learning Administration**. Vol. 4, No. 3.

Todd- Mancillas, W.R, & Johnson, P. (1987). Academic Burnout: one Perspective (**ERIC Document Reproduction Service**, No. ED (282495).

Valentine, D. (2002). Distance Learning Promises, Problems and Possibilities. **Online Journal of distance Learning Administration** Vol. 3, No. 3.

Zane L. (1998). Barrier to On line Teaching In Post – Secondary Institution: Canpoliay changes Fixit? **Online Journal Of Distance Learning Administration.** Vol. 1. No. 2.



(1)

..... /

"

"

.

.

:

/ / /

\*\*\*\*\*

:

	<input type="checkbox"/>		<input type="checkbox"/>	:
	<input type="checkbox"/>		<input type="checkbox"/>	:
	<input type="checkbox"/>		<input type="checkbox"/>	:
<b>12-6</b>	<input type="checkbox"/>	<b>6</b>	<input type="checkbox"/>	:
		<b>12</b>	<input type="checkbox"/>	

..... :

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	:
	<input type="checkbox"/>	<input type="checkbox"/>	



-

:

			( )	
				- 1
				- 2
				- 3
				- 4
				- 5
				- 6
				- 7
				- 8
				- 9
				-10
				-11
				-12
				-13
				-14
				-15
				-16
				-17
				-18

			: _____
			- 1
			- 2
			- 3
			- 4
			- 5
			- 6
			- 7
			- 8
			- 9
			-10
			-11
			-12
			: _____
			- 1
			- 2
			- 3
			- 4
			- 5
			- 6
			- 7
			- 8

			: _____
			- 1
			- 2
			- 3
			- 4
			- 5
			- 6
			- 7
			- 8
			- 9
			-10

(2)

:

	.	-1
	.	-2
	.	-3
	.	-4
	.	-5
	.	-6
	.	-7
	.	-8
	.	-9
	.	-10
	.	-11
	.	-12
	.	-13
	.	-14
	.	-15
	.	-16

(3)

/ / /

"

"

.

.

:

:

\*\*\*\*\*

:

:

:

:

.....

:

12-6

6

:

12

:

:

.

					.( )	_____
						-1
						-2
						-3
						-4
						-5
						-6
						-7
						-8
						-9
						-10
						-11
						-12
						-13
						-14
						-15
						-16
						-17
						-18
						_____
						-1

						-2
						-3
						-4
						-5
						-6
						-7
						-8
						-9
						-10
						-11
						:
						-1
						-2
						-3
						-4
						-5
						-6
						-7
						-8
						-9

						:
--	--	--	--	--	--	---

						-1
						-2
						-3
						-4
						-5
						-6
						-7
						-8
						-9
						-10



(4)

(5)

<b>0.88</b>	<b>4.30</b>	
<b>0.92</b>	<b>4.17</b>	
<b>1.03</b>	<b>4.15</b>	
<b>0.96</b>	<b>4.06</b>	
<b>1.00</b>	<b>4.04</b>	- :
<b>1.03</b>	<b>3.99</b>	
<b>1.02</b>	<b>3.92</b>	
<b>1.01</b>	<b>3.91</b>	
<b>1.02</b>	<b>3.88</b>	
<b>1.05</b>	<b>3.86</b>	
<b>1.02</b>	<b>3.83</b>	
<b>1.03</b>	<b>3.77</b>	
<b>1.07</b>	<b>3.76</b>	
<b>0.93</b>	<b>3.74</b>	
<b>1.04</b>	<b>3.72</b>	
<b>1.00</b>	<b>3.72</b>	
<b>1.01</b>	<b>3.70</b>	
<b>1.02</b>	<b>3.69</b>	
<b>0.91</b>	<b>3.68</b>	
<b>0.93</b>	<b>3.67</b>	
<b>0.94</b>	<b>3.66</b>	
<b>0.91</b>	<b>3.65</b>	
<b>1.08</b>	<b>3.62</b>	
<b>0.89</b>	<b>3.61</b>	

<b>0.88</b>	<b>3.58</b>	
<b>0.91</b>	<b>3.57</b>	
<b>0.95</b>	<b>3.54</b>	
<b>1.01</b>	<b>3.53</b>	
<b>0.87</b>	<b>3.52</b>	
<b>0.86</b>	<b>3.52</b>	
<b>0.91</b>	<b>3.51</b>	
<b>0.88</b>	<b>3.50</b>	
<b>0.93</b>	<b>3.49</b>	
<b>0.87</b>	<b>3.47</b>	
<b>0.95</b>	<b>3.38</b>	
<b>0.96</b>	<b>3.37</b>	
<b>0.99</b>	<b>3.34</b>	
<b>0.89</b>	<b>3.32</b>	
<b>0.87</b>	<b>3.32</b>	
<b>0.91</b>	<b>3.31</b>	
<b>1.01</b>	<b>3.28</b>	
<b>0.93</b>	<b>3.24</b>	
<b>0.97</b>	<b>3.22</b>	
<b>1.01</b>	<b>3.17</b>	
<b>1.03</b>	<b>3.17</b>	
<b>0.89</b>	<b>3.02</b>	
<b>0.91</b>	<b>2.88</b>	
<b>0.96</b>	<b>2.80</b>	
<b>0.63</b>	<b>3.59</b>	