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Academic freedom for special education faculty members in Jordanian universities from their perspective

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The study aims to identify academic freedom for faculty members majored in special education in Jordanian universities from their perspective. The study used the descriptive- analytical method, and a stratified random sample to represent the study population. The sample consisted of 40 members. The results showed that all the questionnaire fields were in moderate degree. Furthermore, there were statistical differences to the degree of academic freedom for faculty members due to the variable of experiences. The study recommended the importance of achieving academic freedom through developing ideas and seeking to fulfill goals for development.

Key words: Academic freedom, special education, Jordanian universities, academic staff.

INTRODUCTION

The university is one of the most important educational institutions and most relevant to society. Every community attaches its hopes and aspirations on them to serve its children and achieve their future vision. Academic freedom is one of the most important pillars of the university, and in support of its mission in the dissemination of science, culture and community service. The university cannot produce knowledge without academic freedom. Research centers cannot work and develop without it. In order for the university to reach its goals, university administrations should pay constant attention to the development and preparation of the faculty members and meet their needs and requirements, which can be satisfied only by providing academic freedom for him.

It is expected of the university, which is the first and most important operator of producing and developing ideas, to be the sole and preferred environment for freedom of expression, exchange and discussion of opinions and ideas in a calm environment full of transparency, freedom, tolerance and openness. Without calm atmosphere, there is no escape for the university to really lose its creative enlightening role and it will become a rickety workshop that only reproduces obsolete and fossilized old ideas (Suleiman, 2006).

In order for the university to fulfill its general

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responsibilities and functions of education, scientific research, community service and development, it must have administrative and financial autonomy. The university has legal rights to manage its own affairs and funds, as in advanced European and American models, a free, efficient, and developed society. Hence the restriction of the principle of autonomy of financial and administrative universities leads to serious results at the level of scientific research therein, and it violates its functions, objectives, and responsibilities. The independence of universities professionally, financially and administratively is the most important ingredient to ensure the availability of freedom of thought and creativity of knowledge and scientific and to protect the academic freedom of universities. It has been shown by the experiences of long-established universities in democratic countries, providing academic freedom and freedom of scientific research without any negative influences has contributed to the development of scientific research.

Pushing overall human development forward with important strides will result in a very important aspect; it advances society as a whole at production levels, promotes the introduction of advanced technology, and raises the standard of living and livelihood of the population (Thabit, 2009).

The proper application of freedom and democracy is a supreme demand that conforms to different human values such as freedom, justice, equality and participation in the widest possible way. It is this freedom that has led the first industrialized countries in the world to progress in all economic, social, cultural, educational and scientific fields. The development and progress of human societies is closely linked to the application of freedom and democracy, so that it becomes a way of life for all societies. This is only possible in civil societies based on freedom, democracy, institutionalism and pluralism (Jainini, 2010).

Academic freedom has important implications such as the absolute freedom of the teaching staff to change and develop curricula as needed and to develop standards and methods of teaching in accordance with the data of the stage and the freedom of the members to conduct the various researches they desire. With the principles of intellectual freedom and scientific research and ethics without any interference from censorship the faculty should carry out professional activities without hindrance from anyone in order to enhance their professional skills that enable them to finally apply this knowledge and achieve goals (Jackson, 2005).

Academic freedom will not be true, sound and practically applicable if faculty members are not given full freedom of research without outside interference. I is inconceivable that an institution's goal should be to increase and disseminate knowledge, while at the same time placing obstacles and limitations to freedom (Standler, 2000).

Academic freedom is characterized by self-confidence. And with the collective trust of the faculty, it works to develop the queen of creativity, motivates them for renewal, and raises the incentive for ambition to reflect and innovate. This in turn pushes them towards continuity in improving performance, which is a key requirement for graduating manpower to meet the requirements of the labor market and achieve sustainable development. The sense of academic freedom promotes faculty and students' affiliation to their colleges, and their universities, as well as their community. The faculty members of many prestigious universities have the freedom to teach their students what is useful for their intellectual, scientific and psychological development, and provide them with the skills, values and attitudes that prepare them to contribute to the development of their families and community. They have the freedom to research, investigate, experiment, seek truth, and employ knowledge, in addition to the right to participate actively in decision-making related in their areas of specialty. This also applies to students who are entitled to education, course selection, specialization and appropriate time (Al-Qarni, 2009).

