

the interview supported the quantitative results that were reached. The study recommended to update the policies and regulations governing institutions of higher education.

Keywords: Scientific Research, Educational Policies, Higher Education.

مخلص

يعد البحث العلمي أداة فاعلة في تطوير السياسات التربوية ورسم الخطط المستقبلية لتطوير التعليم العالي، ولذلك هدفت الدراسة التعرف إلى دور البحث العلمي في تطوير السياسات التربوية لمؤسسات التعليم العالي بفلسطين، وطبقت الدراسة على عينة مكونة من (107) محكم من مختلف محكمي المجالات العلمية بالجامعة الإسلامية، باستخدام المنهج الوصفي، وأشارت نتائج الدراسة إلى أن المتوسط العام لتقديرات محكمي الأبحاث العلمية لدور البحث العلمي في تطوير السياسات التربوية جاء بدرجة موافقة مرتفعة وبوزن نسبي (77.03%)، وعدم وجود فروق في تقديرات عينة الدراسة تعزى لمتغيرات الجنس والدرجة العلمية وسنوات الخبرة، ودعمت نتائج المقابلة النتائج الكمية التي تم الوصول إليها، كما أوصت الدراسة بضرورة تحديث السياسات واللوائح المنظمة لمؤسسات التعليم العالي بفلسطين في ضوء نتائج وتوصيات الأبحاث العلمية، والاهتمام بنشر ثقافة توظيف البحوث العلمية في عمليات التطوير بين جميع العاملين بوزارة التربية والتعليم العالي، واستشعار أهميتها من خلال تنظيم ندوات لمعايير جودة البحوث العلمية وتحسين نوعيتها.

الكلمات المفتاحية: البحث العلمي، السياسات التربوية، التعليم العالي.

Introduction

Scientific research is important in creativity and technological progress, through scientific research we can discover unknown things and use them for the benefit of society. We achieve development and prosperity in all fields of life. It is also the most important tool in facing challenges and solving problems. As it offers creative solutions to the problems of the local community.

Ducato (2020, p.3) indicated that interest in scientific research is one of the most important factors that contribute to the progress of countries and increase their ability to keep pace with developments, and Jassem's study (2021), indicated that universities that interested on scientific research had a greater impact than other universities, and They were able to achieve distinction in the outputs of scientific research. On the importance

of scientific research, all pointed out (Zhang, Zhao, Sun, Huang & Glänzel, 2020, p. 749) scientific research enhances response in emergencies and crises.

From this perspective, universities in developed countries promote the development and active development of scientific research by providing an appropriate scientific environment. Scientific research is one of the most important functions of universities. Without scientific research, this university will not be a center for research. The study by Saudi and Mujahid (2019) recommended the necessity of overcoming the obstacles facing faculty members in higher education institutions in employing scientific research, especially the financial, administrative, and technical obstacles.

Educational policies play an important role when making educational decisions and directing educational activities at the community level. After the conviction generated by many decision-makers and educators, those educational policies, regulations, and laws are of great importance. These policies on the quality of educational institutions and the achievement of a highly competitive ability for them in the local, international, and regional markets.

Accordingly, the educational policy-making process should be derived from the results of scientific research. Scientific research is the driving force behind the educational decision and therefore its importance in educational decision-making and developing its policies appears through the information it provides. And alternatives and solutions have been studied (Al-Mahdi, *et al.* 2014, p. 156).

Educational policies represent the universal framework for action in all fields of education, which derives its philosophy from the general philosophy of society and what it aspires to achieve in the future, as (Mazkour, 2000, p. 20) indicates that educational policies are located in a middle area, where social philosophy as general precedes it and the philosophy of education in general objectives derived from them, followed by educational strategies, educational plans, curricula, programs, and others. It is the process of defining effective directions, strategies, and plans for educational

performance in a way that ensures the use of available resources in achieving the general educational goals issued by the educational and social philosophy and that it is what embodies the general goals of education and clarifies the positions of the official and responsible authorities for issues related to the education system and sets educational priorities in the light of the political, economic, social and cultural context of society. Broad organizational procedures are adopted to address important issues in education and learning and educational strategies are directed to be, in turn, a basis for developing educational plans. Thus, educational policies are a normative process that clarifies what must be done at the level of strategies, plans, curricula, and programs in order to achieve educational goals.

