



# **The Degree to which Researchers in the Field of Psychological Sciences Practice Academic Freedom from their Point of View: A Comparative Field Study on a Sample of Master's and Doctoral Researchers**

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## **Abstract:**

The The study aimed to identify the degree to which researchers in the field of psychological sciences possess academic freedom from their point of view, and to identify the differences in their academic freedom according to gender, and the academic degree registered. The sample of the study in its final form consisted of (95) postgraduate researchers who are registered for two master's degrees. and PhD in the field of psychological sciences in some faculties of education and arts in Egyptian universities. The measure of academic freedom was applied to them by the researcher. The results of the study indicated that freedom of expression ranked first in academic freedom for researchers in the field of psychological sciences, followed by freedom of scientific research in second place, and freedom of decision-making ranked third, while freedom of thought was the least academic freedom they had. The results also showed that there were no differences between researchers in the field of psychological sciences according to gender and the academic degree registered in academic freedom.

**Key words:** Academic freedom - Researchers in the field of psychological sciences - Gender - Degree.

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## **Introduction:**

Scientific research is one of the functions of the main university, which it carries out through its research centres, faculties and various units. However, the cornerstone of the university's scientific research process is faculty members. They carry out scientific research projects, both through their personal and institutional efforts. They oversee their students' scientific research projects in their graduate years and closely follow the master's and doctoral theses of their supervised students. However, all these research efforts of the faculty will not be successful, will not be accurate and objective, and will be valuable and useful only if they take place in appropriate psychological and living conditions, or if they are done away with fear and terrorism that restrict the freedom of the researcher.

In order to affirm the best possible development for the dissemination of knowledge, society and the State must guarantee members of the academic community the freedom they need to research and teach, and they must be able to achieve and pursue the goals without any threat to their lives, mental autonomy or freedom that they need to live. That is why they will do their utmost to achieve the best of society's mandated actions, on which they are hired, namely, the development, development and dissemination of knowledge.

Academic freedom; Accordingly, it is not an advantage for the minority, but as a team to enable members of the academic community to carry out and achieve their mission. Truth traces requires the use of critical input to build these realities, which may not be considered as political, cultural and social elites, or sometimes as members of the scientific and academic community.

It was therefore important for society and the State to protect members of the academic community against conspiracies and intrusions that might prevent them from challenging certain concepts that might be accepted as facts. Thus, members of the scientific and academic community have the right and duty to adopt the monetary input in order to reach the facts and to pursue their research without fear or courtesy and to know their students and their community's findings.

On this basis; The academic freedom of members of the scientific and academic community, whether university professors, researchers, research assistants or student teachers, is to have the right to what the university or educational and research institution offers, as stated in the Declaration of Human Rights in the article. (26) Paragraph (1) "Everyone has the right to higher education on merit" (Thorns, 1998, 403-404). In this regard, Alkandari, Shaheen and Ahmad (2011, 68) agree; strangely (2012, 24; 2015:275.); Al-Ghamdi (2018, 96); Omari and Hareen (2020, 1) that academic freedom is a human right, and if human rights are general, academic freedom is especially for members of the scientific and academic community, and some may see a contradiction, but academic freedom is not a privilege, because it is within the requirements of the intellectual, constitutional and legal heritage of human rights; Although it is a new call, its meaning and purpose are found in human rights principles and instruments.

Haff (Huff, 2005) notes that in Arab society, two frameworks must be used for the first academic freedom test: the political framework and the factors emanating from the State's controlling agents, and the second: the religious and cultural framework based on religious traditions. The main theme here is that these frameworks are firmly integrated together, supporting each other, and this relationship plays a significant role in shaping the way political, cultural and educational issues, such as academic freedom, are understood.

Academic freedom is of great importance to researchers' and faculty practices; They help them to invest optimally in their abilities, stir up their ideas and independence of opinions, objectivity in making judgments, and draw conclusions themselves (Al Khazaleh, 2016, 135).

This study is designed to reveal the extent to which researchers in the field of psychological sciences exercise academic freedom from their point of view in Egyptian universities, and to indicate the difference in their gender and their registered degree.