The researcher assumes that special education is one of the specializations that are important to professors to obtain absolute freedom to develop students' abilities; to teach people with special needs and try to improve their potential. These have the greatest impact on society in alleviating the economic burden on families and preventing community deterioration.

The problem of the study

Academic freedom is one of the most important rights that a faculty member must have individually or collectively in our universities. Through it, knowledge is investigated, developed, improved, and utilized in order to achieve the objectives that serve the community, research, study, discussion, documentation, production, lecturing and writing without the intervention of any internal or external party. Focus is particularly binding on academic freedom at a time when democracy and freedom have become an important criterion for the development and progress of societies economically, culturally, socially and politically. This occurs in the current reality of academic freedom in the Arab world in general and Jordanian universities in particular.

Since the researcher has reviewed many previous studies on academic freedom in universities, and since the results are unsatisfactory according to the researcher, it is necessary to know the reality of academic freedom and develop educational bases to benefit the faculty members at the university. Therefore, it was necessary to address the issue of disclosing academic freedom among faculty members specialize in special education to know their academic freedom.

The purpose of the study and questions

The study aims at revealing the academic freedom of the faculty members specialize in special education in Jordanian universities from their point of view by answering the following questions:

1. What is the reality of academic freedom among faculty members in special education in Jordanian universities from their point of view?
2. Are there statistically significant differences at the level of significance (α ≤5.00) in the degree of the exercise of academic freedom among faculty members in special education in Jordanian universities from their point of view based on demographic variables (Gender, experience, and academic rank).

The significance of the study

The importance of this study lies in the knowledge of the reality of academic freedom for teachers of special education in our Jordanian universities in establishing educational bases for them. It is hoped that the results will be useful to the following:

1. Ministry of Higher Education in the Hashemite Kingdom of Jordan.
2. The decision-makers in the Jordanian universities, including directors, deputies and deans through the application of academic freedoms.
3. Faculty members in Jordanian universities for them to exercise their academic freedom.

Definition of terms

Academic freedom

It is defined as the freedom of a faculty member or researcher in Jordanian universities to access data sources and information. The exchange of ideas and opinions, and their dissemination without restriction (Khataibeh, 2004) will be measured through a tool designed for this purpose.

Special education

It is defined as a group of specialized educational programs, which are offered to groups of extraordinary individuals, in order to help them to develop their abilities to the fullest and help them to adapt (Al-Rousan, 2007).

Study limits and limitations

Limits

Spatial limits: The study is limited to a group of faculty members in Jordanian universities.

Time limits: The study was applied during the academic year 2017/2018.

Limitations

1. This study was applied to faculty members in special education.
2. This study was applied to the universities of the center, specialize in special education.

LITERATURE REVIEW

Theoretical framework

The subject of academic freedom in universities and higher education is a modern old subject; at the same time, it is one of the customs that have passed through time from generation to generation and which many world universities operate on. It is not different from the concept of academic freedom, and its content in the context of the academic environment. It means the total independence of universities administratively, financially, and allowing them freedom to conduct their affairs in accordance with scientific developments. It also means that the faculty member is free to teach, research, give feedback, and participate in relevant academic decisions. It also gives the students the right to freedom of choice, learning and education without discrimination and with the multiplicity of concepts of freedom; but it includes two main concepts between them (Al-Quarni, 2009):

1. Institutional Academic Freedom: It means the protection of universities from the pressure forces on their decisions, scientific, administrative and financial orientations. It also means the freedom of the university in the selection of faculty and admission of students, and the choice of vocabulary contents and curriculum decisions.
2. Academic freedom of professor: It means protecting faculty members in a department, college, or university from bullying and fighting an idea, or interfering with their teaching, and research inside and outside the university; the Dictionary (2009) study shows that in colleges and universities, the professors were given a great deal of freedom with regard to teaching their students what they deem appropriate and choosing the appropriate teaching method that does not contradict the vocabulary of the courses approved by the department to which they belong. They are free to evaluate their students without any guidance from any party. They are also entitled to conduct research and publish their results freely and without hesitation or fear. And because the basic purpose of the university or college in addition to teaching,

research and community service is to motivate, critique and transfer knowledge to students to stimulate and sharpen their creativity and mobilize them to reach the ultimate goal. And because all of these tasks are performed by a specialized body, we must have this body. We mean the teaching staff enough of the powers set and specific which enables them to exercise the freedom to carry out their educational tasks and responsibilities (Haider, 2008).