Educational policies are represented in laws, systems, and regulations that include a set of principles, ideas, or trends that represent the general frameworks set by the state represented by the Ministry of Education and the aim of which is to direct the educational system and the educational process and to consolidate justice, participation, democracy, and the scientific method (Obeidat, 2007, p. 54). That is, it works to define the general form of the educational stages in which the learner is organized, the objectives of each of these stages and the set of laws, plans, programs, and general trends in light of the idea, i.e., the principles upon which education is based and determine its general framework, philosophy, and systems.

Ayasra (2011, p. 38) believed that educational policies organized thinking that directs, activities, and projects in the field of education, which educational policies makers' see as a means to achieve the aspirations that society and individuals aspire to achieve in light of the available circumstances and possibilities.

Mazkour (2000, p. 190-191) also emphasized that the process of developing educational policies for higher education institutions revolves around reformulating the basic philosophy, updating the vision and mission of each institution, to reflect the characteristics and data of the era, as well as redesigning the structures of educational institutions by adopting flexibility and decentralization and implementing the principles of com-

munication and interdependence between them, emphasizing their independence scientifically, intellectually, administratively and financially and a commitment to continuous development and modernization.

From the foregoing it is concluded that educational policies do not appear out of a vacuum, nor are they disconnected from what came before and after them, but rather represent an important link in a continuous chain of multiple levels, arranged according to a logical sequence, beginning with the philosophy of society and its culture from which the philosophy of education is derived and from which the goals emerge. Educational and embodied by the perseverance policies that speak in the light of certain strategies, which in turn are translated into plans that include educational programs and projects, the aim of which is to achieve the goals of education that society and the educational system aspire to achieve. (Al-Sahli, 2019, p. 24).

Here, the process of research and development implemented by universities and higher education institutions must have a key role in the research and development system in any country that aspires to progress and progress, which requires close cooperation between universities and various institutions to determine the capabilities of scientific and technical universities on the one hand and to identify the needs on the other hand, the various institutions of society, to define clear research paths that can contribute to the advancement of their societies, and coordinating among them to achieve common goals and objectives, benefiting all relevant parties.

First: The Statement of the Problem

The problem of the study was generated by several factors, most notably the number of unemployed graduates, the migration of many academic leaders and symbols from Palestinian universities to Arab and international universities, in addition, most Palestinian universities have moved away from international rankings, e.g, but not limited to, Birzeit University celebrated the first Palestinian rank within the international classification standards (UI Green MetriC). Although it ranked tenth in the Arab world and (202) globally, it also came first in the Palestinian, according to clas-

Sub-Questions

1. What is the role of scientific research in developing educational policies in Palestinian universities from the point of view of Reviewers of scientific research in the journals of the Islamic University in Gaza?
2. Are there statistically significant differences between the Mean estimates of academic research Reviewers in the journals of the Islamic University regarding the role of scientific research in developing educational policies in Palestinian universities due to the variables (gender, scientific degree, and years of academic experience)?

Second: Objectives of the study

The study aims to identify the role of scientific research in developing educational policies for higher education institutions through:

1. Revealing the role of scientific research in developing educational policies in Palestinian universities from the point of view of the referee of scientific research in the journals of the Islamic University in Gaza.
2. Revealing the differences in the responses of scientific research Reviewers in the journals of the Islamic University to the role of scientific research in developing educational policies in Palestinian universities due to some variables.

Third: The importance of the study

The study derives its importance from the vital role of the educational policies among the university and the extent to which these policies are employed in achieving the goals; Where these policies serve as the general framework for the work of higher education institutions; Its development affects all work and activities of higher education institutions, and even extends its impact on the local community.

Also, it is related to scientific research and its contribution to the development of educational policies especially since scientific research is the shortest and optimal way to continuous improvement.

and the other Finnish political and economic structures (Sahlberg, 2007, p. 147).

Previous Studies

Many previous studies have dealt with the issue of educational policies and scientific research in higher education institutions, where Ngoc, & Tien (2023) conducted a study to identify the quality of scientific research and world ranking of public and private universities in Vietnam, the study adopted descriptive analytical approach, and it conducted at (10) universities. The study applied multi-aspect comparative method to analyses ten best public and private universities in Vietnam (according to the latest national ranking). Their current state of research and publication quality is both subjectively and objectively (with reference to related works of other authors) examined to propose implications to enhance the quality of research and publication and, as the way to boost their position in the world regional and international rankings. Also, it has been shown that the quality of scientific research is reflected in the university's policies and functions, in order to achieve an outstanding classification at the local and international levels.