Study problem:

Since the present study seeks to address a vital and important topic, which is of great importance and presence in the literature of psychological and educational scientific research, as well as the breadth of our current era and the need to increase the freedom of opinion to be granted to individuals and peoples, and to establish human rights and freedom in all reform forums, the present study identifies its problem in trying to answer the following questions:

- 1-How far have researchers in the field of psychology exercised academic freedom?
- 2-Does the exercise of academic freedom among psychosocial researchers vary by sex (male-female)?
- 3- Does the exercise of academic freedom among researchers in the field of psychology vary according to the registered degree (master's degree - doctorate)?

Objectives of the study:

The present study aims to:

- 1-Psychological Haddarah Researchers practice psychological sciences for academic freedom from their point of view.
- 2- Identify the extent of differences in academic freedom among psychoscience researchers according to gender (male-female).
- 3- Determine the extent of differences in academic freedom in psychological science researchers according to the registered degree (master's degree - doctorate).

### Importance of the study:

The study of academic freedom among researchers in general is an important necessity, and its importance is further enhanced by the importance of the society in which it has been applied, namely, researchers in Egyptian universities interested in the field of psychological sciences, for their important place in the success of the educational process. As academic freedom, and research achievement among researchers interested in the field of psychological sciences constitute an important scientific means of achieving the university's functions, the constant pursuit of freedom and independence, and the distance from subordination and submission to others. This can only be done through awareness of the importance of academic freedom within educational institutions in every field and place to build a generation where freedom of expression is rooted, Embracing others' views, open dialogue and intellectual and behavioural attitudes to achieve a paradigm shift to build generations and prepare them to be active and prominent in the educational process – learning.

### Terms of study:

1- Academic Freedom: the current researcher defines it as "the right of researchers to do their work, to express their views on various academic subjects by giving them a sense of security to conduct their scientific research freely; freedom; While not escaping the legacy of society and going beyond societal control, not encroaching on values, but consciously taking them into account the requirements of the interests of society as a whole ", procedurally known as the various scores obtained by the researcher/researcher in the field of psychosciences in performance on the scale of academic freedom prepared/current researcher.

2- Research in the field of psychological sciences: The researcher defines them as "postgraduate students of both sexes enrolled in master's and doctoral degrees in psychosciences at the faculties of education and arts at some Egyptian universities."

### Theoretical framework and previous studies:

Since academic freedom represents a general and hopeful human requirement living in every human being's conscience; At the social level, it is a precious security pursued by all peoples.

Academic freedom as a meaning or content is also as old as human freedom of thought B.C., but as a term most sources agreed that its inception dates back to the middle ages, specifically in European universities; The faculty of these universities was independent of the influence of external forces in society (Al-Zafiri and Al-Azmi, 2013, 98).

The definitions of academic freedom are multiple and varied; Abdel Rahman (1968, 26) notes that academic freedom is "the amount of freedom of government available to both teachers and pupils, in their quest for science and knowledge. It is the teacher's and student's freedom within the educational institution to follow up and seek knowledge; In this sense, it encompasses all environments and stages of educational jurisprudence, including primary, secondary and higher level. "

Robinson & Moulton, 2002, states that "freedom of opinion, conscience and knowledge in its discovery, design, dissemination and exchange, including the right to seek effective means of access".

The soldier (2006, 32) defines it as "the freedom of students within the university to exercise their human and educational rights in all aspects of their university life freely".

Al-Dhivani (2007, 63) notes that it is "a term intended to express the need for academics to have a climate of freedom in their midst, and to work in a scientific environment that provides universities in general and academics in particular with independence and the right to produce knowledge and deal with it freely, accountable according to objective methodologies and with specific objectives, beginnings and itineraries."

Al Salem states (2016, 145) that it is "the right of university students to express views and ideas, take decisions, choose the contents of curricula, fields of scientific research, participate in social and political

activities, and participate in decision-making, within the framework of legitimacy defined by the university's regulations and regulations and imposed by the values and principles of society, without pressure or coercion".

Saeed Al-Ibrahim (2017, 265) considers that it is "the right of faculty members to express views and ideas, the freedom to choose and teach the contents of teaching subjects, the freedom of scientific research, and the freedom to serve society without any external interference whatsoever."

