

THE GRADE OF PRACTICING THE ACADEMIC FREEDOM AMONG TEACHING STAFF MEMBERS IN THE NATIONAL COLLEGES OF RIYADH CITY

Abeer Inad Al-Ruwaili
Specialized in Master degree

AN INTRODUCTORY APPROACH TO THE STUDY

A Study Preface

Universities are deemed the most important educational institutions, where the society entrust in, so as to disseminate its culture and to actualize its futuristic great expectations. Considering the university as the arena of the cultural, educational, social and political activities, in addition to the objective that it is founded for, which is; "teaching". As, the university becomes a productive institution which, contributes directly in production throughout the research and technical consultancies, and in order that university to play the prominent leading role in the community, thereof, it is inevitable to depend on the teaching staffs and co-workers in it, being the cornerstone and the main element in the teaching process. Knowing that, the success and progress of any university shall primarily depend on what that university provides of highly qualified and competent elements of the teaching staff elements (Al-Hellou, 2008 CE).

Due to the significant role that teaching staff member plays in the university, being one of the main pillars in the teaching process. He carry on the role of researcher, expert and consultant, furthermore of what he provides of scientific production which contributes in solving the community problems and contributes as well in development operations and comprehensive development, in addition to the diversified roles of the teaching staff member and his responsibilities inside the university. As he manages to deliver lectures, proceeding reaction with students, and setting up teaching methods and curricula, granting the scientific grades, and supervising the thesis and scientific researches, furthermore, he plays the role of teacher, instructor and the good example of his students (Al-Ibrahim, 1994 CE).

Study Problem

The National collages represent an essential element in the contemporary community structure, as they are considered as the main strongholds for science, thought and culture. And by it, the thoughts are cross-fertilized, the notions are raised, the debates are made, the researches and studies are accomplished, and the principles and values are elevated side by side with the colleges and public universities (Al-Zubaidi, 2000 CE, P 207)

The academic freedom is deemed as a source of intellectual mobility and scientific progress of the universities; the matter that its impact will reflect on the society in general as development and advance if not was the foundation of development (Hannush, 1996 CE, P92).

Nevertheless, of the vital role that universities play, but they still suffer of several problems that effect on its turn on the efficiency of the higher education, represented in the bureaucratic inflation, and the and the low functional satisfaction among the personnel, in addition to the lack of concern of the scientific research, and the reduction of higher education quality (Al-Khateeb, 2004, PP 3-4)

The study of (Kayrooz and Prtestou, 2002 CE) confirmed that the reduction of academic freedoms in the universities has the greatest impact on the reduction of quality standard of the

university, and the increase of teaching burden on the teaching staff member, and the weakness of his outcomes. As for, the study of Abdul-Kareem and Badran (2005 CE), it has emphasized on the necessity of ensuring the academic freedom to teaching staff members in the university, due to the importance of raising up the level of functional satisfaction among them.

The study of Sunbul (1415 AH) recommended on the necessity of participating the teaching staff members in the university making decision. The study of Al-Harbi (1424 H), as well, recommended on the necessity of granting more academic freedom and independence in the work to the teaching staff members, as it is deemed as the most important factors of professional satisfaction to the teaching staff member.

Therefore, the current study problem is represented in the following main inquiry:

What is the extent of practicing the academic freedom among the teaching staff members in the national colleges in Riyadh city?

Sample Questions

Throughout the main inquiry of the study, the study endeavors to reply on the following questions:

1. What is the concept of academic freedom among the teaching staff members in the national colleges of Riyadh city?
2. What is the status quo of academic freedom in the national colleges from teaching staff members' point of view?
3. What are the most important domains of academic freedom in the national colleges from teaching staff members' point of view?
4. What are the most important factors that limiting the academic freedom in the national colleges from teaching staff members' point of view?
5. What are the most important proposals that will activate academic freedom in the national colleges from teaching staff members' point of view?