The importance of academic freedom

The importance of higher education institutions is highlighted from the fact that science is leading to economic progress, and that human society is going to be a scientific society, whereas the degree of development, urbanization and prosperity of nations is measured by their ability to produce and apply different knowledge and sciences. This ability is measured, among other things and criteria that are very important are measured by their academic freedom, financial, administrative independence, and academic; the faculty members are able to teach, research, invent, and publish without any tutelage. The historical march of nations and high educational institutions has emphasized the need to ensure academic freedoms, and to develop appropriate mechanisms that can be passed on to future generations. This is because academic freedom has become a norm and a part of the world heritage and we hope it becomes a part of our Arab heritage (Jalaluddin, 2009).

Academic freedom is essential for all societies to advance the process of transferring and applying knowledge. It is necessary to protect the university and its freedom from interference by government officials and and other forces in its operation, especially on issues related to the selection and admission of students, appointing or removing faculty members, determining the content of curricula and courses at the university, the size and rate of growth, establishing a balance and alignment between teaching, research and advanced studies, and selecting research projects and freedom of publication. In other words, academic freedom guarantees freedom of expression, freedom of action, freedom to disseminate information, freedom to conduct research, and the distribution and transfer of knowledge without restriction from any party (Ekundayo and Adedokun, 2009).

Academic freedom is an important issue to develop the capabilities of university students in general and students of special education in particular because these groups are important as they constitute a significant proportion in our Arab societies (Al-Rousan, 2007).

Previous studies

The following are the most prominent Arab and foreign studies that the researcher was able to view in chronological order: Orubit et al. (2012) conducted a study, entitled "University Independence, Academic Freedom and Conflicts of the Union of University Employees in Nigeria, a Historical Perspective". The study aimed to present historical events related to the independence of universities and academic freedom in Nigeria from 1990 to the present. The study used the analytical method by collecting previous studies on the subject in Nigeria. The results of the study showed that academic freedom from 1950 to 1970 was non-existent as students and teachers had to abide by the laws and policies enacted by the university.

However, there were several demonstrations against these laws where a group of teachers resigned, from 1979 to 1999; the universities faced many crises, including lack of infrastructure, violation of legal procedures and repression of academic freedom. Until academic freedom was formally recognized in the laws of universities, the study recommended the importance of achieving academic freedom and self-government through the development of ideas and the pursuit of goals and objectives that will achieve progress for the people and the nation.

Khataybeh and Al-Saud (2011) conducted a study entitled "Perceptions of faculty members in Jordanian universities to the degree of their academic freedom and its relationship with their research achievement" This study aims at identifying the perceptions of faculty members in Jordanian universities and their relationship with their scientific achievement. The study population consisted of all faculty members in Jordanian universities. The sample of the study consisted of 510 members selected by stratified random method. The study results showed that the perception of faculty members about their degree of academic freedom, as well as their research achievement came to a medium degree and there is no correlation between academic freedom and the academic achievement of faculty members.

Raafit (2010) conducted a study entitled "Degree of Academic Freedom at Yarmouk and Sultan Qaboos Universities". The study aimed at identifying the degree of academic freedom available to faculty members at Yarmouk and Sultan Qaboos universities as seen by the faculty themselves. To achieve the objective of the study, a questionnaire consisting of 44 items was prepared. The sample of the study consisted of 331 faculty members from both universities; it was selected randomly. The results of the study showed that the availability of academic freedom in the universities of Yarmouk and Sultan Qaboos was significant in the fields of teaching and scientific research, and medium in the areas of opinion and expression, and community service.

Sandman (2005) conducted a study entitled “Recent Issues in the Subject of Academic Freedom”. The aim of the study was to identify contemporary issues governing academic freedom in universities and colleges in the

Table 1. Description of the demographic variables of the study sample.

Variable	Category	Repetition	Percentage
Gender	Male	21	52.5
	Female	19	47.5
	Total	40	100
The scientific qualification	Bachelor	7	17.5
	Higher Diploma	4	10.0
	Master	7	17.5
	Ph.D.	22	55.0
	Total	40	100
Practical experience	<5	14	35.0
	5-10	8	20.0
	10-15	14	35.0
	>15	4	10.0
	Total	40	100
Academic rank	Professor	9	22.5
	Co-professor	8	20.0
	Assistant Professor	7	17.5
	Teacher	5	12.5
	Assistant teacher	11	27.5
	Total	**40**	**100**

American Region of Castrin. The sample of the study consisted of all the heads of universities and deans of colleges in the region mentioned (95). The results of the study pointed to the existence of contemporary and influential issues to be identified. These include: First: relations with co-workers, second: prevailing legislation and laws; third, freedom of expression; fourth: The full independence of the teaching staff and the researcher paid attention to the importance and necessity of separating and distinguishing between academic freedom inside the university and freedom of expression outside the walls of the university.

