

The Degree of Practicing Academic Freedom at the Jordanian Public and Private Universities in the Northern Region from the Point of View of the Faculty Members

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Abstract

The study aimed at identifying the degree of practicing academic freedom by faculty members in Jordanian public and private universities in the Northern Region from the point of view of the faculty members. The researcher applied the analytical descriptive survey method. The study population was composed of faculty members of Jordanian public and private universities in the Northern Region for the year 2017/2018. Their number was 1210 faculty members: 893 males and 308 females. The study sample was 445 males and 155 females, 50% of the study population. To achieve the objectives of the study, a study tool was developed. It is a questionnaire consisting of 50 items distributed on 5 domains. The findings of the study showed that the degree of practicing academic freedom by faculty members in Jordanian public and private universities in the Northern Region from the point of view of the faculty members on all domains of the tool was medium. Furthermore, there were no statistically significant differences at the level of significance ($0.05 \alpha \leq$) in the degree of practicing academic freedom by faculty members in Jordanian universities due to the variable of the type of university, and the existence of differences in the degree of practicing academic freedom by faculty members in Jordanian public and private universities in the Northern Region can be attributed to the academic rank between those whose rank is professor and associate professor on the one hand, and the rank of assistant professor on the other, for the benefit of the rank of professor and associate professor, ie, in favor of the upper rank. The researcher recommended the need to increase the practice of academic freedom by the faculty members at the Jordanian public and private universities in the Northern Region.

Keywords: practicing academic freedom, universities, faculty members

1. Introduction

The university is one of the educational institutions and most connected to the community which attaches its hopes and aspirations to this university to serve the young and realize their future visions as the world is witnessing rapid and renewed events. These events have resulted in many political, economic, cultural, social and educational developments; especially the world's cognitive, technological and communication revolution. This has led to a change in the prevalent practice in the field of managing educational institutions in terms of expression and participation in decision-making.

In order for the university to reach its goals, university administrations must pay constant attention to the preparation and development of the faculty members as well as to meet their needs and requirements which cannot be satisfied without providing these members with academic freedom.

In order for the university to play a leading role in the community, it is essential to count on the faculty members as the cornerstone and the active element in the teaching-learning process. The success and progress of the university depends primarily on its faculty members who are highly qualified and who can be depended on to spread knowledge and apply it on the ground efficiently and proficiently (Al-Helou, 2003).

The university is the first and most important workshop for the production and development of ideas. It is the only environment favored for the freedom of expression, exchange and discussion of opinions and ideas in an atmosphere of transparency, freedom and openness. In the absence of such atmosphere, the university loses its creative role and

becomes a shabby workshop that reproduces obsolete and obscure ideas. (Suleiman, 2006).

The application of freedom and democracy in their proper forms is a noble demand that conforms to various human values such as freedom, justice, equality and participation. Freedom has brought the first industrialized countries of the world to progress in all economic, social, cultural, educational and scientific fields. Moreover, the development and progress of human societies is closely associated to the application of freedom and democracy, to become the lifestyles of all societies; and this is only achieved in civil societies based on freedom, democracy and institutionalism (Jainini, 1997).

Academic freedom entails important matters such as freedom of faculty to change and develop curricula according to need; develop teaching methods; conduct various research types while respecting intellectual freedom and scientific research principles with observation to their ethics without any interference; along with having a green light to carry out professional activities without hindrances to stimulate and enhance their professional skills to ultimately enable them to apply this knowledge and achieve the goals to serve the community and achieve its hopes and aspirations (Jackson, 2005).