Al-Ghamdi (2018, 91) notes that it is "the right of faculty members to participate in academic decisions affecting them, and their freedom to perform their functions without being subjected to any harassment that deprives them of their rights or impedes their efforts to seek, share and declare scientific truth, in the absence of such freedom as a platform for achieving personal, ideological or political purposes."

Finally, Omari and Guerrillas (2020, 2) provided a definition stating that "the freedom to teach and conduct research in any field without restriction, and the freedom to discover and disseminate new ideas regardless of how they give rise to controversy; Like other acceptable freedoms, they require individuals, authorities and Governments not only to allow scientists to operate freely, but also to prevent any interference with this freedom, as well as to provide society with good conditions and environment for the generation, care and free exchange of ideas. "

From the foregoing, it is clear that we are in front of a philosophical, psychological, social, political and legal concept, but mainly a contractual and procedural concept. That is to say, academic freedom is a direct reflection of the socio-historical role of the university institution within our contemporary societies that runs counter to the sole and unilateral vision of society within this pluralistic and pluralistic space.

Academic freedom, as the soldier states (2006, 36), is not an end in itself so much as a means of developing or creating the climate surrounding the components of the educational process. (Professors, researchers, students and programs), it is the surest guarantee of the growth and development of knowledge and the provision of the climate to take advantage of the achievements of science and human civilization in the richness of university life, which is achieved by freedom of choice and reflection and is compatible with human nature.

Academic freedom encompasses a variety of dimensions, including: freedom of thought, the individual's ability to express his or her opinion and thought in a clear, audible, sincere and unrestricted voice, to come up with the facts and interpretations on which he or she relies, as well as his or her ability to apply his or her idea as life practices to his or her goal (Neave, 2000); freedom of search, It is intended to freely unleash one's energies and exercise the right to present, discuss and prove one's thoughts without intolerance, taking into account objectivity and respecting the other's opinion, thereby helping to innovate; freedom to express one's opinion, namely the ability to prepare one's point of view in a sense, to unleash one's intellectual powers and the right to debate, dialogue and constructive criticism objectively (Caston, 1989); freedom of choice, Cabal (Cabal, 1988) stressed that the degree of an individual's actions is determined by their necessity and is a condition for the attainment of freedom. Freedom is a conscious activity with clear objectives and specific controls, which must be known and applied practically and intellectually.

There have been numerous studies and previous Arab and foreign research on the exercise of academic freedom in universities. (Taha, 2001) A study aimed at identifying the meaning and extent of academic freedom in Arab universities The study was based on the historical curriculum and 8 university professors with experience in education at Arab universities were interviewed. And one of the most important findings of the study historically is that Muslim Arabs enjoy a great field of academic freedom, At present, academic freedom has begun to be limited as a result of the Government's interference in the formation of higher education. The topic of academic freedom needs many research that takes place in each Arab wilaya individually due to the multiculturalism of Arab subcultures that make it difficult to disseminate the results of this study.

Rich's study (Rich, 2002) aimed at focusing on freedom of expression and practice by teachers at American State educational institutions according to academic freedom. The sample of the study included a number of teachers from university colleges so that they had a clear perception of the study. The study relied on a case study method, focusing on elements in such a situation such as academic freedom and the extent to which it was exercised, the responsibilities of the teacher, the discussion of his or her most prominent material matters, and the teacher's interest in that right. The study found that academic freedom and the practice of teachers was through discussion of related subjects, and that the teacher was aware of the extent to which his freedom of expression was responsibly protected, but within the limits of responsibility, so that school matters could be strengthened. The study also called for more appropriate measures to protect academic freedom, namely legal legislation.

The Boland study (Boland, 2003) aimed to ascertain the extent to which academic freedom relates to the concept of expression of opinion in the United States of America. The researcher used the public interview method as a tool for study to ask questions about the subject of academic freedom of expression in American educational institutions, reflecting on the curriculum adopted in those academic institutions. The study's findings indicated that external interventions in educational institutions have become frequent in recent times, owing to certain political conditions that have promoted or weakened academic freedom.