METHODOLOGY OF THE STUDY

The study used the descriptive analytical method. Questionnaire was used to collect the data of academic freedoms among faculty members specialize in special education in Jordanian universities.

Population of the study

The study population consists of all faculty members in Special Education in five Jordanian universities.

Sample of the study

A stratified random sample was taken to represent the sample population. 40 questionnaire items were distributed to faculty members in Special Education. All the questionnaires were retrieved, bringing the number of the sample to 40 faculty members. The following is a description of the study sample.

It is clear from Table 1 that the proportion of males from the study sample was 52.5%, while the proportion of females from the study sample was 47.5%. The percentage of their educational qualification (Bachelor or Bachelor) reached 17.5%, while the percentage of their educational qualification (higher diploma) reached 10.0%; the percentage of their educational qualification (MA) was 17.5%, and the proportion of their educational qualification (PhD) was 55.0%.

It is clear that the percentage of their experience (less than 5 years) reached 35.0%, while the proportion of their experience (5-10 years) reached 20.0%; the percentage of their experience (10-15 years) reached 35.0%, and the proportion of their experience (more than 15 years) reached 10.0%.

As shown in Table 1, the percentage of their scientific rank (professor) reached 22.5%, while percentage of their scientific rank (Associate Professor) reached 20.0%; the proportion of their scientific rank (Assistant Professor) reached 17.5%; the percentage of their scientific rank (teacher) reached 12.5%, and the proportion of their scientific rank (assistant teacher) reached 27.5%.

In examining the demographic characteristics of the study sample, it can be concluded that these results as a whole provide a reliable indicator of the eligibility of respondents to answer the questions in the questionnaire, and then rely on their answers mainly to derive the targeted results of the study.

Study tool

After the study problem, questions and hypotheses have been identified; the researcher prepared a questionnaire to measure the degree of academic freedoms among faculty members specialize in special education in Jordanian universities; the questionnaire was divided into two sections, namely:

Table 2. Reliability coefficient of internal consistency of questionnaire dimensions (Cronbach-Alpha).

No.	Dimension	Alpha (α) value
1	Freedom of expression	0.961**0**
2	Freedom of teaching	0.960**0**
3	Freedom to participate in academic decisions	0.944**0**
4	Freedom of scientific research	0.954
Total		0.985

Table 3. Averages and standard deviations for all areas of academic freedom among faculty members in special education in Jordanian Universities from their point of view.

Domain number	Field	SMA	Standard deviation	Degree of approval
1	Freedom of expression	3.18	0.96	Average
2	Freedom of teaching	3.15	0.90	Average
3	Freedom to participate in academic decisions	3.18	0.94	Average
4	Freedom of scientific research	3.20	0.86	Average
	Total degree	3.18	0.87	Average

Section I: Demographic variables, namely: gender, experience, scientific rank.
Section II: paragraphs of the questionnaire were divided into four areas:

The first area is freedom of expression, which includes (9) items.
The second area, which is freedom of teaching, includes (9) items.
The third area is the freedom to participate in academic decision-making, and includes (6) items.
The fourth area is the freedom of scientific research, and includes (9) items.

Validity and reliability of the study tool

The validity and reliability of the study tool were verified by ensuring:

1. Tool validity: The initial validity of the study instrument, namely the questionnaire, was verified by presenting it to a group of arbitrators and specialists in this field.
2. Tool reliability: In order to ensure that the questionnaire measures the factors to be measured, and verifying its validity, the researcher tested the internal consistency of the items of the scale; the coherence of the scale was evaluated by calculating the Cronbach Alpha coefficient. This is because the Cronbach-Alpha test is based on the consistency of the individual's performance from one item to another, and indicates the strength of correlation and consistency between the items of the scale in addition to reliability. Reliability coefficients as shown in Table 2 are indicated by the high privilege of the tool with a total stability of 0.985.This indicates the ability of the questionnaire to achieve the objectives of the study. It is clear from the table that the highest stability factor for the questionnaire dimensions was 961.Note that the minimum value of stability was 944.0. This indicates that the results of the questionnaire can be stable as a result of their application.