Academic freedom expresses the freedom of the university professor to teach, research, and freely express his views and theories without being subject to persecution because of his opinions or studies. It also includes the freedom of the university to manage its affairs. Educational institutions in general and institutions of higher education in particular cannot perform their functions adequately and proficiently in research, education or public service in an atmosphere that is lacking academic freedom. Moreover, their job in building a good and open minded citizens can only be realized through academic freedom, that is, a university without academic freedom would not be able to conduct scientific research of value and interest (Bani Awad, 2002)

2. Problem of the Study and Its Questions

The academic professor suffers from the lack of freedom and from restrictions imposed on him to adhere to the prescribed curricula which are often specific and narrow; as well as from various controls that make him live terrified in some countries; in addition to the constraints related to the university administrative systems such as appointment, working hours, leave, illness, promotions and full-time job, which limit creativity; as well as weak incentives in many cases. The call for academic freedom is not an intellectual luxury, but an obligatory fact that guarantees the university and all its components scientific and social consensus and facilitates the freedom of decision-making; intellectual independence and constructive criticism. Academic freedom allows dialogue and meaningful discussion, thus becoming a ritual of the university and community. In this sense, there is no university without academic freedom. Therefore, Jordanian universities must enjoy high academic freedom with high moral standards. The problem of the study lies in measuring the degree of practicing academic freedom by faculty members at the Jordanian universities from the point of view of the faculty members. The study seeks to respond the following questions:

The first Question: What is the degree of practicing academic freedom in Jordanian public and private universities in the Northern Region from the point of view of the faculty members?

The second question: Are there differences with statistical significance at the level of significance ($0.05 \alpha \leq$) in the responses of the study sample members among the arithmetic averages for the practice of academic freedom by faculty members in Jordanian public and private universities in the Northern Region from the point of view of the faculty members due to gender and academic rank?

3. Objectives of the Study

This study seeks to achieve the following objectives:

- Revealing the degree of practicing academic freedom by faculty members in Jordanian public and private universities in the Northern Region from the point of view of the faculty members.
- Exhibiting whether there are differences with statistical significance at the level of significance ($0.05 \alpha \leq$) in the estimates of the sample members of the study to the degree of practicing academic freedom at the Jordanian public and private universities in the Northern Region due to the variables of university type and academic rank.

4. Importance of the Study

The importance of the study comes from the importance of its subject, since academic freedom is the basis and precise condition for progress. It is an educational necessity to achieve progress, development and prosperity for academic institutions. Furthermore, its importance lies in that it seeks to measure the degree of practicing academic freedom for faculty members at the Jordanian universities from the point of view of the faculty members; therefore, it is hoped that the following authorities will benefit from the findings of this study: The Jordanian Ministry of Higher Education through familiarization with the degree of practicing academic freedom by faculty members in the Jordanian public and private universities in the Northern Region; decision makers and senior officials in the Jordanian public and private universities in the Northern Region, and the development centers of university faculty members to prepare appropriate courses for these members through providing feedback to decision-makers about the reality and degree of practicing academic freedom.

5. Terminology of Study

Academic Freedom: terminologically: "is the opportunity available to the teacher and student to study and teach without coercion or any form of interference that imposes restrictions on that freedom; that is, the freedom of teachers to teach in the manner they deem appropriate from their professional point of view; the student's freedom to express and question; and the respect of opinions of others, bearing in mind that freedom and responsibility are two sides of one coin" (Hawalrah, 20: 2012).

The researcher operationally defines academic freedom as: the degree given by the respondent of the faculty members to the tool of academic freedom allocated to and prepared for that.

Boundaries of the study: Spatial boundaries: The study was limited to faculty members in Jordanian public and private universities in the Northern Region, as follows: **spatial boundaries:** public universities: Yarmouk, Al Al-Bayt, and Science and Technology; and private universities: Irbid National University, Jadara University, and Jerash National University; **time boundaries:** the Academic Year 2017/2018.

6. Theoretical Literature

This section includes educational literature on academic freedom, as follows:

The concept of academic freedom: Al-Qarni (2009) explained that the subject of academic freedom in universities and higher education is an old and modern topic at the same time, as it is one of the conventions that has passed to generations through time and practiced by many universities in the world. There may be no controversy regarding the concept of academic freedom and its content in the academic environment as it means total administrative and financial independence of universities. Further, it means that a faculty member of the university has the freedom to research, express opinions, and participate in making relevant academic decisions; and that the student has the right to freedom of choice, learning and teaching. Arthur (1980) defines it as the right of an academic individual either a researcher or a teacher to practice what is within his or her field of specialization and his or her right to claim protection from those outside the university.