Jassem's study (2021) revealed that the reality of scientific research in the Arab world is good according to Arab scientific community organization during the period (2008-2018) compared to the previous periods that preceded it, where the total number of Arab scientific publications amounted to (410549) scientific papers, distributed over (22) Arab countries, Saudi Arabia came with (25%) of these publications, followed by Egypt (24%), Tunisia (11%) and Algeria (8%) and the remaining percentage was distributed in different proportions to other Arab countries, as it was found that universities that applied the foundations of good governance, and funded scientific research, had a greater impact than other universities, and it was able to achieve distinction in the outputs of scientific research as well, and it was found that countries with weak scientific production such as Palestine, Djibouti, Syria, Bahrain, Mauritania, Somalia and Sudan do not lack universities or academic institutions, or even research centers, but rather lack distinguished researchers, support scientific research, and provide incentives for researchers.

its mechanisms, while the study of Mahdi and *et al.* (2014) analyzes the relationship between educational research and educational policy-making, and reveals the reality of educational policy-making in the Sultanate of Oman and the role of educational research in it, where the study concluded that there is no written educational policy in the Sultanate, and there are no specialized educational research centers as it is affiliated with the Ministry, but the research is held by the Technical Office for Studies and Development and the General Directorate for Human Resources Development. Practitioners in the educational field suffer from the lack of access to the results of studies and research.

Through the present of previous studies, it can be concluded that scientific research is one of the tools for development and improvement of all university departments, and it can contribute to achieving its goals and obtaining advanced ranks in the international rankings.

The current study comes within the framework of completing the efforts made on scientific research and its functions, but it focuses on its role in supporting higher educational policies of universities, and its contribution to improving the quality of the academic and educational framework. It should also be noted that the current study differs from previous studies in that it relied on a questionnaire and interview and reconciled the outputs of each tool to reach evidence and results related to scientific research and its role in supporting the educational policies of universities.

Study Procedures

Study Methodology: The mixed approach was used as it is a scientific method

The study population and sample: The population was represented by all the Reviewers of scientific research in the journals of the Islamic University (142) Reviewers, and the questionnaire was sent to all members of the population, and (107) were retrieved, with a recovery rate of (75.3%) of the total study population.

3. How can scientific research contribute to reforming educational policies in higher education institutions?

The researchers verified the validity of the interview questions by obtaining the views of five experts in educational administration. All of them confirmed the validity of the questions for the application. The reliability of the interview questions was also confirmed by obtaining the consent of the participants for the interview. Confidentiality was also promised to be maintained. The participants were told that they may have the final results of the interview. Data saturation was limited to the frequency of previous interviewees' speeches. Saturation was reached after interviewing the eighth person, with a high percentage of repeated speech. This confirms the sufficiency of the data from the interview in this study.

Results of the study

Answer to the first question

The question states, “What is the role of scientific research in developing educational policies in Palestinian universities from the point of view of Reviewers of scientific research in the journals of the Islamic University in Gaza”? The question was answered by calculating the arithmetic Means, standard deviations, relative weights, and the degree of agreement for each item of the questionnaire. The results are clarified in the following table:

Table (1): Arithmetic Means, standard deviations, relative weights, and degree of agreement for each of the questionnaire items.

	Item	Arithmetic Mean	Standard Deviation	relative weight	Ranking	Degree of agreement
4	Scientific research works to raise the academic and practical efficiency of academics in a way that contributes to the development of educational policies at the university.	0.75	4.27	85.42%	1	Very high

...Continue table (1)

	Item	Arithmetic Mean	Standard Deviation	relative weight	Ranking	Degree of agreement
1	Scientific research provides academics with the knowledge necessary to improve the educational policies of the university.	0.76	4.14	82.80%	2	High
3	Scientific research enhances the decision-making process in educational policy-making at the university.	0.86	4.06	81.12%	3	High
13	Scientific research gives academics the skills to know strengths and weaknesses and work to strengthen them in order to facilitate the development of educational policies at the university.	0.81	4.02	80.37%	4	High
2	Scientific research provides academics with the necessary skills to solve the university problems.	0.85	4.02	80.37%	5	High
18	Scientific research contributes to academic exchange and benefits from international and regional experiences.	0.82	3.98	79.63%	6	High
14	Scientific research contributes to discovering creative ideas that facilitate the development of educational policies.	0.86	3.98	79.63%	7	High

