The Academic Freedom among the Students at the Hashemite University

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Abstract: This study aimed at exploring the level of academic freedom at the Hashemite University in Jordan from the perspective of the undergraduate students, and whether there are impacts of the students' gender, academic level, or specialization. The sample consisted of (376) undergraduate students (111 male, 265 female), who are registered at the university for the first semester of the academic year 2019/2020, from all faculties of the Hashemite University. The results showed that 25.5% of participants perceived a high level of academic freedom, 57.2% of participants perceived a moderate level, and 17.3% of them perceived a low level. Significant differences were found due to academic level; academic freedom perceived level among senior students was higher than all other years (freshmen, sophomores and juniors), but no significant differences were found due to students' gender, or specialization. In light of the study results, the researcher recommends a number of recommendations such as: raising the awareness about the academic freedom among the students, faculty members, and the staff the Jordanian universities, conducting survey studies that measure the level of academic freedom among the students at various Jordanian universities, Supporting the academic freedom of the students at the institutions of higher education through deliberate and planned initiatives.

Keywords: Academic Freedom, Hashemite University, Undergraduate students.

الحرية الأكاديمية لدى طلبة الجامعة الهاشمية

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الملخص: هدفت هذه الدراسة إلى استكشاف مستوى الحرية الأكاديمية في الجامعة الهاشمية في الأردن من منظور الطلبة الجامعيين، وما إذا كانت هناك آثار لجنس الطلبة، المستوى الأكاديمي، أو التخصص. واستخدم الباحث المنهج الوصفي المسحي، وتمثلت الأدلة في استبانة؛ تم توزيعها على عينة من (376) طالبًا جامعيًا (111 ذكوراً و 265 إناثاً) المسجلين في الجامعة للفصل الدراسي الأول للعام الدراسي 2019/2020 من جميع كليات الجامعة الهاشمية. أظهرت النتائج أن 25.5% من المشاركين يدركون بمستوى عالٍ من الحرية الأكاديمية، و 57.2% من المشاركين يدركون بمستوى معتدلاً، و 17.3% منهم يدركون بمستوى منخفض. توصلت الدراسة إلى اختلافات كبيرة بسبب المستوى الأكاديمي. كانت الحرية الأكاديمية في المستوى الأكاديمي لدى الطلبة الكبار أعلى من جميع السنوات الأخرى، ولكن لم توجد هنالك فروق ذات دلالة إحصائية بسبب جنس أو تخصص الطلبة. وفي ضوء نتائج الدراسة قدم الباحث عدداً من التوصيات والمقترحات؛ منها: رفع الوعي حول الحرية الأكاديمية بين الطلبة وأعضاء هيئة التدريس والموظفين بالجامعات الأردنية، إجراء دراسات استقصائية تقيس مستوى الحرية الأكاديمية بين الطلبة في مختلف الجامعات الأردنية، دعم الحرية الأكاديمية للطلبة في مؤسسات التعليم العالي من خلال مبادرات مدروسة ومخطط لها.

الكلمات المفتاحية: الحرية الأكاديمية، الجامعة الهاشمية، طلبة المرحلة الجامعية الأولى.

Introduction

Higher education institutions in general and universities in particular, are among the most important community institutions; they prepare competent manpower in various fields of knowledge, and

they have taken a leading role in achieving development, social welfare and meeting the needs of the labour market. Thus, the University is the leading institution which leads the society intellectually and culturally, and is a source of development. Universities play a key role in shaping future paths in light of their role in the dissemination of knowledge, preparation of trained educational staff, development of research, and community service in various areas.

Academic freedom is associated with the university and its three well-known functions: education, research, and public service "community service". Thus, the University is responsible for providing the means to ensure the realization of this freedom for fruitful interaction to achieve the functions of the university in the areas of education, scientific research and community service within the philosophy of society, hence the academic freedom is not an end in itself, but a means of developing the educational process with its three components: teachers, programs and students by providing equal opportunities for cognitive growth and development, and providing a climate to benefit the achievements of science and human cultural heritage in enriching university curricula (Moshman, 2017).

Academic freedom is an effective tool in the discovery of truth, so institutions must provide a high degree of freedom to the members of the educational community to investigate the truth. academic freedom requires commitment from members of the academic community to exercise academic freedom, as it includes Academic Freedom Activities: Freedom of education and research, the right to choose a subject for research, dissemination of production, freedom of opinion, freedom of thought, freedom of expression, freedom of publication, the transfer of information, in addition to the freedom of practice and community for students, faculty members and researchers (Moodie, 1996; Van Ginkel, 2002).