7. The Origin and Evolution of Academic Freedom

Tannach (1993) noted that the concept of academic freedom first appeared in the universities of medieval Europe. University faculty members were independent of the influence of external forces in the community, but they were constrained by political and religious ones. Then came the German universities which added a fundamental and important dimension to the modern concept of academic freedom. Although all German university faculty members in the 19th century were civil servants, they enjoyed two types of academic freedom: freedom of learning and freedom of teaching. The German model was later developed in Britain until the concept of academic freedom became deficient in their eyes if a university or officials in higher education institutions prohibited or forbade the propagation or transfer of knowledge in accordance with the goals and objectives of the university administration. In Japan, the concept of academic freedom was only adopted after World War II, when Japanese universities began to adopt the nineteenth-century model of German universities. In the United States of America, the subject of academic freedom received interest and began to enter debate circles within the German concept of academic freedom by the end of the second half of the nineteenth century.

In the fifteenth and sixteenth centuries, the Renaissance and religious reform took place, bringing new spirit to the different fields of life: science, thought, art and sociology. This spirit covered various aspects of theoretical and

practical education; developed freedoms and promoted human status. Therefore, the concept of academic freedom changed and universities became national institutions independent of religious authority; and the danger that threatened their self-independence became only political. Since then, visible movements and signs that reinforce the concept of academic freedom and promote its practice within universities have emerged; this included the writings of *Locke* and *Hobs*, who sought to open up horizons for scientific research and to allow researchers to practice their work without interference from anyone (Saltmarsh, 1991).

The concept of academic freedom is a German one as the University of Berlin in 1610 was granted freedom of research and teaching without external restrictions, followed by Hull University in 1694 and then the University of Gottingen in 1737 (Zaidi, 2000). Afterwards, the concept of academic freedom gradually was defined and developed in its content and practice. German academics considered that academic freedom had two facets: the first was related to professors and called freedom of teaching (*Tehrfreiheit*); and the second was related to students and called freedom of learning (*Ternfreiheit*). However, American educators such as Dewey, Arthur and Harfy emphasized the first facet leading to neglecting the second facet related to the freedom of learning; nevertheless, the second facet of this freedom soon reappeared in Germany and other countries due to student turmoil that prevailed in the west (Reza, 1999).

On the Arab level, Mahafzah (1994) sees that the first Arab universities established in the first half of the twentieth century were influenced by the European model, which gave the faculty members a relatively broad freedom and authority in the administration of the university and teaching and scientific research; with the survival of the university council - one of the most important administrative bodies- a link between the university and the community to coordinate scientific, professional and cultural activities. In the 1970s, some universities witnessed a shift toward the American model which entrusts powers to the university president - appointed by the board of trustees or the official authority- and the deans council broad powers in academic supervision of the activities of the university.

8. Importance of Academic Freedom

Al-Rubaie (2008) stated that academic freedoms have a direct impact and importance for the professor, student, and educational institution alike, as follows:

- **Academic freedom of the professor:** It means the rights of professors in universities to practice the freedom of speech, expression, thinking, discussion and debate, teaching, criticism, creativity, and conducting and disseminating research without interference, prevention or censorship of others.
- **Academic freedom of the student:** it means the student's right to freedom of speech, expression, thinking, discussion and dialogue; and that he has the right to education, learning, criticism and creativity, participation, selection of materials taught, conducting reports and research training as well as free exchange of ideas with other students.
- **The academic freedom of the educational institution:** universities are entirely free to establish their educational, administrative and financial policies; establish policies and conditions on which faculty members and their assistants are chosen; and establish the conditions of acceptance of students, and the selection of their staffs and administrators. Further, academic freedom guarantees the credibility and mutual trust among the student, professor, university and community.
- **Academic freedom and faculty members:** university professor is an inseparable part of community's issues as well as political and social trends at a time when democracy has become an important criterion for the development and advancement of societies. Therefore, freedom of university professors can enable them better search for the truth; enhances the tendency to constructive criticism of everything that is inconsistent with science; enhances their right to work freely without interference from any external or internal bodies; but within the limits of law; their freedom to expose their ideas and conclusions to their students without interference; and their right to scientific research and dissemination of their research and the findings of such research. It is not permissible to judge a university professor through his ideas and beliefs, however, this can be done from the angle of adequacy and ability to carry out his functions in an atmosphere that establishes balance between this freedom, and the conditions imposed on the university (Abu Maghli, 2007).
- **Academic freedom and the student:** It means that students have the right to know and respect their wishes to choose their specialties; express opinions in various matters relating to their studies; assert their right to organize their academic life in the context of aware and responsible freedom; choose the subjects they study and professors