Study procedures

After confirming the validity and stability of the study tool and determining the required sample for the purposes of applying the study tool, the researcher distributed it to the study sample. Each of the statements for each item of the second part of the questionnaire is given scores to be treated statistically as follows: Very high (5) degrees, high (4) degree, medium (3) degree, weak (2) two degree, very weak (1) one degree.

RESULTS AND DISCUSSION

This chapter examines the questions that the study relied on through the questionnaire sections to reveal the degree of academic freedoms among faculty members in special education in Jordanian universities from their point of view. The answer to the first question: What is the reality of academic freedom among faculty members specialize in special education in Jordanian universities from their point of view? Table 3 shows the arithmetic averages and standard deviations of the responses of respondents to the reality of academic freedom among faculty members. In the special education in Jordanian universities from their point of view it is divided into their fields: The results showed that the field of freedom of expression obtained an Arithmetic mean of 3.18, and a standard deviation of 96; the field of freedom of teaching also got an average of 3.15, and a standard deviation of 90.The field of freedom to participate in academic decision-making obtained an average of 3.18, and a standard deviation of 0.94.The freedom of scientific research also obtained an arithmetic average of 3.20, and a standard deviation of 86.

Arithmetic averages for the fields of study

The field of freedom of expression

The arithmetic averages and standard deviations were

Table 4. Averages and standard deviations for all items relating to freedom of expression.

Item number	Item	SMA	Standard deviation	Rank	Degree of approval
9	I exercise freedom of expression regardless of my social status	3.35	1.12	1	High
8	The University encourages free thinking	3.25	1.17	2	High
4	I exercise freedom of expression regardless of my religious beliefs	3.23	1.07	3	Average
5	I can express my opinion freely in public meetings and events at the university	3.2	1.02	4	Average
3	The University encourages teachers to freely form their own convictions and opinions	3.18	0.98	5	Average
5	I can express my opinion in full freedom	3.13	1.09	6	Average
6	The University encourages the organization of free meetings and dialogues between teachers	3.12	1.26	7	Average
1	I exercise freedom of expression regardless of my specialty	3.10	1.03	8	Average
7	I can freely explain the scientific explanations related to my academic specialization	3.03	1.1	9	Average
	Total	3.18	0.96		Average

calculated for all items related to the field of freedom of expression as shown in Table 4. The table shows the averages and standard deviations, where the averages ranged between 0.353 and 3.03. The general arithmetic mean is 3.18, then came item (9), which provides that "I exercise freedom of expression regardless of my social status"; it ranked first with an arithmetic average of 3.35, and a standard deviation of 1.12. Item (7) states that: "I can freely offer scientific explanations concerning my academic specialization" in the last rank with an arithmetic average of 3.03, and a standard deviation of 1.1.

The field of freedom of teaching

Arithmetic averages and standard deviations were calculated for all items related to the field of freedom of teaching as shown in Table 5. The table shows the averages and standard deviations, where the averages ranged between 0.303 and 3.00 compared to the general arithmetic mean of (3.15).Item (18) states that "I have the freedom to choose the reference for the materials I teach" ranked first with an arithmetic average (3.30), and a standard deviation of 1.16; item(11) states that: "Commit to the implementation of the study plan during the semester"; it ranked last with an average of 3.00 and a standard deviation of 0.90.

The field of freedom to participate in academic decisions

The averages and standard deviations were calculated for all items related to the field of freedom of participation in academic decisions as shown in Table 6. The table shows averages and standard deviations, where the averages ranged between 0.333 and 3.00 compared to the overall average of 3.18.Item (21) states that "I have the freedom to participate in the discussion of topics related to the nature of my work within the department"; it ranked first with an arithmetic average 3.33, and a standard deviation of 1.12; item (20) states that: "I have the freedom to participate in scientific committees at the department level"; it ranked last with an arithmetic mean of 3.00 and a standard deviation of 1.09.

Freedom of scientific research

Arithmetic averages and standard deviations were calculated for all items related to the field of freedom of scientific research as shown in Table 7. The table shows averages and standard deviations, where the averages ranged between 0.303 and 3.10 compared with the general arithmetic average of 3.20. Item (33) states that "The University supports my participation in specialized scientific conferences"; it ranked first with an arithmetic average of 3.30, and a standard deviation of 1.02; item (29) states that: "I can do research and choose the subject I want to do without any influences from the university administration"; it ranked last with an arithmetic average of 3.10 and a standard deviation of 0.96.