Academic freedom has emerged within the framework of the advent of the contemporary university in the Middle Ages, it developed with this university, where it meant recognition of autonomy by religious and civic authority, granting special privileges to professors, students and university staff, such as freedom of travel; the University has the right to suspend teaching or transfer its place when it is endangered and exempt the property of professors and students of taxes and military service (Karran, 2007).

Academic freedom does not only mean the independence of university institutions, it is most closely linked to its relentless pursuit of eliminating the domination of unscientific, mythical thought that impede the development of science and the development of rational scientific thinking. A university that does not provide the right to exercise this freedom cannot function properly, and remains within the traditional method that fights modernization, innovation and creativity, and others confirmed by modern education (Macfarlane, 2012; Hedgecoe, 2012).

The concept of academic freedom is inseparable from the concept of culture and democratic politics that refuses extremism, denunciates closure and domination. As the Arab countries do not enjoy a democratic political culture, they do not allow academic tradition based on academic freedom. The

activation of academic freedom within educational institutions contributes to creating opportunities for students to train them on criticism and thinking, and provide information to the professor to improve and develop his teaching method and knowledge which contributes to the students' progress, provides students with the opportunity to ask questions and reveals weaknesses, help to develop relationships based on respect between the professor and students, and provide answers and solutions to the problems faced by students (De La Fuente, 2002).

At the Arab level, the Amman Declaration affirmed academic freedom and the independence of educational institutions, as well as their members, which include the faculty as well as the students. This study explores the topic of academic freedom from the perspective of students.

Review of Literature:

Abu-Shaqra and Smadi (2018) 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 favour of the upper rank.

Zain Al-Dien (2016) explored the student academic freedom from the university education students' point of view in Egypt. This study adopted a survey research design in which the questionnaire was the main data collection instrument. The study participants comprised 800 university education students in Egypt. The result of the study reveals that student academic freedom in Egypt is at moderate level. In general, findings show that student academic freedom is not sorely lacking in the Egyptian universities. Additionally, the study found that there were statistically significant differences in the level of student academic freedom among participants that can be attributed to gender, type of the college and

type of the university. The study concludes that many students in Egypt experience some doubt about their academic freedom, creating an uncertainty and instability that presents new challenges for the university administration in Egypt. Serious work still remains in Egyptian universities about a student academic freedom that might help broaden Egyptian students' understandings of the world and their own circumstances.

Doğan (2016) sought to reveal the views on academic freedom of academics and students studying at higher education institutions. In this study, 11 academics have been interviewed personally and the views of 298 students on academic freedom in higher education institutions have been sought. The views of the academics and students on academic freedom were grouped into six different categories: (1) freedom in education, (2) freedom in research, (3) freedom of speech, (4) institutional freedom, (5) the importance of academic freedom, and (6) the protection of academic freedom. As the result of the findings of the study, it can be said that academics and students are afraid of the negative reactions from the majority about their religious or political ideas. Students cannot express their ideas during class due to the fear of being misunderstood or receiving a negative reaction. The same situation is observed within the relationships that academics have with the administration. Academics have expressed that they have serious problems concerning academic freedom, and students have expressed that they do not feel free enough in university settings.

Al-Ajlouni (2016) aimed to identify the degree of academic freedom for faculty members in north Jordan at Al-Balqa University Colleges. To achieve the objectives of this study, a questionnaire was used after determining its validity and reliability. The study population consisted of (373) faculty members, out of which (170) members were selected in a relatively equal stratified random sample manner. The analysis of the data, showed that the general arithmetic mean of the degrees of academic freedom by the faculty members was moderate, where the mean was (2.67) with a standard deviation of (1.13). The practice of academic freedom in the domain of decision making participation was on the top with a mean of (2.85), followed by the field of society service with a moderate mean of (2.75), then the field of scientific research with a moderate mean of (2.73), and finally the field of teaching with a moderate mean of (2.59). It was also found that there were statistically significant differences, in the sample responses (α =0.05), with respect to gender in favor of males. No significant differences were found on the total degree of academic freedom and in its domains according to the college and academic rank variables.