Study Objectives

This study sought to highlight the importance of academic freedom in Saudi universities throughout the actualization of the following objectives:

1. Identifying the concept of academic freedom among the teaching staff members in the national colleges of Riyadh city.
2. Identifying the status quo of academic freedom in the national colleges of Riyadh city.
3. Identifying the most important domains of academic freedom in the national colleges of Riyadh city.
4. Identifying the most important factors that limiting the academic freedom in the national colleges of Riyadh city.
5. Identifying the most important proposals that activate the academic freedom in the national colleges of Riyadh city.

The Study Importance

The academic freedom issue is considered as of the vital issues at the international standard, where, hardly no any summit or intellectual forum of higher education would have to be concluded lest the university freedom shall become one of its most important recommendations. Hence, the importance of this study stems from the importance of the academic freedom in the universities, especially, the national colleges, where, the academic freedom is deemed an essential demand to the higher education in the status quo, more than

before, that's because it represents the ideological foundation of the contemporary university (Gillin, 2002, P.309).

The importance of study, as well, is concentrated in, that the existence of academic freedom in the national colleges manage to find a creative environment and enrichment in the intellectual and scientific life, in addition to the increase in the functional satisfaction of the teaching staff member, and therefore, the increase in his productivity which contributes in elevating the higher education competency in general. Furthermore, the lack of studies in the field of academic freedom in the Kingdom of Saudi Arabia, therefore, it will be hopefully a nucleus for other researches and studies in this domain.

The Study Limits

The study boundaries are limited on the following:

- Subjective limits: This study is limited on studying the concept of academic freedom in national colleges, and the status quo of it, its domains, the factors that limit it, and the proposals that might activate it from the point of view of the teaching staff members.
- Locational limits: This study is limited on the teaching staff members in the national colleges of Riyadh city (Al-Yamamah colleges- Sultan colleges).
- Time limits: This study was applied within the first university term of the university year (1438 AH/ 2016 CE).

The Study Terminology

- **Academic Freedom**

It is the freedom of academic community members either individually or totally, in following up the knowledge, developing and transferring it throughout research, study, discussion, authentication, production, creation, teaching, delivering lectures and others (Hadi, 2010, P35).

The female researcher defines it procedural, that it is: the freedom of teaching staff member in his teaching, researching and expressing his opinions in which he believes or studies.

- **National Colleges**

It is one of the higher education institutions that undertake important responsibilities and duties currently in the domain of preparing and creating specialized functional and scientific cadres which are able to lead different productive activities in the community (Ajlan, 2013, P 39).

And, the female researcher defines it procedural; that it is: that institution of educational service project that targets the public benefit to community by creating specialized functional and scientific cadres besides the public universities.

- **Teaching Staff Member:**

Procedural: He is a professor, an associate professor, an assistant professor, lecturer, or an assistant lecture who performs the teaching assignments in national colleges of Riyadh city.

Study Methodology and Procedures

- **Introduction**

This chapter tackles a clarification to the study methodology used, and as well, determining the community and sample of study, following to that, is a presentation to the tool of collecting data (Questionnaire) which tackled the grade of practicing the academic freedom among the teaching staff members in the national colleges of Riyadh city, and being sure of the

trustworthiness and the stability of the study instrument, and the methods of statistics handling that were used statistically for data analysis, according to the following:-

▪ **Type of Study**

This study belongs to the descriptive studies, as it endeavors to identify the grade of practicing academic freedom among the teaching staff members in the national colleges of Riyadh city where, the descriptive studies aim to get sufficient and accurate information on a specific social position. It as well aims to assess a more specific situation, and there are two main conditions that must be available in these studies, these are: the reduction of bias potentiality of describing the situation elements and their assessment, and the sparing in the effort exerted in the research together with getting the most great deal of information (Mukhtar, 1995: PP 263-264).

▪ **Study Methodology**

The female researcher used in this study the descriptive analytical methodology as a study method, and the descriptive methodology is known as (that methodology by which might interrogate all individuals or a sample of community individuals of the research, in order to describe the studied phenomenon in terms of nature and degree of existence only, without exceeding to study the relationship or the conclusion of reasons for example). (Al-Assaf, 2010 CE: P179).

• **Study Community**

The study community has comprised of the working staff of Al-Yamamah colleges and Sultan colleges.

