

# The Degree to Which Faculty Members In The University Of Jordan Enjoy Their Academic Freedom And Its Relationship With The Extent Of Having A Culture Of Creativity From The Perspective Of Those Faculty Members

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## ABSTRACT:

The present study aimed to explore the degree to which faculty members in the University of Jordan enjoy their academic freedom and its relationship with the extent of having a culture of creativity at the University of Jordan from the perspective of those faculty members. The study's sample consists from 311 faculty members. The overall mean of the extent of enjoying academic freedom is 3.14 which is considered moderate. The overall mean of the extent of having a culture of creativity at the University of Jordan is 3.01 which is considered moderate. The researcher of the present study found that there is a statistically significant positive correlation between the extent of enjoying academic freedom by the faculty members at the University of Jordan and the extent of having a culture of creativity at the University of Jordan. In addition, there isn't any statistically significant differences between the respondents' extent of enjoying academic freedom which can be attributed to (gender, academic rank or faculty). There isn't any statistically significant differences between the competitive advantage levels which can be attributed to (gender, academic rank or faculty).

## Keywords:

faculty members, academic freedom, culture of creativity.

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## INTRODUCTION

The world has been going through rapid changes in various areas. It has been facing many challenges. Such challenges affected all aspects of life, including educational aspects in general and aspects related to university education in particular. Thus, it became necessary to make reforms to the university education and develop it. Such challenges include: the knowledge revolution and the rapid scientific and technological developments. They include: globalization, and innovations. Due to such challenges, it is necessary to make reforms to the university education. For instance, universities must have qualified human resources and advanced capital resources. Having such resources shall enable universities to handle challenges effectively.

Governments seek achieving many goals through universities. Such goals include: developing the society. However, meeting such goals require recruiting faculty members who are qualified in academic and ethical areas. Faculty members must

be having a sense of responsibility in order to carry out their duties (Al-Khawaldeh et al., 2013: 20). Shqair (2003: 43) suggests that making reforms to university education requires providing major attention by university administration to the professional development of faculty members and meeting their needs and demands. He adds that meeting the needs of faculty members requires providing them with much academic freedom. In fact, faculty members must enjoy much academic freedom when teaching students, expressing their ideas, and carrying out research activities.

Enjoying freedom and democracy in campus shall make one capable of contributing to the development of society. It shall turn one into an influencer and an active member in society. Academic freedom involves enjoying freedom of expression and freedom of thinking. It involves getting rid of the restrictions hindering one from enjoying such freedoms. It involves enjoying freedom by students and faculty members in a manner that enable s them to develop in intellectual areas and become active citizens. It

aims at promoting democracy in society. It aims at allowing students and faculty members to contribute to the developing of society and improving national economy (Association of American Colleges and Universities, 2006).

Administrative creativity is a significant issue in the administration field. It has positive impacts on employees and institutions. Creativity is a significant in the administration field. In fact, it has become essential due to the nature of the current organizational environment which is changing. It is essential due to having rapid technological developments. It is essential because the demand on education has been increasing. It is essential to address the issues in society from an in-depth and comprehensive perspective. Thus, faculty members today must be creative to keep up with the rapid developments (Al-Khateeb and Ma'ayah, 2006: 71).

Creativity in thinking is represented in coming up with new ideas. As for innovation, it is represented in implementing such ideas in the organization in a successful manner. Through innovation, there must be an outcome that is represented in (tangible product). It should be noted that creativity is essential in one's life and organizations. Therefore, organizations must come up with new ideas, theories and strategies in order for them to develop and carry out their operations effectively. As for nations, they must show creativity in order for them to develop and become developed nations. Thus, they must show creativity in political, economic, social and technological areas. Due to the significance of creativity, there's no wonder behind seeing governments of advanced countries providing talented and creative people with scholarships and resources. Such governments do that because they realize that creative people are capable of thinking out of the box and coming up with new theories, visions, and inventions that develop people's lives and humanity (Battah, 2017).

Creativity has become as instrument for solving many problems that are faced by organizations. Advanced nations don't rely on human resources

for achieving development. In fact, they rely on creative human resources in all areas for achieving individuals. Creative people are considered as a wealth for nations. In fact, investing in human resources is considered the most successful investment (Tawfeeq, 2004).