Karki (2015) aimed to investigate the perceptions of faculty members, students and members of the academic leadership on academic freedom. Furthermore, the role of the Faculty of Education in relation to safeguarding academic freedom of faculty members and students is examined in the study. The study provided insights that help to understand the concept of academic freedom and offers valuable information for those who are particularly interested in the issue of academic freedom. The study used a research strategy focusing on a qualitative case study in order to examine and collect comprehensive and

detailed information on academic freedom. Semi- structured interviews are conducted to obtain faculty members', students' and the academic leadership's views regarding academic freedom. Additionally, relevant official documents are analysed for the study. The results indicate that the meaning of academic freedom is perceived as something, which is essential for both faculty members and students to conduct academic activities. However, the rights of faculty members and students to conduct academic activities and participate in the governance of the university are limited to some extent by the rules and regulations of the university as well as a lack of financial resources. The results also reveal that both faculty members and students enjoy the right to form and join associations on the basis of their interests.

Al-Madi (2013) examined to the level of practicing academic freedom by the faculty members of Al al-Bayt University. The study population included all the faculty members (297) of Al al-Bayt University, during the academic year, 2010/2011. The study sample was randomly selected and included 250 faculty members. To achieve the aims of this study, the study tool was constructed in its final form of 43 paragraphs distributed on four areas: teaching, freedom of speech, decision making, and scientific research. To answer the questions of the study, standard deviation, arithmetic mean, t- test, Multiple Analysis of Variance and Schefe's method were used to identify the statistical significance of the differences. The findings of the study indicated that the level of practicing academic freedom by the faculty members of Al al-Bayt University was average; teaching came first followed by freedom of speech, scientific research, while decision making came last. The findings also indicated the existence of differences of statistical significance ($\alpha \leq 0.05$) due to gender; the differences came in favour of males, and there were differences of statistical significance ($\alpha \leq 0.05$) due to the effect of academic rank; the differences favoured assistant professor and beneath. In addition, there were no differences of statistical significance ($\alpha \leq 0.05$) due to age effect.

Terminologies of the Study

1. Academic Freedom: Webster's New World Dictionary defines academic freedom as "the right of a faculty member or student at the university level to express his or her opinion and to ensure his or her freedom to debate or to investigate any case on any subject, whether the issue is social or economic without external interference, fear or hesitation of punishment by the institution" (Ellis, 2006). It is defined by (Albach, 2007) as "the climate that supports expression, free thinking and constructive dialogue to discover the truth through freedom of research and dissemination without fear or restriction." The researchers define it as "the degree of practice of members of the faculty of Palestinian universities, the freedom of expression of opinion, scientific research, teaching, decision-making and serving the community within the foundations and rules of the university and society." (Al Shobaki & Abu Naser, 2017).

2. Undergraduate Students: Students learn how to control their own learning and examination, recognize what they know or remember when and how they are confused; identify obstacles or obstacles to their success. In developing academic thinking, students can see themselves as academic successes and feel strong performance and believe in their abilities. As a result, students participate in positive and effective academic behaviour and endure when they experience problems (Freina & Ott, 2015).

3. Hashemite University: often abbreviated HU, is one of the Jordanian state-run universities. It was established in 1995. The University is located in the vicinity of the city of Zarqa. As regards to the study systems, it applies the credit hour system. Each college has its own number of credit hours. The university is the first university in Jordan to apply the Two- Summer —Semester system.[2] The Hashemite University offers a variety of different master programs. It also offers an international admission program which allows non-Jordanian students to enroll at the university (Encyclopaedia of Jordanian History2006).

Problem of the Study:

The problem of the study is determined in its quest to reveal the perceived level of academic freedom among the students at the Hashemite university colleges in Jordan, as well as to identify the impact of some variables on the perceived level of academic freedom.

Questions of the Study:

This study aims to answer the following questions:

- What is the level of perceived academic freedom among the students at the Hashemite University?

- Does the level of freedom vary based on the level, gender of the student and his college?

Aims of the Study:

The study aimed to reveal the level of perceived academic freedom among the students at the Hashemite University. It also aimed to identify the extent of differences in the responses of students in the colleges of the university depending on some demographic variables.