Gender

To answer the second question: Are there any statistically significant differences at the level of significance ($\alpha \leq 5.00$) in the degree of practicing academic

Table 5. Averages and standard deviations for all items related to the field of teaching freedom.

Item number	Item	SMA	standard deviation	Rank	Degree of approval
18	I have the freedom to choose a reference for the subjects I teach.	3.3	1.16	1	Average
14	I have the freedom to choose the courses offered as appropriate for the academic specialization	3.28	1.01	2	Average
16	I have the freedom to choose topics related to the subject I teach	3.18	0.98	3	Average
15	I can talk freely with my students inside the lecture hall	3.15	0.98	4	Average
17	The university allows me the freedom to spread the truth in the way I see fit	3.14	1.05	5	Average
10	I can choose the method that I consider appropriate to convey the scientific content of the students without any restrictions	3.13	1.11	6	Average
12	The University provide appropriate teaching aids and techniques upon request	3.12	1.02	7	Average
13	I have the freedom to evaluate my students and give them the marks they deserve without external influences	3.03	1	8	Average
11	Commit to implementing the pre-planned study plan during the semester	3.00	0.99	9	Average
	Total	3.15	0.90		Average

Table 6. Averages and standard deviations for all items relating to freedom of participation in academic decisions.

Item number	Items	SMA	standard deviation	Rank	Degree of approval
21	I have the freedom to participate in the discussion of topics related to the nature of my work within the department	3.33	1.12	1	Average
22	I have the freedom to discuss and criticize the prevailing legislation in the university	3.28	1.01	2	Average
19	I have the freedom to participate in academic decisions regarding the nature of my work	3.18	1.11	3	Average
23	I have the freedom to discuss the topics raised in the department council or college council without any external influences	3.17	0.98	4	Average
24	I have the right to freely discuss the decisions of the university administration concerning me and my work.	3.15	1.08	5	Average
20	I have the freedom to participate in scientific committees at the department level	3	1.09	6	Average
	Total	3.18	0.94		Average

freedom among faculty members in special education in Jordanian universities from their perspective based on demographic variables (gender, experience, academic rank)? The value of T for the average degree of exercise of academic freedom was extracted among faculty members in the special education in Jordanian universities according to gender (male, female); the value of (T) was extracted for the average of the two categories, namely, male and female, and the results are as shown in Table 3. The results in Table 8 indicate that there is no statistically significant difference at the level of significance ($\alpha \leq 0.05$), between the arithmetic mean of the answers of the members of the two categories. They are male and female in the degree of exercise of academic freedom among faculty members from their point of view due to the gender variable. The significance level was

Table 7. Averages and standard deviations for all items relating to freedom of scientific research.

Item number	Items	SMA	standard deviation	Rank	Degree of approval
33	The university supports my participation in specialized scientific conferences	3.3	1.02	1	Average
28	Universities have books, journals, and modern scientific resources that support my research decisions	3.28	1.04	2	Average
30	In its legislation, the university provides fair standards for academic promotion	3.28	1.06	3	Average
32	The university allows faculty members to receive financial support from institutions other than the university	3.23	0.97	4	Average
27	I have the freedom to choose the scientific journals that I want to publish in it	3.2	0.85	5	Average
31	The university encourages joint work among faculty members in the field of scientific research	3.18	1.01	6	Average
25	I can communicate without restrictions to those who can support me financially, for the purposes of scientific research	3.15	1.1	7	Average
26	The university financially supports faculty members to carry out their research	3.13	1.02	8	Average
29	I can do research and choose the subject that I want to do without any influences from the university administration	3.1	0.96	9	Average
	Total	3.20	0.86		Average

Table 8. Arithmetic averages, standard deviations and value of (T) for male and female study sample responses.

Field	Group	SMA	Value (t)	Significance level
Freedom of expression	Males	3.10	-0.546	**0.588**
	Females	3.26		
Freedom of teaching	Males	3.16	0.084	**0.933**
	Females	3.13		
Freedom to participate in decision-making	Males	3.13	-0.334	**0.741**
	Females	3.24		
Freedom of scientific research	Males	3.21	0.067	**0.947**
	Females	3.19		
Total degree	Males	3.15	-0.203	**0.840**
	Females	**3.21**		

higher than 0.05, which is not statistically significant in special education in Jordanian universities.

Experience

Analysis of single variance (ANOVA) was used in the study of the degree of exercise of academic freedom among faculty members in Special Education in Jordanian universities from their point of view (Table 9). The table indicates that there are statistically significant differences at the level of significance (α≤ 0.05) in all fields, because the level of significance was less than (0.05), which is statistically significant.