Al-Sisi and Nasr (2004) conducted a study aimed at examining the concept of academic freedom and its components and determining the availability of the necessary requirements for its practice from the point of view of Egyptian university students. The study used the prescriptive curriculum to suit the nature of the study. The sample also included 1,000 students. The most important study showed the availability of academic freedom for university students in Egypt with a low degree, The lack and absence of statistically significant differences in the availability of academic freedom are the university's students according to the variable type and statistically significant differences in the availability of academic freedom for university students according to the variation of the university's type for the benefit of the private, Also according to the specialization variable for the benefit of scientific disciplines and also for the study system variable for the benefit of credit hours.

The Shabul Study (2007) was designed to identify the realities of the exercise of academic freedom in Jordan's official and private universities, as seen by teaching staff and students. To this end, the study used the analytical descriptive curriculum based on the study, analysis and comparison of the realities of the exercise of academic freedom. The articles of the Jordanian Constitution, the National Charter, the Law on Associations, the Law on Higher Education and the Law on Private Universities were analysed. The faculty and students involved in the study were then interviewed. In addition, the researcher used the identification method for all data. The study sample consisted of 852 faculty members, 1,087 students and the most important results of the study showed that males are more in exercise of academic freedom, and the results showed that faculty and students at private universities exercise academic freedom in its various forms more than their counterparts at public universities.

The Balaasi study (2008) was designed to determine the degree to which academics in Saudi Arabia exercise academic freedom. The researcher used the descriptive curriculum to suit the nature of the study. The study community is made up of all 734 members of the faculties of education at official universities. The sample study was selected in a randomized class manner to include (4) universities out of six with faculties of education, and (150) members were selected to participate in this study. The study's findings showed that the exercise of academic freedom by academics at schools of education in Saudi Arabia was entirely moderate and recommended that the concept of academic freedom should be adopted as a right acquired by members of the academic community.

The study of Al-Burgis (2009) aimed to learn the degree of students of Al-Jawf University exercising academic freedom from their point of view and the consideration of faculty members of the Faculty of Education at Al-Jawf University in Saudi Arabia. (2008 - 2009), numbering 7,841 students, as well as all faculty members of the Faculty of Education (196) members, the study found that the degree of students

exercising freedom is average from the faculty's point of view, while few came from the student's point of view. There are statistically significant differences in students' average response to their degree of exercise of academic freedom according to sex and in the interests of males versus females.

Macfarlane's study (Macfarlane, 2012) presented a different vision of academic freedom when it published a working paper that attempted to reframe academic freedom, noting that most studies on academic freedom spoke of academic faculty rights and did not speak of academic rights for university students. The researcher made a number of points, including his attempt to distinguish between negative rights and positive rights, and demanded that students' academic rights be promoted and that this may have a positive impact on the student's personality.

The Kandri Study (2013), aimed at learning about academic freedom opportunities available to students at Kuwait University, used the analytical descriptive curriculum to achieve the study's objectives, and the sample of the study consisted of (570) students, and the study found that the sample individuals' estimates of academic freedom opportunities available to them at the university were between high and medium in many areas, The study showed that there were differences between the sample's views on the availability of freedom opportunities for female students But the study did not indicate differences between the sample's views attributable to college and school years, The study recommended raising teachers' awareness of the importance of encouraging students to discuss in lectures and not to be punished or abused if they disagree with the professors' opinion.

Al-Zafiri and Al-Azmi (2013) conducted a study aimed at identifying the degree of freedom exercised by Kuwait University students for academic freedom and the role of the curriculum in promoting it. This study followed the survey descriptive curriculum suited to the nature of the study, and the sample of the study consisted of (707) students, and the study found that the sample individuals' estimates of their degree of freedom exercise at Kuwait University were average in all fields, Nor did the results indicate statistically significant differences between averages attributable to the species variable and, on the other hand, indicated differences between the averages attributable to specialization and college, This is an indication that the nature of the curriculum in theoretical colleges helps the university student to exercise his academic freedom, especially in expressing opinion more than the nature of the curriculum in scientific colleges.

Al-Rashidi's study (2014) aimed at identifying the realities of academic freedom and its role in achieving autonomy among students of the Faculty of Education of Saudi Universities. It also seeks to know the problems faced by students of the Faculty of Education of Saudi Universities in implementing academic freedoms. The study followed the analytical descriptive curriculum, the sample of which consisted of 1,068 students, and the study found that the indicators of all axes of academic freedom were substantially achieved, except for participation in decision-making.