Importance of the Study:

The importance of the study is related to the following: Senior management at the Hashemite University and the deans of colleges may benefit from the results of the study, through the feedback this study provides which may help the university decision makers in relation to the reality and degree of the perceived academic freedom in its colleges. as such it is hoped that this study will be a reference for other researches and studies in this regard given the lack of local studies about academic freedom and thus may

open the way for more studies in this field. Also, the importance of the study is attributed to the importance of the academic freedom at the Hashemite University in Jordan from the perspective of the undergraduate students, and whether there are impacts of the students' gender, academic level, or specialization.

Statistical procedures:

The instruments were administered to the participants in their regular colleges by the researcher. The researcher explained to the participants the purpose and the importance of their participation in this study. In addition, the researcher assured the participants of the confidentiality of their response and that their response would be used only for research purposes. Then, the questions booklets were distributed and instructions were given to the participants on how to answer them. The participants' responses were scored by the researcher and were entered into the computer for statistical analysis. The data were analyzed using the SPSS package.

Theoretical and Applied Importance

The study provides researchers with additional findings and recommendations in the field of academic freedom, as it makes a significant contribution for the academic freedom in universities. The study further helps to develop frameworks, foundations and rules that would contribute to the consolidation of academic freedom, and its exercise on all faculty members in the Hashemite University in a real, realistic manner in the first place, and in society as a whole in the second place, through what the university supplies to the community from graduates.

The results of this study can provide new ideas for researchers, to carry out new scientific research, which would contribute to solving some existing academic problems, or in developing academic work. On the other hand, this study can provide ideas for decision makers at the higher management level in the Hashemite University, on ways to enhance the academic freedom of the faculty members, which reflects positively on the development of the educational learning process at the university and increase the level of job satisfaction and the preservation of faculty members for their jobs in an environment witnessing a fierce competition between higher education institutions to attract teaching competencies and join their academic staff.

Population and Sample of the Study

The population of the current study consists (10000) students registered for the first semester of the academic year 2019-2020 at the Hashemite University. The sample of the Study consisted of (376) students, who were selected through the random stratified method from the community of the study which consists (10000) students. Table (1) shows the distribution of the sample according to the variables of the study.

Table (1) Distribution of the participants of the study sample according to study variables

Variable		Number	Percentage
Gender	Male	111	29.5%
	Female	265	70.5%
Level	Freshman	94	25.0%
	Sophomore	100	26.6%
	Junior	80	21.3%
	Senior	102	27.1%
College	Scientific	90	23.9%
	Humanistic	286	76.1%
Total		376	100.0

Tool of the Study: The Academic Freedom scale:

The Academic freedom Scale was developed after reviewing the Educational literature on the subject of, and benefit from Scales published in previous studies (Zain Al-Dien, 2016; Vrielink, Lemmens, & Parmentier, 2011; Tepper & White, 2009; Mills, 2018).

The initial scale consisted of (25) items, the items are represented by the five-step Likert scale. The scale was arbitrated by specialists in educational psychology, measurement and evaluation at the Yarmouk University, two items were deleted, and the final scale is made up of (23) items.

Validity and reliability

In quantitative research, the term of validity is normally used to describe what meant to be tested or measured (Field, 2005). In this paper, there are three types of validity have been achieved. Firstly, face validity has been achieved in this study be self-assuring of the instrument items to be clear, unambiguous, reasonable and more importantly relevant (Oluwatayo, 2012).

Secondly, content validity has been achieved where the content validity was applied during the developing of the instrument. All required items that must be included in the instrument were included (Boudreau et al., 2001). This was reached by careful reviewing of the related literature and then evaluation by expert judges. Thirdly, convergent validity has also been achieved where some other instruments where tested to be related to the current instrument and this was explained in the literature.

Validity coefficients were calculated using the Pearson correlation coefficient between the items and the instrument as a whole. Upon the application of the scale to (228) students from outside the study sample, two items were omitted from the scale because their correlation coefficient was less than (25.0). Accordingly, the scale consisted of 21 items in its final version.

The reliability measures consistency, precision, repeatability, and trustworthiness of a research (Chakrabartty, 2013). Some researchers see that achieving reliability can be reached by assessing multiple sources error rather than concentrating on one source (Moana-Filho et al., 2017). In order to achieve reliability, the test-re-test procedure was utilized. In addition, parallel-forms reliability was achieved by administering different versions of an assessment tool to the same group of participants

Results of the Study

- **Results related to the first question of the study:** What is the level of perceived academic freedom among the students at the Hashemite University?

