

This study aims to study the affecting factors in achievement of Birzeit university students to improve admission policy in university. To achieve the aim of this study, a questionnaire which was developed composed of two parts in addition to constructing an interview. Validity and reliability was realized for the two tools through presenting them to a committee of arbitrators who have experience in this field. Moreover, constructive reliability of for the questionnaire was realized through applying factor analysis, Varimax rotation, Kaiser Normalization on students responses and calculating questionnaire reliability through Cronbach Alpha which reached 0.78.

The study was applied on study sample consisted of 576 students from Birzeit university which has been selected randomly. Data were analyzed and the following results concluded:

1-Psychological and subjective factors are more influential on their academic achievement more than social factors. Moreover, the factor of student relationship in self and others is considered one of the most psychological and self factors affecting students' academic achievement. Students views are identical in general towards are congruent with attitudes of students who get honor degree and students getting academic probation in considering the relationship of student factor in self and others are the most affecting psychological and self affecting on students' academic achievement.

2-It found that there is a correlational weak positive relationship of statistical significance between the affecting psychological and self factors on students' academic achievement and the mean of academic achievement of students. However, it found the existence of a relationship of statistical significance between social factors and the academic achievement of students.

3-It clarified the existence of variance in extent of demographic variables influence on students' academic achievement. It has been found that sex and university studying system and the number of credit hours student register, average in general secondary certificate, student study level at university, student desire in his specialization are variables affecting students academic achievement. While faculty and average of family income, daily studying hours are variables affect students' accumulative average only However, work and parents' desire to choose specialization for student and general

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secondary certificate stream, students' place of residence do not affect students' academic achievement at university.

4-It clarified from sex and university studying system, number of semester credit hours student registers, average in general secondary certificate, students study level in university, students desire in his specialization, the faculty student affiliate to, family income average, number of daily studying hours and general secondary certificate stream and student's place of residence are variables affect students attitudes toward the affecting factors on students' academic achievement. However, it has been shown that the university studying system of student, work and parents desire in selecting specialization do not affect students' attitudes toward university students' achievement.

Some recommendations was concluded related to conducting further researches in the field of study, in addition to the recommendations in admission policy in university to search for indicators having more capacity in prediction of academic achievement of students and special recommendations for students urging them to care and concentrate study and increasing self confidence. Finally, recommendations related to providing suitable social environment by parents in opening student horizons in selecting his specialization or during the phase of university study.