The Salem Study (2016) aimed to ascertain the reality of students exercising academic freedom in Saudi public and private universities as seen by students themselves. The study sample consisted of 1,068 students and students in some public and private universities in Saudi Arabia. By applying a questionnaire to measure academic freedom, the results of the study showed statistically significant differences in students' exercise of academic freedom according to gender for males.

Finally, Omari and Guerren (2020) conducted a study aimed at identifying the degree of exercise of academic freedom in Jordanian universities. The study sample consisted of 272 faculty members of Jordanian state universities: Yarmouk, Hashemite, and Moti, especially: Irbid, Philadelphia, and the Middle East. Applying the measure of academic freedom, the study found that the degree of exercise of academic freedom by faculty was average, and there were no statistical differences between the sexes in their degree of exercise of academic freedom at Jordanian universities.

of the foregoing; It is clear that freedom of thought and creativity is generally characterized so as to encompass the sectors of mental and mental work in all fields of human knowledge, so that the exercise of

the freedom of thought guaranteed to all without discrimination or exclusion are the general intellectuals in morals, arts, politics, culture, economy, philosophy, psychology,... etc.; Academic freedom is a sector of individuals engaged in research and study. At the same time, they are individuals who are supposed to enjoy public freedom in society. We can therefore affirm that public freedom and freedom of thought are the umbrella under which they live and are protected by academic freedom within educational and educational institutions, especially university institutions.

Furthermore, the tracker of previous relevant studies finds that there is no study, within the limits of the research's knowledge, on academic freedom among researchers in the field of psychological sciences in the Arab Republic of Egypt. The current study therefore addressed the topic's study.

Method and Procedures:

#### I. CURRICULUM:

The current study followed the comparative descriptive approach to its relevance and the nature of the study.

Second: Sample Study:

The final study sample consisted of 95 postgraduate and postgraduate researchers enrolled in master's and doctoral degrees in the field of psychological sciences in some faculties of education and arts of Egyptian universities. (55 males, 40 females divided into (53 scholars and researchers enrolled in master's degree, 42 researchers enrolled in doctoral degree) as well as 33 post-graduate researchers as a survey sample to verify the psychometric characteristics of the study tool.

Third: Study Tool:

Preparation/Freedom Academic Preparation/Researcher:

This measure was prepared by the researcher after examining theoretical frameworks, studies and research on academic freedom, as well as most Arab and foreign standards such as Susan (Susan, 1985); Tannash (1994); Keith, 1997; Beni Awad (2002); Khatiba (2004) and Hamadan (2008); Khatibah and Saud (2011); Black and Assaf (2014); Al Khazaleh (2016) and Al Salem (2016); Saeed Al-Ibrahim (2017); Al-Ghamdi (2018); Omari and Guerrillas (2020).

The measure in its final form (2 Supplement) consists of (20) a single spread across four main dimensions (4): (freedom of thought, freedom of expression, freedom of decision-making, freedom of scientific research). Each of the previous dimensions includes five (5) vocabulary, and each single has five responses: (always, often, sometimes, rarely, and forever). They are estimated to give the scores (5,4,3,2, 1) corresponding to the responses in order, Thus, the scale scores are between (20-100) degrees; The high score indicates a high level of academic freedom, while the low score indicates a low level among researchers. The following table shows the final picture of the scale:

Table (1) Dimensions of the measure of academic freedom and numbers of vocabulary belonging to each dimension

Total	Vocabulary Numbers	Dimensions of academic freedom
5	17 ,13 ,9 ,5 ,1	Freedom of thought
5	18 ,14 ,10 ,6 ,2	Freedom of expression
5	19 ,15 ,11 ,7 ,3	Freedom of Decision

5	20 ,16 ,12 ,8 ,4	Freedom of scientific research
<b>20</b>	<b>Total</b>	

Scale psychometric properties:

Ġ. The scale of the seal verifies the scale's sincerity through the following:

1- The arbitrators rang:

The measure is presented to a number of arbitrators specializing in educational psychology, mental health and pedagogical origins in some Egyptian universities and 10 arbitrators (appendix 1). The arbitrators are unanimous between 90 and 100% on the authenticity of the content of the phrases, and some phrases have been amended in the light of the instructions of the arbitrators.