In order to answer the question, means and standard deviations were calculated for the items of the scale of the study, and ranks were given to the items based on their means as shown in table (2)

Table (2): Means, standard deviations and ranks of the responses of the participants of the study sample to the items of the scale of the study.

N	Item	Mean	SD	Rank
10	The faculty teacher allows students to share their research related to the course	3.47	1.07	1
1	The university students select their specialization according to their desires and abilities.	3.45	0.99	2
12	The faculty teacher allows students to ask questions related to the lecture subject.	3.40	1.17	3
20	The university allows the students to engage in voluntary activities.	3.32	1.42	4
4	The faculty teacher gives students the opportunity to discuss aspects of the curriculum they learn.	3.30	1.29	5
5	The university provides sufficient opportunities for students to choose courses.	3.21	1.05	6
3	The university students are involved in determining the extra-curricular activities of courses.	3.17	1.13	7
11	The faculty teacher allows students to present course material in front of their colleagues.	3.17	1.28	8
6	The university students' suggestions are taken into consideration when determining the dates of the examinations.	3.15	1.10	9
9	The university students choose objectively their research topics.	3.13	1.34	10
16	The faculty teacher gives students the opportunity to express their views on political issues related to the subject.	3.12	1.36	11
19	The university allows the students to join NGOs.	3.12	1.29	12
7	The university provides opportunities for students to participate in various seminars.	3.10	1.31	13
21	Students are allowed to express their opinions freely on campus.	3.02	1.36	14
2	The university students participate in the presentation of the teaching material within the lecture	2.98	1.21	15

N	Item	Mean	SD	Rank
13	The faculty teacher gives students the freedom to express their convictions without hindrance.	2.94	1.24	16
8	The university allows students to set many committees that managed by them	2.87	1.34	17
18	The faculty teacher accepts students' criticism	2.78	1.28	18
14	The faculty teacher encourages dialogue and discussion among students during the lecture	2.73	1.25	19
15	The faculty teacher provides students the freedom to speak in different social issues relevant to the course contents	2.64	1.23	20
17	The faculty teacher accepts students' suggestions about his teaching methods.	2.37	1.18	21
	Total	3.06	0.68	

Table (2) shows that the means of the students responses to the items ranged between (2.37-3.47), with item (10) "The faculty teacher allows students to share their research related to the course" gained the highest mean, and item (17) scoring the lowest mean, and the mean for the scale as a whole is (3.06). In order to determine the degree and level of academic freedom among the students at the Hashemite University, the researcher divided the means of the students' responses into three levels:

2.38 Or below= low level of perceived academic freedom

2.39-3.57= moderate level of perceived academic freedom

3.58 Or higher= high level of perceived academic freedom

Thus, table (3) shows the frequencies and means of the levels of freedom from the perspective of the students.

Table (3) frequencies and means of the levels of freedom from the perspective of the students:

Level of perceived academic freedom	Frequency	percentage
Low	65	17.3
Moderate	215	57.2
High	96	25.5
Total	376	100

Table (3) shows that the majority of students perceive a medium level of academic freedom available at their university, while the rest of the students who participated in the study were divided between those perceive a high level of academic freedom and those who perceive that the level of academic freedom available is low.

This result can be ascribed to the nature of the Jordanian society in which the Hashemite University exists, which can be described as a traditional society, in which the concepts of freedom are not familiar to a large extent. Also this result can be ascribed to administrative and legal restrictions imposed by the Hashemite University on the students' academic freedom.

On the other hand, the university does not provide encouragement for critical thinking at the level of university education.

This result agrees with the results of previous studies conducted in similar contexts such as the study of Al-Madi (2013), which showed an average level of academic freedom at a similar university in Jordan.

Concerning the **second question of the study**: Does the level of freedom vary based on the level, gender of the student and his college?

In order to answer this question, frequencies and percentages of the levels of academic freedom as perceived by students were calculated on the light of the variables of gender, level of study and college, and Chi-square test was applied.

Table (4) shows the results concerning the differences in the level of perceived academic freedom based on the variable of gender.

Table (4): Results of Chi-Square Test for the variable of gender.