...Continue table (1)

	Item	Arithmetic Mean	Standard Deviation	relative weight	Ranking	Degree of agreement
11	Scientific research contributes to providing cooperation initiatives between academics of higher education institutions, which contributes to the development of educational policies at the university.	0.82	3.97	79.44%	8	High
12	Scientific research contributes to providing a sound scientific climate that allows the implementation of various activities to develop educational policies at the university.	0.82	3.94	78.88%	9	High
8	Scientific research contributes to the formation of research teams that will develop educational policies at the university.	0.90	3.93	78.50%	10	High
16	Scientific research contributes to obtaining research patents locally and internationally.	0.89	3.88	77.57%	11	High
19	Scientific research contributes to building strategic partnerships with internationally indexed research centers.	0.88	3.86	77.20%	12	High

...Continue table (1)

	Item	Arith- metic Mean	Stand- ard De- viation	relative weight	Rank- ing	Degree of agree- ment
10	Scientific research helps provide a network of communication that allows the exchange of information that contributes to the development of educational policies.	0.88	3.85	77.01%	13	High
9	Scientific research provides an information base related to the need of developing educational policies at the university.	0.94	3.83	76.64%	14	High
6	Scientific research works to integrate efforts between educational policy-makers and implementers.	0.92	3.82	76.45%	15	High
15	Scientific research works to provide strategic plans for the development of educational policies at the university.	0.77	3.80	76.07%	16	High
23	Scientific research achieves knowledge integration that contributes to making educational policies.	0.90	3.80	76.07%	17	High
5	Scientific research contributes to keeping pace with the conditions in which the university lives.	0.90	3.79	75.89%	18	High

...Continue table (1)

	Item	Arith- metic Mean	Stand- ard De- viation	relative weight	Rank- ing	Degree of agree- ment
7	Scientific research enhances the participation of academics in setting educational policies at the university.	0.90	3.77	75.33%	19	High
20	Scientific research provides essential solutions to overcoming the difficulties facing the university.	0.95	3.58	71.59%	20	High
17	Scientific research contributes to the involvement of the private sector in the development of educational policies.	0.94	3.55	71.03%	21	High
22	Scientific research works on arranging project proposals that will be approved within the university's strategic plan.	0.97	3.51	70.28%	22	High
21	The university's educational policies are based on the results of scientific research in its decisions.	1.00	3.25	65.05%	23	Medium
--	The role of scientific research	0.66	3.85	77.03%	--	High

It is clear from Table (1) that the general Mean of the scientific research Reviewers' estimates of the role of scientific research in developing educational policies came with a Mean of (3.851) and a relative weight of

These results are consistent with looking at the role of scientific research in raising the efficiency of academics in the scientific and practical fields, and that scientific research provides them with knowledge and skills that are positively reflected in the development of educational policies in Palestinian universities.

These results are consistent with the study (Jasim, 2021; Saudi and Mujahid, 2019; Al- Al-Sahli, 2019; Al-Khabrani, 2015), which revealed that the reality of scientific research in the Arab world is good, and revealed the existence of some obstacles facing scientific research in universities.

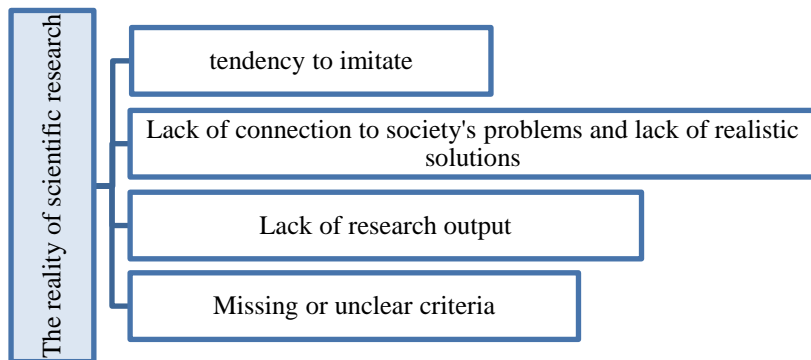
To support the above quantitative results; the researchers conducted a semi-structured interview with a sample of the staff of the Dean-ship of Scientific Research and the Reviewers for the journal's research and academic promotions. The interview questions were prepared based on the quantitative analysis of the questionnaire, as the need to delve deeper into the quantitative results appeared to determine the role of scientific research in reforming the educational policies of higher education institutions. The interview questions consisted of three open questions to reach the largest possible number of answers and to give the respondents more room to answer and express their opinion. The questions were formulated in a way that suits the respondents and the nature of the quantitative results reached by the study. The interview questions include:

1. What is the reality of scientific research in higher education institutions?
2. What are the reasons for reforming educational policies in higher education institutions?
3. How can scientific research contribute to reforming educational policies in higher education institutions?