who teach them; speak, express, think, criticize and be creative; use university facilities within university policies; form student organizations that allow them to build their scientific abilities and personalities to become active individuals in the university and the community; and develop their talents within the university. Moreover, attention to provide this atmosphere helps familiarization of individual differences among students, practice of democracy and equal opportunities, as well as interest in different types of activities and hobbies (Omlil, 1994).

9. Constraints to Academic Freedom

Al-Rubaie (2008) stated that academic freedom in universities has many constraints which are as follows:

- **Cultural Constraints:** In developing countries, cultural heritage plays the role of political ideology played in developed societies. Cultural constraints are the origin and root cause of the Arab academic freedom crisis, including the fight against intellectual pluralism, exclusion of other opinion and exclusion of opposing trends.
- **Political constrains:** There is no doubt that political constraints play a large role. If the historical roots of the academic freedom crisis in western universities are related to the internal aspect, the political constrains relate to the external one, which is usually more influential although what happens abroad is a reflection of what is happening at home; as public universities are part of the state: directors or presidents of universities are appointed by the Minister of Higher Education who is appointed by the President of the State. Therefore, it is natural that the leaders of the university are representatives of the state, and naturally their obedience to the state is more important than the requirements of the university. This constraint can be eliminated by the academic independence of the university.
- **Ideological Constraints:** This means the university's affiliation with a certain political doctrine or another according to the type of the system of government. In this case, the university will be transformed from a scientific research center into a platform for talking about matters that would deviate research from its proper path.
- **Social Constraints:** Social constrains include administrative and professional barriers hindering the practice of freedom of thought and scientific research; relinquishment of this practice or preoccupation in favor of promotion and employment, or in favor of the market and earning a living and pension.

10. Previous Studies

The following is an overview of previous Arab and foreign studies related to the subject of the study, arranged chronologically from oldest to newest, as follows:

10.1 Arabic Studies

The Study of Alburjus (2013), which aimed to identify the reality of academic freedom at the university level in Saudi Arabian universities from the point of view of the faculty members, and to build educational foundations for academic freedom at the university level in Saudi Arabia. The researcher applied the analytical development method. The study sample amounted to 550 faculty members. The findings of the study showed that the reality of academic freedom at the university level in Saudi Arabia was moderate, and that the absence of statistically significant differences in practicing academic freedom at university level in Saudi Arabia was due to the study variables.

- The study of Ennab (2014) which aimed to reveal the concept of academic freedom among faculty members in three universities in the Northern Region in Jordan; show the effect of a set of medium variables on academic freedom; reveal the problems encountered by faculty members in its practice; and promote academic freedom. The researcher applied the analytical descriptive method. The sample of the study consisted of 288 faculty members. The findings of the study showed that the members of the study sample understand the concept of academic freedom to a medium degree; the existence of differences of statistical significance for the gender variable, and for the benefit of male faculty members; the existence of differences of statistical significance attributed to the variable of the type of university on the concept of academic freedom in the faculty members in favor of the two public universities; the absence of differences of statistical significance to the variable of the university from which the faculty members graduated; the existence of problems encountering the faculty member in practicing academic freedom, including: weak financial potential, bureaucracy, other routine procedures, and the absence of regulations to protect academic freedom.

10.2 Foreign Studies

- Boland (2005) conducted a study entitled "Academic Freedom and Struggle for the Subject of Composition" in the United States, which aimed to clarify the relationship of academic freedom to the concept of expression. In her study, the researcher followed the formal interview method and posed a series of questions on the topic of academic freedom and its relationship to the domain of freedom of expression as well as their reflection on the curriculum. The study concluded that external interference in educational institutions has become more frequent in recent times due to political circumstances that have weakened academic freedom.
- Taiwo (2012) conducted a study that aimed to study the meanings, contents and challenges of academic freedom as well as the independence of higher education institutions in Nigeria. The study applied the analytical method by using relevant previous studies. The findings of the study showed that academic freedom was not allocated a clause in Nigerian higher education laws, rather it was derived from other laws which demanded that public universities should have a limited control.