Gender		Level of perceived academic freedom			Total
		Low level	Moderate level	High level	
Male	Frequency	14	64	33	111
	Percentage according to gender	12.60	57.7	29.7	100.00
	Percentage to total	3.72	17.02	8.78	29.52
Female	Frequency	50	153	62	265
	Percentage according to gender	18.87	57.73	23.40	100.00
	Percentage to total	13.30	40.69	16.49	70.48
Total	Frequency	65	215	96	376
	Percentage according to gender	17.03	57.02	25.5	100.00
	Percentage to total	17.03	57.02	25.5	100.00
Chi-Square		5.72			
Sig.		0.057			

Table (4) shows that no statistically significant differences exist according to the gender of the student, with the value of Chi-Square at (5.72), which is not statistically significant at the level (0.05=α). This result can be ascribed to the equal treatment of students applied at the Hashemite University, in which there is no discrimination between the students based on gender.

Table (5) shows the results concerning the differences in the level of perceived academic freedom based on the variable of level of study.

Table (5) Results of Chi-Square Test for the variable of the level of study.

Student level		Level of perceived academic freedom			Total
		Low level	Moderate level	High level	
Freshman	Frequency	20	58	16	94
	Percentage according to the study level	21.28	61.70	17.55	100.00

Student level		Level of perceived academic freedom			Total
		Low level	Moderate level	High level	
	Percentage to total	5.32	15.42	4.26	25.03
Junior	Frequency	20	53	27	100
	Percentage according to the study level	20.00	53.0	27.0	100.00
	Percentage to total	5.32	14.10	7.18	26.60
Senior	Frequency	10	45	25	80
	Percentage according to the study level	12.50	56.25	31.25	100.00
	Percentage to total	2.66	11.97	6.65	21.28
Sophomore	Frequency	15	62	25	102
	Percentage according to the study level	14.71	60.78	24.51	100.00
	Percentage to total	3.99	16.49	6.65	27.13
Total	Frequency	65	215	96	376
	Percentage according to the study level	17.03	57.02	25.50	100.00
	Percentage to total	17.03	57.02	25.50	100.00
Chi-Square		14.55			
Sig.		0.02			

Table (5) shows that statistically significant differences exist according to the level of the student, with the value of Chi-Square at (14.55), which is statistically significant at the level $(0.05=\alpha)$. The highest level of academic freedom was perceived through the senior students, followed by freshmen, sophomores, and lastly the juniors.

This result can be interpreted on the light of the experiences gained by senior student through his course of study at the university, which will have an impact on his perceptions and beliefs concerning the world around him, of which the university is a part.

Also, this result can be interpreted on the light of the academic ability, that senior students can possess skills and abilities that make them superior to others, such as: reading comprehension, communicating with colleagues and teachers in an effective manner, and they can benefit from available resources. On the other hand, they are constantly ready to ask questions about new concepts and strives to understand them clearly.

Finally, this result can be interpreted on the light of distinguishing awareness: senior students will be fully aware of the events that are going on around them, as well as, having a background about the information that the teacher addresses in the classroom.

Table (6) shows the results concerning the differences in the level of perceived academic freedom based on the variable of specialization.

Table (6) Results of Chi-Square Test for the variable of specialization.

College		Level of perceived academic freedom			Total
		Low level	Moderate level	High level	
Scientific colleges	Frequency	16	49	25	90
	Percentage according to college	17.78	54.44	27.78	100.00
	Percentage to total	4.26	13.05	6.66	23.97
Humanistic colleges	Frequency	49	167	70	286
	Percentage according to college	17.13	58.39	24.48	100.00
	Percentage to total	13.03	44.41	18.62	76.1
Total	Frequency	60	215	96	376
	Percentage according to college	17.0.	57.02	25.50	100.00
	Percentage to total	17..3	57.02	25.50	100.00
Chi-Square		1.11			
Sig.		0.57			

Table (6) shows that no statistically significant differences exist according to the college of the student, with the value of Chi-Square at (1.11), which is not statistically significant at the level (0.05=α).

This result again can be ascribed to the lack of discrimination between the students of different specializations at Jordanian universities, which apply legalizations based on the Jordanian constitution which protects the rights of the various groups and individuals.

Recommendations:

Based on the results of the study, the researcher recommends:

- Raising the awareness about the academic freedom among the students, faculty members, and the staff the Jordanian universities.

- Conducting survey studies that measure the level of academic freedom among the students at various Jordanian universities.

- Supporting the academic freedom of the students at the institutions of higher education through deliberate and planned initiatives.

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