The sample of the interview consisted of (10) Reviewers in the journals of the Islamic University, Persons with experience in the field of scientific research and administrative positions in the field of scientific re-

search and decision-making were chosen. The interview sample was contacted in order to set a date for the interview with them, and the interview was conducted during the (time or period) between (18/03/2023-29/03/2023), Where the respondents were interviewed according to the specified time with them, and they were allowed to talk about the topics of the interview, and the interviews were transferred verbatim, notes and addresses were written immediately after the completion of the interview in an orderly manner so as not to be forgotten, and the data was presented and analyzed manually after coding, analyzing and drawing conclusions By analyzing the content of the interviews, extracting points of agreement and convergence between the responses of the individuals.

What is the reality of scientific research in higher education institutions? The answers of the respondents about the reality of scientific research in institutions of higher education were based on four basic factors, some or all of which were repeated in the answers of all respondents, as shown in Figure (1):

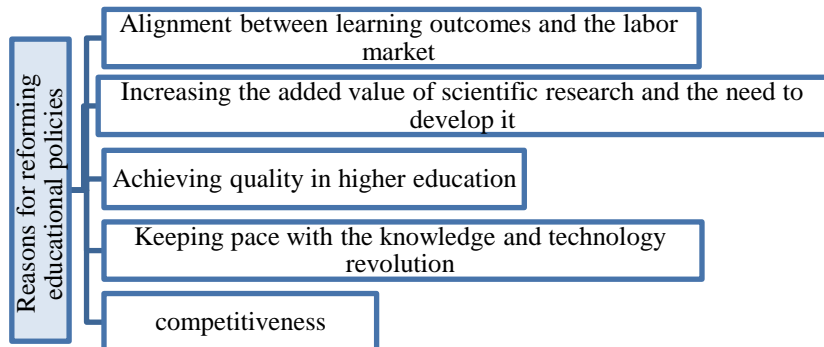


Where the results of the interview indicated that there is a convergence in the ideas put forward by specialists in the field of scientific research and educational researchers about the reality of scientific research in higher education institutions. The most important of which was that the reality of scientific research in the southern governorates of Palestine **(1) tends to the traditional aspects**, where scientific research lacks innovation, as researchers are interested in the number of research and obtaining points, or

the completion of scientific theses, and they are ignorant of the quality of research and its connection to the problems of society, (2) **Scientific research is not related to the problems of society**, as scientific research lacks qualitative studies and longitudinal studies that give society future solutions, and lacks developmental research and future studies, which was reflected in the quality of scientific research and the nature of its outputs, and scientific research tends to choose research problems that are absent about realism, or modernity, most of which researchers derive from regional or foreign studies, and scientific research also lacks studies related to the complementary curve; Studies linking health and education, or between education and the economy, or between the characteristics of society and the rapid developments of technology, are rarely conducted. (3) **Lack of research production**, as researchers or university professors tend to publish research for purposes of scientific promotions and within the walls of their universities only, and the lack of focus on dealing with issues and topics of interest to researchers in the world, in addition to the weakness in the number of published research by Palestinian researchers compared to the Arab world. (4) **Missing or unclear criteria**, as the criteria for scientific publishing vary in Palestinian universities, in addition to the absence of criteria issued by the Ministry of Higher Education or official research bodies, the absence of specialized scientific committees in the fields of scientific publishing, and the spread of the phenomenon of marginal studies and research that saturated research. In addition to the lack of follow-up to centers for writing and preparing research in exchange for sums of money.