Thus, the present study aimed to explore the degree to which faculty members in the University of Jordan enjoy their academic freedom and its relationship with the extent of having a culture of creativity at the University of Jordan from the perspective of those faculty members.

### Statement Of The Problem

Universities play a significant role in making reforms to the educational system. However, they have been suffering from many problems which affect the quality of high education. Such problems include: low job satisfaction, adopting bureaucratic leadership style, inadequacy for scientific research and low quality of education (Al-Khateeb, 2004).

Academic freedom is considered essential in any university. It enables universities to ensure survival, achieve development and carry out their mission. The criteria adopted for rating universities on world university rating include: ability to produce knowledge. They include: ability to provide the labour market with human resources who are qualified in scientific, mental and psychological areas (Sadeeq, 2019).

Administrative creativity is a significant tool that enables academic leads to handle the rapid challenges during the second millennium. It contributes to raising the performance efficiency of leaders, and improving the performance of administrative units. Thus, there is a great need for enjoying administrative by leaders. That's because administrative creativity allows leaders to address problems. Active leaders are the leaders who anticipate the things that shall occur and thinking creatively about the way of addressing the anticipated problems instead of addressing them after their occurrence (Ababneh and Al-Shaqran, 2013: 468).

The researcher of the present study believes that it is essential to develop the performance of the faculty members working at the University of Jordan. He believes that it's necessary to make the needed changes in the latter university. In the light of the aforementioned information, he aimed to explore the relationship between the extent of enjoying academic freedom and the extent of having a culture of creativity at the University of Jordan. To be more specific, the problem of the present study is represented in the following questions: (what is the extent of enjoying academic freedom by the faculty members at the University of Jordan? What's the relationship between the extent of enjoying academic freedom by the faculty members at the University of Jordan and the extent of having a culture of creativity at the University of Jordan?)

### **The Study's Objectives And Questions:**

The present study aimed to explore the relationship between the extent of enjoying academic freedom by the faculty members at the University of Jordan and the extent of having a culture of creativity at the University of Jordan. To be more specific, the present study aimed to answer the following questions:

- 1)- To what degree do faculty members in the University of Jordan enjoy their academic freedom from their own perspective?
- 2)- Is there any statistically significant difference – at the statistical significance level of ( $\alpha = 0.05$ )- between the respondents' extent of enjoying academic freedom which can be attributed to (gender, academic rank and faculty)?
- 3)- What is the extent of having a culture of creativity in the University of Jordan from the perspective of the faculty members working at the latter university?
- 4)- Is there any statistically significant difference – at the statistical significance level of ( $\alpha = 0.05$ )- between the respondents' attitudes towards the extent of having a culture of creativity which can be attributed to (gender, academic rank and faculty)?

- 5)- Is there any statistically significant positive correlation between the extent of enjoying academic freedom by the faculty members at the University of Jordan and the extent of having a culture of creativity at the University of Jordan from the perspective of those faculty members?

### **The study's significance**

The present study is significant because it aimed to explore the relationship between the extent of enjoying academic freedom by the faculty members at the University of Jordan and the extent of having a culture of creativity at the University of Jordan. Further information about the study's significance is shown below

**Practical significance:** The results of the present study are beneficial for the University of Jordan and decision makers at universities. They are beneficial for civil society institutions and the researchers who are interested in the subject of the present study.

**Theoretical significance:** The present study contributes to enriching the relevant literature. It offers knowledge about the factors that contribute to promoting creativity among faculty members in the University of Jordan. It offers information about the relationship between the extent of enjoying academic freedom by the faculty members at the University of Jordan and the extent of having a culture of creativity at the University of Jordan

### **Theoretical and operational definitions**

The researcher of the present study presented below the theoretical and operational definitions of the study's terms:

**-Academic freedom: (theoretical definition):** According to Al-Maleegy (2013: 1275), it refers to the provision of educators with an organizational climate that allows them to enjoy their freedom in writing and expressing their views without having restriction. According to Abbas (2015: 10), it refers to the ability of employees in the academic institutions to express their views without having external and internal restrictions.