2- Synchronization honesty (test):

The authenticity of the current scale was calculated by synchronization honesty (test) whereby the correlation coefficient between the academic freedom questionnaire prepared/salem (2016) and the current academic freedom metric was calculated by applying them to the individuals of the psychometric properties sample, and the correlation coefficients between them (0.82), a high coefficient and at (0.01).

B. Scale Stability:

The scale constant was calculated using the Alpha Cronbach method to calculate the constant factor and the values obtained (0.823; 0.8040.811 ؛0.767 ؛0.799 ؛) Freedom of thought, freedom of expression, freedom of decision-making, freedom of scientific research and overall degree respectively; They are all values that are appropriate to the scale and permit its use for what it has been put for.

C. Internal consistency of scale:

The internal consistency of the scale was ascertained by the homogenization of the Test Homogeneity (Ali Maher Khattab, 2008, 135 - 136), calculating the correlation coefficient between the individual degree and the total degree of the scale, as well as the correlation coefficient between the dimension and the total degree of the scale, on the individuals of the psychometric characteristics sample and the following tables.

**Table (2) Correlation factors between individual degree and overall degree of academic freedom measure**

Individual Number	Link Transactions	Individual Number	correlation coefficients
1	0.854	11	0.869
2	0.796	12	0.792
3	0.823	13	0.698
4	0.746	14	0.758
5	0.783	15	0.790
6	0.901	16	0.741
7	0.720	17	0.779
8	0.825	18	0.806
9	0.888	19	0.783
10	0.634	20	0.851



**Table (3) Correlation transactions between each dimension's degree and the overall degree of the academic freedom measure**

Dimension Number	Scale dimensions	correlation coefficients
1	freedom of thought	0.809*
2	freedom of expression	0.882*
3	freedom of decision	0.841*
4	freedom of scientific investigation	0.838*

It is clear from tables (2) and (3) that all correlation transaction values (between each individual degree and the overall degree of the dimension to which they belong, as well as between each dimension and the total scale grade) are statistically significant at an indicative level (0.01), indicating the measure's homogeneity and validity for use in the current study.

Results and interpretation of the study:

1.The study's first question:

The first question of the study was answered, which reads: "How far are researchers in the field of psychology exercising academic freedom?" By calculating the average, standard deviation and relative weight \* of sample members' grades at the overall level of academic freedom measure of researchers in the field of psychological sciences, as in the following table:

**Table (5) Average, standard deviation and relative weight of study sample individuals on the measure of academic freedom**

Dimensions of the Academic Freedom Scale	Number of paragraphs	Total Distance Degree	Average M	Standard deviation P	relative weight
1-Freedom of thought	5	25	14.631	4.672	21.06 %
2-Freedom of expression	5	25	19.136	4.611	27.53 %
3-Free decision-making	5	25	17.452	3.842	25.11 %
4-Freedom of scientific research	5	25	18.284	4.625	26.30 %
College Degree	20	100	69.505	10.584	100%

Table 5 shows the relative weights of researchers' academic freedom in the field of psychological sciences; Freedom of expression was ranked first in academic freedom among researchers in the field of psychological sciences, followed by freedom of scientific research in second place, and freedom of decision-making in third place, while freedom of thought was the least academic freedom they had.

## 2.Results of the study's second question:

The second question was answered to the study, which states: "Does the exercise of academic freedom among psychosocial researchers vary according to gender (male-female)?" By calculating the "v" test calculation to detect the significance of differences between averages, the following table shows this.

**Table (6) Standard averages and deviations and the value of "t" to denote differences in academic freedom according to gender (male-female) in psychosciences researchers.**

Dimensions of academic freedom	Gender	N	m.	P	D.F	Value of "v"	Level of statistical connotation
Freedom of thought	Male	55	14.818	4.714	93	0.455	Irrelevant
	Female	40	14.375	4.661			
Freedom of expression	Male	55	18.563	4.713	93	1.428	Irrelevant
	Female	40	19.925	4.405			
Free Decision-Making	Male	55	17.581	3.649	93	0.383	Irrelevant
	Female	40	17.275	4.132			
Freedom of scientific research	Male	55	18.945	4.313	93	1.649	Irrelevant
	Female	40	17.375	4.933			
College Degree	Male	55	69.909	10.805	93	0.434	Irrelevant
	Female	40	68.950	10.384			

The tabular "v" value at (0.01) = 2.632; And at the level (0.05) = 1.987 for both sides.