What are the reasons for reforming educational policies in higher education institutions? Higher education institutions are beacons of science and knowledge, and they need continuous development. Policy reform processes must be carried out according to systematic plans and organized procedures, because these policies determine the path and ability of the institution to continue to succeed, and by analyzing the results of the interview for the second question, It appears that there is a convergence of views on the reasons for reforming educational policies in higher education institutions. The answers centered around five basic factors, some or

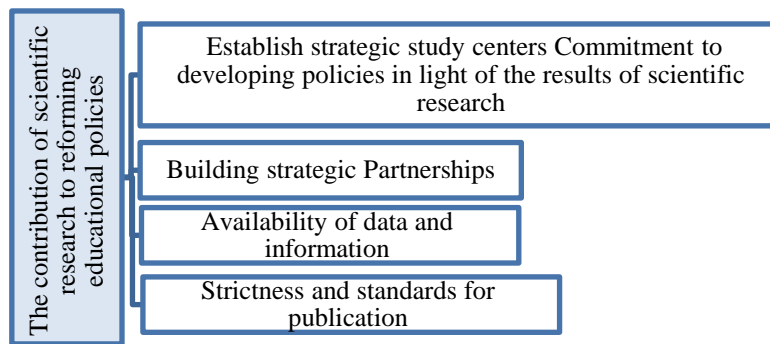
all of which were repeated in the answers of all respondents, as shown in Figure (2):



Where the results of the interview indicated that there is a convergence between the respondents on the reasons for developing educational policies in higher education, the most important of which was that the reality of scientific research in the southern governorates of Palestine (1) is **the alignment between the outputs of higher education and the labor market**, where the respondents referred to the developments in the market work and increasing the requirements for enrollment in it, and this puts Palestinian universities in front of a great responsibility that requires working to reduce the gap between university education outputs and the labor market, and moving towards graduating researchers and producers, And the need for a qualitative change in the roles of faculty members, in line with the requirements of the labor market and developments in the field of science and technology, which has become an urgent necessity for most job opportunities outside official frameworks, and work to link higher education with general, vocational and technical education and link higher education curricula to the labor market, (2) **Increasing the added value of scientific research and the need to develop it**, Where scientific research is a tool for the development of higher education and knowledge production, and it is necessary for full interaction with the productive and service sectors in the country, in addition to that scientific research is the basis for the continuous development of education that achieves the competitiveness of the outputs of higher education, and allows it to highlight

aspects of its excellence locally, regionally and internationally, **(3) Achieving quality in higher education**, As there are nine educational institutions to achieve quality in higher education, based on qualitative and professional foundations, standards and indicators to ensure the good performance of their functions, and to ensure the quality of their products represented in preparing the human cadres needed by the labor market, which are in accordance with regional and international standards, as well as the active role in developing and enriching scientific knowledge. Technology, dissemination and employment in building a prosperous knowledge economy based on creativity and innovation, **(4) Keeping pace with the knowledge and technology revolution**, Which produces many applications that can be used in the development of higher education, including: artificial intelligence, the latest of which is (ChatGPT), processing big data to make decisions that contribute to achieving the goals of educational institutions, and providing electronic resources that help the university community to develop and build capabilities and skills, **(5) competitiveness**, As institutions of higher education seek to improve and develop technology, organization and work efficiently in the least time and effort to survive in light of intense competition, and also urge them to possess competitive skills, including the availability of scientific and technological knowledge and help them reach international rankings, in addition to encouraging them to properly use and manage resources and competencies. And the quality of academic programs, as well as supporting institutions to align their services with the requirements and needs of the local community.

How can scientific research contribute to reforming educational policies in higher education institutions? The answer to the third question of the interview revolved around five basic factors, some or all of which were repeated in the answers of all respondents, as shown in Figure (3):



Based on the results of the interview, the researchers concluded by extrapolating the answers of the interviewees a set of factors that enhance the status of scientific research and its role in reforming educational policies, the most important of which are: (1) **Establishment of strategic study centers in institutions of higher education**, So that its main tasks are to analyze and criticize scientific research that deals with problems and issues affecting higher education in Palestinian society, and to develop implementation plans to benefit from its outputs in developing educational policies, and to present recommendations and proposals to researchers inside and outside Palestinian universities on issues and problems that need scientific research,(2) **Commitment to developing policies in the light of the results of scientific research**, as the respondents indicated that the most important step in developing the role of scientific research is the commitment of higher education institutions to developing their educational policies in light of the results of scientific research, which increases the status and role of scientific research in addressing educational issues, and pushes researchers to avoid marginal issues and focus on major issues and problems and increase accuracy in research procedures that lead to realistic solutions and suit the capabilities of Palestinian universities, (3) **Build strategic partnerships**, With researchers and international research centers to benefit from them and exchange experiences on developing educational policies in higher education by benefiting from the experiences of countries and educational institutions in raising the quality of higher education, (4) **Availability of data and information**, so that Palestinian universities allow researchers to access accurate information and data about