-Academic freedom: (operational definition): It refers to the degree to which faculty members enjoy academic freedom in making decisions, expressing their views, teaching students, and carrying out scientific research without having limitations enforced on them. It is measured in the present study through a questionnaire developed for meeting this goal

-Creativity: (theoretical definition): According to Ibn Manthoor (2003: 68), it refers to creating something new. According to Farahbod, Ammoopour, & Koma (2012: 10549), it refers to creating a new thing for solving a problem or answering a question. According to Al-Ma'ani et al. (2016), it is a process that aims to offer an advantage for the society. According to Al-Shaye' et al. (2011: 67), it is an optimal utilization by leaders for their current assets (intellectual and mental capabilities) in order to come up with new and creative ideas and methods for carry out tasks at work, and solving problems. The latter researchers add that creativity can be promoted through training and education. They add that creativity contributes to improving organizational performance.

-Creativity: (operational definition): It refers to the ability of faculty members at the University of Jordan to offer new ideas and innovative practices in the light of the available potentials and resources in order to meet the intended goals. It is measured in the present study through the study's questionnaire.

### **The study's limits:**

The study's limits are listed below

Human limits: They are represented in the faculty members who work at the University of Jordan

Spatial limits: The researcher of the present study selected a sample consisting from several faculty members who work at the University of Jordan

Temporal limits: The present study was conducted during the second semester of the academic year (2020 / 2019).

### **Previous studies:**

The researcher of the present study reviewed several studies. Such studies are presented in this

section and ordered based on the year of publication as follows:

First: Studies related to academic freedom:

a)- Studies published in Arabic language:

Al-Saleh (2019) aimed to explore the reality of academic freedom and the challenges hinder the enjoyment of such freedom. He aimed to explore the methods that can be used for promoting academic freedom in the universities in the counties that are members in the Gulf Cooperation Council. He adopted a descriptive analytical approach. 613 leaders and faculty members were sampled from King Saud University in Saudi Arabia, Kuwait University in Kuwait and Arab Gulf University in Bahrain. Several results were reached. For instance, it was found that faculty members enjoy a high level of academic freedom. The researcher also found that there are statistically significant differences between the respondents' extent of enjoying academic freedom which can be attributed to gender. The latter differences are for the favour of the female respondents. The researcher also found that there are statistically significant differences between the respondents' extent of enjoying academic freedom which can be attributed to experience. The latter differences are for the favour of the ones whose experience is greater than 10 years.

Zerwali and Ebrai'em (2018) aimed to explore the extent of enjoying academic freedom in the Algerian University from the perspective of faculty members. 27 faculty members were sampled. A descriptive survey-based approach was adopted. The researcher found that the extent of enjoying academic freedom in the Algerian University from the perspective of faculty members is moderate.

Saleh (2017) aimed to explore the prevalent ethical climate in private Jordanian universities. He aimed to explore the relationship between such climate and the extent of enjoying academic freedom by faculty members from their perspective. 265 female and male faculty members were sampled. It was found that the extent of enjoying academic freedom by faculty



members is high. It was found that there are statistically significant difference between the respondents' extent of enjoying academic freedom which can be attributed to gender. The latter difference is for the favour of the female respondents. . It was found that there are statistically significant difference between the respondents' extent of enjoying academic freedom which can be attributed to experience. The latter difference is for the favour of the respondents who have experience that exceeds 10 years.

Al-Ajlooni (2016) aimed to explore the extent of enjoying academic freedom by faculty members in the community colleges that are affiliated with Al-Balqa Applied University in the Northern Province. A questionnaire was used. A random sample was selected. It consists from 170 faculty members. The study's population consists from 373 faculty members. The latter researcher found that the extent of enjoying academic freedom by faculty members in the community colleges that are affiliated with Al-Balqa Applied University in the Northern Province is moderate. He also found that there are statistically significant differences between the respondents' extent of enjoying academic freedom which can be attributed to gender. The latter differences are for the favour of the male respondents. The researcher found that there isn't any statistically significant difference between the respondents' extent of enjoying academic freedom which can be attributed to academic rank or faculty.