10.3 Reflections on the Previous Studies and the Position of the Current Study from Them

A review of the previous studies shows that the subject of academic freedom in universities is an important one. Further, these studies have contributed to the formation of the theoretical framework and building of the tool of the present study based on the various references applied in them. The present study came in agreement with those studies in various topics; furthermore, it aimed at identifying the degree of ethical practice of academic freedom by faculty members in Jordanian public and private universities from their point of view. It is consistent with the previous studies in that it dealt with the topic in terms of the variables of gender and academic rank. Moreover, it is consistent with some previous studies such as the study of AlBurjis (2013), which aimed to identify the reality of academic freedom at the university level in Saudi universities from the point of view of the faculty members and at building educational foundations for academic freedom at the university level in Saudi Arabia. Further, it came in agreement with the study of Taiwo (2012), which studied the meanings, content and challenges of academic freedom and the independence of higher education institutions in Nigeria.

These studies varied in their objectives, depending on the differing views of researchers regarding the research problem. However, they were similar in their procedures in terms of sample, method of selection, tool and how to build it, as well as its validity and stability. The majority of them depended on questionnaire and interviews as tools to achieve their objectives as the most appropriate to the nature of the study. The researcher benefited from the previous studies, which gave her a realistic view of the degree of practicing academic freedom in universities, and provided an access to a variety of tools in the research in this topic, in addition to identifying the scientific methodology applied in these studies, how to display the results and the statistical devices applied.

11. Methodology and Procedures

This study adopted a descriptive survey method, which includes a survey by reference to the references in order to construct the theoretical framework of the study; and field survey for data collection by means of the study tool and its analysis to respond to the study questions.

11.1 Study Population

It is consisted of 1201 faculty members of Jordanian public and private universities, 893 of whom are from public universities and 308 from private ones, according to the statistics of the Ministry of Higher Education 2017/2018.

11.2 Sample of the Study

The sample of the study was selected in accordance with the random stratified method. The number of the sample members was 445 in public universities and 155 in private universities who made 50% of the study population. Table 1 shows this.

Table 1. Distribution of the Sample of the Study According to the Levels of Its Variables

Type of University	Academic Rank			Total
	Professor	Associate Professor	Assistant Professor	
Public	200	155	90	445
Private	25	60	70	155
Total	225	215	160	600

11.2 Study Instrument

The researcher built the study instrument to measure the degree of practicing academic freedom by the faculty members members at the public and private Jordanian universities in the Northern Region. The questionnaire included 5 domains and 50 items. The Likert quintuple scale was applied to correct the study instrument by giving each of its items one of its five degrees (very big extent, big extent, moderate extent, little extent, very little extent), represented digitally as (5, 4, 3, 2, 1) respectively.

11.3 Validity of the Study Instrument

The validity of the content of the study instrument was verified by presenting it to arbitrators from universities and specialists in order to express their opinion on each item and then to formulate the questionnaire in its final form after keeping the items that obtained 80% of the approval of the arbitrators and specialists; and thus the study instrument was finalized with 50 items that were distributed to 5 main domains.

11.4 Stability of the Study Instrument

To verify the stability of the study instrument, the coefficient of consistency of the Cronbach Alpha was found for the study instrument domains. Table (2) shows this.

Table 2. Cronbach Alpha Stability Coefficients for the Study Instrument Domains

Domain	Stability coefficient (Kronbach alpha)
Freedom of teaching	0.90
Freedom of Expression	0.91
Freedom of participation in decision making	0.88
Freedom of scientific research	0.89
Community service	0.87

It is evident from Table (2) that the values of stability coefficients are high and appropriate for the purposes of this study.