To find the source of the differences, a Scheffe test was conducted for the post comparisons as shown in

Table 9. Analysis of the variance of the differences in the degree of exercise of academic freedom among faculty members in specialization special education in Jordanian universities from their point of view due to the variable of experience.

Field	Contrast source	Total squares	Degree of freedom	Average squares	Statistical (P)	Significance level
Freedom of expression	Between groups	17.064	3	5.688	10.958	0.000
	Within groups	18.686	36	-0.519		
	Total	35.750	39			
Freedom of teaching	Between groups	13.180	3	4.393	8.602	0.000
	Within groups	18.385	36	0.511		
	Total	31.565	39			
Freedom to participate in decision-making	Between groups	14.925	3	4.975	9.103	0.000
	Within groups	19.675	36	0.547		
	Total	34.600	39			
Freedom of scientific research	Between groups	14.032	3	4.677	11.374	0.000
	Within groups	14.805	36	0.411		
	Total	28.837	39			
Total degree	Between groups	14.415	3	4.805	11.672	0.000
	Within groups	14.821	36	0.412		
	Total	29.236	39			

Table 10. Dimensional comparisons in a "Scheffe" way the degree of practicing academic freedom among the faculty members in the special education specialization in the Jordanian universities from their point of view is attributed to the variable of experience.

Field	Categories (years)	SMA	<5 years	5-10 years	10-15 years	15 years
Freedom of expression	<5	2.41				
	5-10	2.96	0.54563			
	10-15	3.86	1.44444*	0.89881		
	>15	3.89	1.47619*	0.93056	0.03175	
Freedom of teaching	<5	2.58				
	5-10	2.72	0.14286			
	10-15	3.81	1.23016*	1.08730*		
	>15	3.67	1.08730	0.94444	0.14286	
Freedom to participate in decision-making	<5	2.46				
	5-10	3.00	0.53571			
	10-15	3.85	1.38095*	0.84524		
	>15	3.75	1.28571*	0.75000	0.09524	
Freedom of scientific research	<5	2.45				
	5-10	3.22	0.76984			
	10-15	3.72	1.26984*	0.50000		
	>15	**3.97**	**1.51984***	**0.75000**	**0.25000**	

* indicates existence of differences between the intersecting categories at the number.

Table 10. The table shows values that show variance and statistically significant categories. and to find out in favor of any class we look at the arithmetic mean, where the differences are favorable to the group with the highest

Table 11. Analysis of the variance of the differences in the degree of exercise of academic freedom among the faculty members in the specialization Special Education in the Jordanian universities from their point of view due to the variable of academic rank.

Field	Source of contrast	Total squares	Degree of freedom	Average squares	Statistical (P)	Significance level
Freedom of expression	Between groups	18.885	4	4.721	9.797	0.000
	Within groups	16.866	35	0.482		
	Total	35.750	39			
Freedom of teaching	Between groups	11.824	4	2.956	5.241	0.002
	Within groups	19.741	35	0.564		
	Total	31.565	39			
Freedom to participate in decision-making	Between groups	15.919	4	3.980	7.456	0.000
	Within groups	18.681	35	0.534		
	Total	34.600	39			
Freedom of scientific research	Between groups	14.668	4	3.667	9.058	0.000
	Within groups	14.169	35	0.405		
	Total	28.837	39			
Total degree	Between groups	15.031	4	3.758	9.259	0.000
	Within groups	14.205	35	0.406		
	Total	29.236	39			

average. It was in favor of a class (more than 15 years) in the fields of freedom of expression and freedom of scientific research. It was also for the benefit of the category (10-15 years) in the areas (freedom of teaching, freedom to participate in decision-making).

Academic rank

ANOVA was used in the study of the degree of the exercise of academic freedom among faculty members in Special Education in Jordanian universities from their point of view which is attributed to the academic Rank variable as shown in Table 11. The table indicates that there are statistically significant differences at the level of significance ($\alpha \leq 0.05$) in all fields, because the level of significance was less than (0.05), which is statistically significant. To find the source of the differences, Scheffe test was performed for the post comparisons as shown in Table 12. The table shows values that show variance and statistically significant categories. To find out in favor of any category we look at the arithmetic mean; the differences are in favor of the higher average group. It was in favor of a class (professor) in all areas of study.