b)- Studies published in English language:

Al-Madi (2013) aimed to explore the extent of enjoying academic freedom by faculty members in Al Al-Bait University. The population involves all the faculty members in the latter university (i.e. 297 faculty members). A random sample was selected. It consists from 250 faculty members. To meet the study's goals, the researcher used a questionnaire. The researcher found that the extent of enjoying academic freedom by faculty members in Al Al-Bait University is moderate. He found that there are statistically significant differences between the respondents' extent of

enjoying academic freedom which can be attributed to gender. The latter differences are for the favour of the male respondents. The researcher found that there are statistically significant differences between the respondents' extent of enjoying academic freedom which can be attributed to academic rank. The latter differences are for the favour of associate professors.

Hogan and Trotter (2013) aimed to explore the reality of academic freedom in Canadian universities. They targeted Colombia and Ontario. A historical approach was adopted. The manifestations of academic freedom involve enjoying job security, engagement in decision making processes, influencing students, and ensuring that arbitrary dismissal won't happen. A comparison was conducted between the two provinces. It was found that faculty members in Colombia are given more freedom in terms of engagement in academic activities in the faculty. However, the main powers lie in members of the council. However, the powers in Ontario – especially academic and financial powers- are enjoyed by the top administration.

## **Second: Studies related to the culture of creativity**

### **a)- Studies published in Arabic language:**

Al-Naser and Hussein (2018) aimed to explore the organizational culture and administrative creativity levels of the leaders in the top administrative levels in Baghdad University. They aimed to explore the relationship between those two variables at the latter university. They adopted the descriptive analytical approach. Seventy (70) faculty members were sampled from Baghdad University. A questionnaire was used. The latter researchers found that the administrative creativity levels of the leaders in the top administrative level in Baghdad University is high. They found that there is a significant relationship between organizational culture and administrative creativity levels of the leaders in

the top administrative levels in Baghdad University.

Al-Twaijari (2017) aimed to explore the administrative creativity level of the administrative employees in the faculty of education in Al-Qaseem University. He aimed to explore the relationship between the administrative creativity and job performance of the administrative employees in the faculty of education in Al-Qaseem University. To meet the study's goals, a descriptive analytical approach was adopted. The sample consists from 64 administrative employees. A questionnaire was used. The researcher found that the administrative creativity level of the administrative employees in the faculty of education in Al-Qaseem University is high. The means of the (ability to analyse, originality and flexibility) are the highest. The lowest mean is shown by the area of (taking risk). The researcher found that there are several obstacles hindering administrative creativity. He found that there is a significant relationship between the administrative creativity and job performance of the administrative employees in the faculty of education in Al-Qaseem University. He found that there are statistically significant differences between the respondents' attitudes which can be attributed to training courses, gender and experience.

Al-Shreedah (2017) aimed to explore the extent of producing knowledge by the heads of departments in private Jordanian universities in Amman. He aimed to explore the relationship between the latter variable and the administrative creativity level from the perspective of faculty members. To meet the study's goals, a descriptive approach was adopted. A scale was used for measuring the extent of producing knowledge. Another scale was used for measuring the administrative creativity level. 200 faculty members were sampled. They were sampled through using the random sampling method. The researcher found that the administrative creativity level of the heads of departments in private Jordanian universities in Amman is moderate. He found that there is a

significant relationship between the extent of producing knowledge and the administrative creativity level of the heads of departments in private Jordanian universities in Amman. The researcher found that there are statistically significant differences between the respondents' administrative creativity levels which can be attributed to gender. The latter differences are for the favour of the male respondents. The researcher found that there are statistically significant differences between the respondents' administrative creativity levels which can be attributed to academic rank. The latter differences are for the favour of assistant professors.

Ibn Zar'ah (2016) aimed to explore the administrative creativity level of the leaders at the faculties at the Princess Nourah Bint Abdul Rahman University from the perspective of those leaders. She adopted a descriptive approach. She used a questionnaire. Questionnaire forms were distributed to all the members of the population (i.e. 118 leaders). The researcher found that the administrative creativity level of the leaders at the faculties at the Princess Nourah Bint Abdul Rahman University is high. The mean of the extent of taking risks by those leaders is the highest. There are statistically significant differences between the respondents' administrative creativity levels which can be attributed to faculty. The latter differences are for the favour of the leaders working at scientific faculties. They are in the following areas: (originality, fluency, sensitivity to problems, and thinking out of the box).