▪ **Sample of Study**

Due to the magnitude of the sample the female researcher has selected a random sample from the study community with a size worth (5%) of the study community, where, the number of study sample has reached to (30) working members of Al-Yamamah colleges and Sultan colleges.

▪ **Study Instrument**

Since the method of collecting information is one of the most important stages of methodological procedures in every research as mentioned by (Al-Mughrabi, 1430 AH) previously, and through it, and through the good selection of it, and through its design, the research information might become of high grade of objectiveness and accuracy, and it will serve the study objectives and to reply on its different questions. Therefore, the female researcher decided for the data collection required to this study, to select the method based on data selection instrument from the participants, which is (Questionnaire) and which is known as: "A set of written questions for the purpose of surveying opinions and gathering information about a certain issue. (Al-Mughrabi, 1430 AH).

This instrument (questionnaire) can reflect the status quo of the problem on one hand, and can reply on the inquiries of this study on the other hand.

The female researcher has found that the most appropriate instrument to accomplish this study is, the questionnaire. That's because the non-availability of the essential information relevant to the subject, such as published data, in addition to the difficulty of getting these information through other instruments, like; personal interviews, field visits or personal observation, being the most useable research instruments in such researches, consequently, the female researcher will design a questionnaire depending on the following:

- 1) References, previous studies and university thesis in the same field
- 2) Female researcher's experience.

REFERENCES

- Abdul Kareem, Ahmad; Badran, Omar Al-Hasan. (2005 CE). Academic Freedom and its Relation with Job Satisfaction among the Teaching Staff Member in Sport Educational Faculty. Al-Mansourah: Journal of Education Faculty. First Volume. Issue 58.
- Abu Hameed, Nada Abdul-Rahman Abdul-Azaiz. (2007 CE). Academic Freedom in Saudi Universities. A Master thesis, Faculty of Education, Educational Management Department, Riyadh: King Saud University.
- Ajlan, Mohammad Al-Shihri. (2013 CE). Academic Freedoms among Teaching Staff Members and its Relationship with Job Creativity. A Master Thesis. Educational Management Department. Makkah Al-Mukarramah: Umm ul-Qura university.
- Al-Assaf, Saleh. (1998 CE). Introduction to the Research in Behavioral sciences. Riyadh. Al-Obeikan Library.
- Al-Hajj, Faisal Abdullah. (2008 CE). The World Ranking Systems of Universities and the Status Quo of Arab Universities, a workshop of the Arab Universities Union about the Mechanisms of Internal and External Assessment. Amman: Arab Universities Union.
- Al-Harbi, Ali. (1424 AH). Factors Affecting Professional Satisfaction among Faculty Members in Teachers' Colleges in the Kingdom of Saudi Arabia. A Master Thesis. Faculty of Education. Riyadh: King Saud University.
- Al-Hillou, Ghassan. (2008 CE). Academic Problems among the Teaching Staff Members in An-Najah National University- Nablus. An-Najah University Journal. Volume 17, Issue 2.
- Al-Ibrahim, Adnan Badawi. (1994 CE). Problems that confront the beginner teaching staff member in the Jordanian public universities. An unpublished Master thesis. Amman: The University of Jordan.
- Al-Khateeb, Mohammad Shahat. (2004 CE). The Higher Education; Issues and Visions. First Edition. Riyadh: Dar Al-Kharrigeen for Publication and Distribution.
- Al-Khateeb, Mohammad Shahat. (2004 CE). The Higher Education; Issues and Visions. Riyadh: Dar Al-Kharrigeen for Publication and Distribution.
- Al-Kubeisy, Abdullah Jum'ah; Qambar, Mahmoud Mustafa (2001 CE). The Role of Higher Education Institutions in Economical Development of the Community. Educational Creativities (5). First Edition. Doha: Dar-ul-Thgaqafa.
- Al-Mughrabi, Kamel. (1430 AH). Methods of Scientific Research. First Edition. Amman: Dar-ul-Thaqafa for Publication.
- Al-Zubaidi, Mufeed. (2000 CE). University Education and the Problems of Scientific Research: Academic Freedom as A Model in Shadiah Al-Tall, the Higher Education in Jordan between Realty and Ambition. Amman: Researches of Al-Zarqa' National University Conference.
- Badran, Shibl. (2013 CE). Educational System and Construction of Free Personality. A paper work submitted to the Intellectual and Academic Freedom Symposium in Egypt. Arab Researches Center in cooperation with the African Council for Social Researches Development, Cairo: Dar-ul-Ameen.
- Baghdadi, Abdul-Salam Ibrahim. (2006 CE). Academic Freedoms and Creativity. First Edition. Amman: Amman Center for Human Rights Studies.
- Basyouni , Ibrahim Hamada. (2013). Communicatin Revolution and Academic Freedom proceedings -Academic Freedom conference. Unesco. 10- 11september. Alexandria. Egypt. P. 54.