Table 6 shows that there are no statistically significant differences in academic freedom among psychosocial researchers based on gender in the four dimensions of academic freedom and its overall degree, where the value of "T" was not at my level (0.01; 0.05) indicating that male and female psychosciences researchers do not differ from each other in academic freedom in their overall degree and sub-dimensions.

This result is consistent with the results of studies: Tannash (1995); Al-Sisi, Nassar (2004), Shabul and Zayod (2009); Al-Zafiri and Al-Azmi (2013); Al Khazaleh (2016); Customer and Hajjawi (2017); Saeed Al-Ibrahim (2017); Omari and Guerrillas (2020), which indicated that there were no gender differences in academic freedom corridors. This result differs with the results of studies: Al-Shabul (2007); Al-Burges (2009) and Al-Salem (2016), which indicated gender differences in the exercise of academic freedom in favour of males. This result also differs with the results of my study: Shabul and Zeid (2007); Al-Kandri (2013) found gender differences in the exercise of academic freedom in favour of females.

This significant convergence of academic freedom among researchers in the field of psychosciences can be explained by the curricula and curricula offered to students in postgraduate studies in a uniform educational environment that does not differentiate the sexuality of researchers, as well as by the exposure of researchers in the field of psychosciences of both sexes to the same academic and academic pressures resulting from the failure to exercise their academic freedom in its four dimensions. (freedom of thought, freedom of expression, freedom of decision-making and freedom of scientific research) regardless of gender.

### 3. Results of the study's third question:

The third question was answered for the study, which states: "Does the exercise of academic freedom among researchers in the field of psychological sciences vary according to the degree registered (master's degree - doctorate)?" By calculating the "v" test calculation to detect the significance of differences between averages, the following table shows this.

**Table (7) Standard averages and deviations and the value of "t" to denote differences in academic freedom according to the degree registered (master - doctorate) in researchers in the field of psychological sciences.**

Dimensions of academic freedom	Degree	N	m.	P	D.F	Value of "v"	Level of statistical connotation
Freedom of thought	Master's degree	53	14.981	4.716	93	0.818	Irrelevant
	Ph.D.	42	14.190	4.634			
Freedom of expression	Master's degree	53	18.679	4.762	93	1.087	Irrelevant
	Ph.D.	42	19.714	4.402			
Free Decision-Making	Master's degree	53	17.584	3.718	93	0.375	Irrelevant
	Ph.D.	42	17.285	4.032			
Freedom of scientific research	Master's degree	53	19.113	4.167	93	1.983	Irrelevant
	Ph.D.	42	17.238	5.001			
College Degree	Master's degree	53	70.358	10.734	93	0.882	Irrelevant
	Ph.D.	42	68.428	10.420			

The tabular "v" value at (0.01) = 2.632; And at the level (0.05) = 1.987 for both sides.

Table 7 shows that there are no statistically significant differences in academic freedom among psychosocial researchers depending on the degree of science recorded in the four dimensions of freedom and its overall degree, where the value of "t" was not at my level (0.01; 0.05) indicating that researchers enrolled in master's and doctoral degrees in the field of psychosciences do not differ from each other in academic freedom with their college degrees and subdivisions.

Although there are no previous studies to support or oppose this finding by the researcher on this finding because of the scarcity of previous studies that have dealt with differences in academic freedom depending on the degree of science - to the extent that they are informed - this finding can be explained in the light of the fact that all psychosciences researchers with different degrees of science, whether master's or Ph.D., undergo equal attention in terms of their educational development; In addition, all sources of knowledge provided by the University to postgraduate researchers enrolled in master's and doctoral degrees are available to all at all levels.

#### Recommendations:

The current researcher recommends that studies on the field of academic freedom should be encouraged for researchers and faculty members of Arab universities in general and Egyptian in particular, given the importance of this field. It also appeals for the full freedom of researchers to choose the subjects of their

university letters which they are in the process of registering. In addition to increasing the awareness of faculty members of Egyptian and Arab universities of the concept of academic freedom and its controls, ensuring optimal investment for them.

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