Conclusion

The first question

The results of the analysis of arithmetic averages and standard deviations showed that the field of freedom of expression obtained an average of 3.18. And the field of freedom to participate in academic decision-making obtained an average of 3.18. The field of freedom of scientific research obtained an average of 3.20, and at an average level of importance. This indicates that the faculty members of the Jordanian universities carry out their responsibilities and functions in the educational processes, for continuous development. It is also attributed to the existence of a kind of independence in the administrative, financial and educational processes.

The field of freedom of expression

The results of the arithmetic averages for this field ranged from 0.353 to 3.03 to a medium degree; this indicates that the faculty members in the special education in Jordanian universities practice the freedom of expression and exchange ideas and discuss them openly.

The field of freedom of teaching

The results of the averages ranged from 30.3 to 3.00 and with a medium degree. It indicates that the faculty members in the special education in Jordanian universities have the freedom of thought and scientific and cognitive creativity without the presence of purposeful negative influences that develop the educational process.

Table 12. Comparative methods in the degree of exercise of academic freedom among faculty members in special education in Jordanian Universities from their point of view.

Field	Categories	SMA	Professor	Co-professor	Assistant professor	Teacher	Assistant teacher
Freedom of expression	Teacher	4.00					
	Co-professor	3.57	.43056				
	Assistant professor	3.51	.49206	.06151			
	Teacher	2.58	1.42222*	.99167	.93016		
	assistant teacher	2.27	1.72727*	1.29672*	1.23521*	.30505	
Freedom of teaching	Teacher	3.83					
	Co-professor	3.51	.31327				
	Assistant professor	3.30	.52557	.21230			
	Teacher	2.53	1.29383	.98056	.76825		
	Co-professor	2.51	1.32211*	1.00884	.79654	.02828	
Freedom to participate in decision-making	Teacher	4.02					
	Co-professor	3.50	.51852				
	Assistant professor	3.40	.61376	.09524			
	Teacher	2.57	1.45185*	.93333	.83810		
	assistant teacher	2.41	1.60943*	1.09091	.99567	.15758	
Freedom of scientific research	Professor	3.99					
	Co-professor	3.39	.59877				
	Assistant professor	3.52	.46384	.13492			
	Teacher	2.87	1.12099	.52222	.65714		
	Assistant teacher	**2.37**	**1.61392***	**1.01515***	**1.15007***	**0.49293**	

* indicates existence of differences between the intersecting categories at the number.

The field of freedom to participate in academic decisions

The results of the mean averages ranged between 0.333 and 3.00 and with a medium degree. It indicates that the faculty members in the special education in Jordanian universities apply academic freedom in an effective way to participate in academic and administrative decisions.

Freedom of scientific research

The results of the arithmetic averages ranged from 0.303 to 3.10 and with a medium degree. It indicates that the faculty members in the special education in Jordanian universities have sufficient freedom to change and develop curricula and choose appropriate teaching methods without any intervention for the purposes of scientific research and supporting the development process in universities.

The second main question

The absence of statistically significant differences in the degree of practicing academic freedom among faculty members was attributed to the gender variable. This can be attributed to the fact that faculty members are not affected by the degree to which Jordanian universities exercise academic freedoms by gender. The appearance of male members does not differ from females.

There is statistically significant difference in the degree of exercising academic freedom among faculty members due to variable experience. This result can be explained by the experience of faculty members in Jordanian universities; it does not affect the exercise of academic freedoms. Understanding and practicing academic freedom by university faculty enables them to use them regardless of experience.

The statistically significant differences in the degree of exercise of academic freedom among faculty members are attributed to the variable of academic rank. And this can be explained by the fact that the academic rank of faculty members in Jordanian universities affects the degree of their exercise of academic freedom.

Recommendations

Based on the findings of the study, the researcher recommends the following:

1. The need to separate and distinguish between academic freedom and freedom of expression within the university.
2. The need to achieve academic freedom through the development of ideas and the pursuit of goals that will achieve progress in all areas of life.
3. The need to improve the concept of academic freedom among faculty members and open the competition market by defining the basic objective of academic freedom.
4. The need to emphasize the academic freedom of the teaching staff in order to increase the development of universities, which is reflected on the communities positively.
5. The need to give faculty members freedom in universities to get students to the maximum degree of development of their abilities and increase their knowledge.
6. Application of this study to other areas of specializations other than special education.
7. Application of this study to other universities other than the universities of the center.
8. The application of this study to other universities other than the central universities in the Kingdom.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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