- Gillin, Charles T. (2002). The Boy-like Ground on Which We Tread Arbitrating Academic Freedom in Canada, *Canadian Review of Sociology and Anthropology*, Aug. 2002. Vo 39 Issue 3.
- Hadi, Riyad Aziz. (2010 CE). *Universities; Emergence and Development, Academic Freedom, Independence*. First Edition. University of Baghdad. Baghdad: Center of Development and Continuous Education.
- Halawani, Fadiyah Al-Maleeh. (2013 CE). *Academic Freedom and Higher Education in Syria: History, Prerequisites, Realty and Horizons*.
- Hamdan, Dana Lutfi. (2008 CE). *Relationship between Academic Freedom and Organizational Loyalty among the Teaching Staff Members in the Palestinian University*. A Master Thesis. Educational Management Department. Faculty of Higher Studies. Nablus: An-Najah National University.
- Hannush, Zaki. (1996 CE). The Missing Dimensions of Higher Education Department in the Arab Universities. *Arabian Affairs Journal*. Issue (87).
- Ismael, Al-Sayyed Hussein Al-Sayyed. (2009 CE). University of Baghdad (Jami'atuna Al-'Iraqiyah). Quick vision. Baghdad: Al-Sabah newspaper, Issue 710.
- Kayrooz, Carole; Proston, Paul. (2002). *Academic Freedom, Impressions of Australian Social Scientists*. *Minerva*, Winter 2002, Vol. 40 Issue 40.
- Mathew Evangelista. (2007). The Dangerous study of peace and the Risk to Academic Freedom. *International studies perspectives*. p.364.
- Mukhtar, Abdul Aziz. (1995 CE). *Research Methods of Social Service*. Cairo: Dar-ul-Ma'rifah Al-Jami'iyyah.
- Qambar, Mahmoud. (2001 CE). *Academic Freedom in the Arab Universities*. First Edition. Doha: Dar-ul-Thaqafah for Printing, Publication and Distribution.
- Sakran, Mohammad Mohammad. (2001 CE). *Academic Freedom in the Egyptian Universities*. First Edition. Cairo: Dar-ul-Thaqafah for Publication and Distribution.
- Saleh, Ahmad Mohammad. (2000 CE). *Determinants of Academic Freedom at the Egyptian University*. A paper work submitted to the Intellectual and Academic Freedom Symposium in Egypt. Arab Researches Center in cooperation with the African Council for Social Researches Development. Cairo: Dar-ul-Ameen.
- Sha'ban, Abd-al-Hussein and others. (2007 CE). *Academic Freedoms in the Iraqi Universities*. Amman Center for Human Rights Studies. Irbid: Al-Sha'b Printing Press.
- Shuqair, Mohammad. (2003 CE). *Academic Freedom in the Foreign Saudi Universities*. *Al-Faisal Journal*. First Volume, Issue 325.
- Sunbul, Fa'iqah Abbas. (1415 AH). *The Participation of Teaching Staff Member in Making University Decision at Umm ul-Qura university*. A Master Thesis. Faculty of Education. Makkah Al-Mukarramah: Umm ul-Qura university.
- Terence Kealey. (2011). *The University of Buckingham: Independence is the way forward in Higher Education*. Vol. (11). PP. 4-7.