11.5 Study Procedures

To achieve the objectives of the study, the researcher made the following procedures:

- Determining the study population and its members,
 - Building the study instrument, and verifying its validity and stability,
 - Distributing the study instrument to the sample members,
- Transferring the responses of the study sample and conducting the appropriate statistical analysis using the statistical program (SPSS).

11.6 Study Variables

The study included the following variables:

11.6.1 Independent Variables

- Type of university: It has two categories: public and private.
- Academic rank: It has three categories: assistant professor, associate professor and professor)

11.6.2 The dependent Variable

The degree of practicing academic freedom for staff members in the Jordanian public and private universities in the Northern Region.

11.7 Statistical Processes

After the data were entered, a statistical processing was carried out using the SPSS program. The statistical averages and standard deviations of the study fields were extracted for the first question. The method applied was the Two Way ANOVA and the Scheffe Test for later comparisons of the second question.

12. Study Findings, Discussion and Recommendations

This section includes a presentation of the findings of the study through the responses to its questions:

Findings of the First Question: What is the degree of practicing academic freedom by the faculty members at the Jordanian public and private universities in the Northern Region from the point of view of the faculty members?

The mathematical averages and standard deviations of the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region from the point of view of the faculty members in general and for each domain of the study tool in particular were computed. Table 3 shows this:

Table 3. The Mathematical Averages and Standard Deviations of the Degree of Practicing Academic Freedom by the Faculty Members at the Jordanian Public and Private Universities in the Northern Region from the Point of View of the Faculty Members

Domain Number	Domains	Arithmetic average	Arithmetic deviation	Rank	Degree of practice
3	Freedom to participate in	3.51	0.59	1	Medium
5	decision-making	3.50	0.59	2	Medium
1	Community service	3.44	0.60	3	Medium
4	Freedom of teaching	3.43	0.55	4	Medium
2	Freedom of scientific research	3.38	0.72	5	Medium
	Freedom of expression	3.44	0.57	-	Medium
Total					

It is evident from Table (3) that the degree of practicing academic freedom by the faculty members at the Jordanian public and private universities in the Northern Region from the point of view of the faculty members on all domains of the tool was medium, with an average of 3.44 and a standard deviation of 0.57. The domain of freedom of participation in the decision-making process was ranked first and medium, with an arithmetic average of 3.51 and a standard deviation of 0.59; whereas the domain of freedom of expression was ranked last and medium, with an arithmetic average of 3.38 and a standard deviation (0.72). The findings of this study came in agreement with the findings of the study of Tarawneh (2007), Khatibah and Al Saud (2011), Al Burjus (2013), and Ennab (2014).

This is so as the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region from their point of view on all the items of the "freedom to participate in the decision-making" domain came to a medium degree. This can be ascribed to the faculty members enjoying full freedom to participate in the committees of the universities, and that the participation in the decision-making process is controlled by a specialized and full-time administrative team for decision-making in the universities; and that the participation of faculty members in decision-making is almost limited and related to the academic aspect and does not encompass all decisions there. Further, the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region from their point of view to the items of the domain "community service" came to a medium degree and may be due to enjoying freedom to join voluntary work bodies outside the campus, leading to the spread of affection and interest among the university faculty members and the local community and strengthening the relationship between them. This conveys that the universities do not provide a high degree of opportunity for faculty members to social participation, especially in religious and national events as the concern of the university and its faculty members is focused in the academic sphere. This participation would increase the students' respect and likeness for the faculty member by his students; encourage students to stand in front of other students; accustom them to encounter all situations; prepare them for work field and to speak fluently without hesitation or fear.

The degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region from the point of view of the faculty members for the domains of "freedom of teaching" came medium. This can be ascribed to the fact that there is an area of freedom in dealing among faculty members and students during lectures to the degree that a faculty member gives the opportunity to his students to exchange roles and enables them to explain the lecture through taking his place and interact with other students. Further, the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region from the point of view of the faculty members for the items of "scientific research" came medium due to the university interest in scientific research and translation of the findings of these researches for the benefit the university. This is justified as the university provides necessary facilities (artistry and technical things to increase the motivation of faculty members to conduct more scientific research and think of titles and topics that are important for their research as well as feasible, effective, productive and beneficiary to their university.