their policies and work procedures, as many Palestinian universities keep some data and information and do not allow any researcher to access them, which hinders the process of scientific research related to the development of educational policies in higher education, (5) **Strictness and standards for publication**, Palestinian universities must be strict in implementing the conditions for publishing scientific research, and setting a clear list of standards for scientific publishing procedures, especially in research related to higher education institutions, to avoid many superficial studies that deal with higher education institutions without much benefit, and to spread a culture of integrity and credibility in writing scientific research, where we find many researchers obtaining false information, or putting in their research transmitted ideas that do not agree with the Palestinian reality, in addition to the importance of developing the review and referee system for scientific research submitted for publication in a way that fulfills the standards, conditions and serves the community and addresses its issues and problems.

Answer to the second question

The question states, "Are there statistically significant differences between the Means of the Reviewers' estimates of scientific research in the journals of the Islamic University of the role of scientific research in developing educational policies in Palestinian universities due to the variables (gender, academic degree, years of academic experience)?" This question was answered by testing the validity of the following hypotheses:

The difference due to Gender

T-test independent samples was used to check the differences due to gender, and Table (2) shows the results.

Table (2): T-test independent samples findings of differences (depending on gender variable).

Domain	Group	N	Mean	Std. Dev.	T	Sig. value
Gender	Male	84	3.85	0.68	0.042	0.967
	Female	23	3.86	0.59		

It is clear from Table (2) that the value of the statistical significance (Sig.) is greater than (0.05), which means that the null hypothesis is accepted, which states that there is no statistically significant difference at the level of significance (0.05) between the Means of the estimates of the Reviewers of scientific research in the journals of the Islamic University for the role of Scientific research in the development of educational policies in Palestinian universities is attributed to the gender of the referee. This is because that all scientific research Reviewers in the journals of the Islamic University have practiced scientific research to a large extent, which gave them knowledge of the importance of scientific research in developing educational policies in Palestinian universities. Most of the scientific research Reviewers sample participated in many scientific conferences inside and outside Palestine, and they participated in many international projects related to scientific research and its development, and many of them, of different genders, held senior administrative positions in their universities, which made their assessments close to the role of scientific research in developing educational policies.

The difference due to scientific degree

One-way analysis of variance was used to calculate the differences that due to scientific degree. Table (3) shows the results.

Table (3): The results of the one-way analysis of variance of the differences between the estimates of the sample members according to the scientific degree variable.

Scientific degree	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.33	2	0.67	1.56	0.215
Within Groups	44.53	104	0.43		
Total	45.87	106			

It is clear from Table (3) that the value of the statistical significance (Sig.) is greater than (0.05), which means that the null hypothesis is accepted, which states that there is no statistically significant difference at

the level of significance (0.05) between the Means of the estimates of the Reviewers of scientific research in the journals of the Islamic University for the role of Scientific research in the development of educational policies in Palestinian universities attributed to the academic degree (Professor, Associate Professor, Assistant Professor). This result is because that all Reviewers of scientific research in the journals of the Islamic University, regardless of their degrees, have the same view of the role of scientific research in improving educational policies. This is due to the practice of many Reviewers of administrative and academic work within their universities, which made their assessments close to the role of scientific research in developing educational policies. In addition, all Reviewers used scientific research methodologies to solve problems facing their universities and participated in local and international projects to improve the administrative and professional aspects of their universities.

The difference due to the academic experience

One-way analysis of variance was used to identify the differences due to the academic experience. Table (4) shows the results.

Table (4): The results of the one-way analysis of variance of the differences between the estimates of the sample members according to the variable years of academic experience.

Experience	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.45	2	0.72	1.69	0.189
Within Groups	44.42	104	0.43		
Total	45.87	106			

It is clear from Table (4) that the value of the statistical significance (Sig.) is greater than (0.05), which means that the null hypothesis is accepted, there is no statistically significant difference at the level of significance (0.05) between the Mean estimates of the Reviewers of scientific research in the journals of the Islamic University for the role of Scientific research in developing educational policies in Palestinian universities is

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