The degree to which the academic freedom by faculty members at the Jordanian public and private universities in the Northern Region from the point of view of the faculty members to the items of freedom of expression domains has reached a medium degree. This may be due to the fact that the faculty members are morally high in expressing their opinions with high objectivity and credibility as they have knowledge and high degrees and give a good example in knowledge, dealing, work and ethics.

Findings of the second question: Are there statistically significant differences at the level of significance ($0.05 \alpha \leq$) between the arithmetic averages for practicing academic freedom by faculty members at the Jordanian universities in the Northern Region due to the variables of university type, academic rank and the interaction between them?

To respond to the second question, the arithmetical averages for the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region were calculated according to the type of university and academic rank. Table (4) shows that.

Table 4. Mathematical Averages for the Degree of Practicing Academic Freedom by Faculty Members at the Jordanian Public and Private Universities in the Northern Region Depending on the Type of University and the Academic Rank

University type	Rank	Arithmetic average	Standard deviation	Number
Public	Professor	3.4201	.64988	62
	Associate Professor	3.3114	.55483	156
	Assistant Professor	3.5846	.39773	127
Private	Professor	3.4156	.68528	33
	Associate Professor	3.4353	.59554	59
	Assistant Professor	3.7491	.39058	63

It is noticed from Table (4) that there are apparent differences in the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region. To find out the significance of these differences, the "Two Way ANOVA" analysis was applied as in Table 5:

Table 5. Two Way ANOVA Analysis of the Significance of Differences in the Degree of Freedom of Academic Practice for Faculty Members at the Jordanian Public and Private Universities in the Northern Region According to the Type of University and Academic Rank

Source of variance	Total squares	Freedom degree	Mean squares	Value (P)	significance
University Type	.964	1	.964	3.009	.083
Academic rank	6.089	2	3.045	9.508	.000
Interaction between university type and rank	.593	2	.297	.926	.397
Error	190.212	594	.320		
Total corrected	198.681	599			

It is noticed from Table (5) that there are no statistically significant differences at the level of ($0.05 \alpha \leq$) in the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region due to the variable of university type, where the value of ($P = 3.009$). This may be due to the agreement of the faculty members regarding the degree of practicing academic freedom in the university as medium as evident in the findings of the first question in the responses of the study sample to the study tool. However, it is noticed that there are differences in the degree of practicing academic freedom by faculty members at the Jordanian public and private universities in the Northern Region attributed to the academic rank where the value of ($P=9.508$). Scheffe test for later comparisons to know the direction of differences was applied as shown by table (6).

Table 6. Scheffe Test Findings for Later Comparisons of the Direction of Differences in the Degree of Practicing Academic Freedom by Faculty Members at the University According to the Academic Rank

Rank A	Rank B	Average Mean	significance
Professor	Associate Professor	.07345	.397
Associate Professor	Assistant Professor	-.19966*	.003
	Assistant Professor	-.27310	.000

**Function at significance level $(0.01 \geq \alpha)$

It is evident from Table (6) that differences in the degree of practicing academic freedom for university faculty members between those whose ranks are professor and associate professor on the one hand, and those whose rank is assistant professor on the other hand; in favor of those whose ranks are professor are associate professor), ie in favor of the higher rank. This may be due to the fact that the higher rank has a somewhat longer scientific and practical experience at the universities than the rank of assistant professor. By virtue of their experience, the higher ranks enjoy somewhat more academic freedom at the universities than the rank of assistant Professor.

13. Recommendations

In light of the findings of the study, the researcher recommends:

- The need to increase the practice of academic freedom by faculty members in Jordanian public and private universities in the Northern Region,
- The need to pay more attention to faculty members who are in the rank of assistant professor and make them equal in the practice of academic freedom to those who are in the rank of professor and associate professor,
- The need to allow colleges to establish external international partnerships with other distinguished universities,
- The need to grant academic freedom to faculty members in Jordanian universities, both public and private, in the Northern Region; develop this freedom, especially in the domain of freedom of expression; and create conditions for practicing this freedom by encouraging faculty members to practice it in their teaching, research interests and in their community services.

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