#### **b)- Studies published in English language:**

Miron et al (2019) aimed to explore the administrative creativity level of the members of the university community. To meet the study's goals, they adopted a descriptive comparative approach. They used a questionnaire. 745 individuals were sampled from five universities in the Northern areas of Nigeria. The latter researchers found that the administrative creativity level of the members of the university community is relatively high. They found that academic

leaders show more administrative creativity level than employees and technicians.

Maxy et al. (2017) aimed to explore the relationship between strategic thinking and creativity in universities. They reviewed the relevant literature and research. They reviewed 77 studies that target Portuguese universities during the period (2010 - 2017). They found that there is a strong relationship between strategic thinking and creativity. They provided several recommendations that aim at promoting strategic thinking and creativity in universities.

Rahimi et al. (2011) aimed to explore the relationship between academic and knowledge-related affairs administration from one hand and creativity in Isfahan, Iran. They carried out interviews with several faculty members. They found that there is a correlation between creativity and socialization. They found that the effective academic administration contributes to promoting creativity among faculty members.

James (2010) aimed to explore the impact of administrative creativity in addressing administrative issues in Thai universities. They adopted interpretive approach. They conducted interviews and used a questionnaire to collect data. 27 questionnaire forms were distributed university presidents. 12 interviews were carried out. The researcher reached several results. For instance, he found that Thai universities are in need for having a higher administrative creativity level.

#### **Comments on the aforementioned studies:**

##### **Based on the aforementioned studies,**

All the aforementioned studies indicate that there is a direct relationship between academic freedom and culture of creativity. They suggest that it is necessary to promote academic freedom and create a culture of creativity in order to develop the performance of institutions. Through reviewing the aforementioned studies, the researcher of the present study noticed that: the studies in Arabic that shed a light on academic

freedom and culture of creativity are scarce. Reviewing the aforementioned studies assisted the researcher of the present study in drafting the study's questions, objectives, problem, theoretical framework and discussion of results. Reviewing the aforementioned studies allowed the researcher of the present study to find other references in English and Arabic that shed a light on the concerned variables and topic.

Contrary to the aforementioned studies, the present study aimed to explore the degree to which faculty members in the University of Jordan enjoy their academic freedom and its relationship with the extent of having a culture of creativity at the University of Jordan from the perspective of those faculty members

#### **Methodology:**

##### **The study's approach**

A descriptive correlative approach was adopted. A survey-based approach was adopted too. The researcher of the present study used a questionnaire in order to collect the relevant data.

##### **The study's population**

The population of the present study is represented in all the faculty members who were working at the University of Jordan during the academic year (2021 / 2020). It consists from 1480 faculty members. The latter number is obtained from statistical data that was issued by the Ministry of Higher Education and Scientific Research in Jordan.

##### **The study sample**

The study sample was chosen by a simple random method, and they number (350) faculty members at the University of Jordan, based on Steven Thompson's equation to distribute samples. (322) questionnaires were retrieved, and (11) questionnaires were excluded because they were not suitable for analysis. So that the sample number is (311) faculty members, as shown in Table (1):

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

No.	Variable	Categories	No.	Precentage	Total
1	Gender	Males	207	%67	311
		Females	104	%33	
2	Academic rank	Assistant Professor	78	%25	311
		Co-professor	109	%35	
		professor	124	%40	
3	College	Science Faculties	179	%58	311
		Human faculties	132	%42	
Total			311	%100	311

### Study Instrument

This study aims to know the relationship between the degree of availability of academic freedom among faculty members at the University of Jordan and the culture of creativity in it, and in order to achieve the purpose of the study and answer the study questions, a questionnaire was developed that aims to know the relationship between academic freedom of faculty members at the University of Jordan and the culture of creativity In it, based on the theoretical literature and previous studies related to the subject of the study, such as the study of Zerouali and Buraim (2018), the study of Al-Saleh (2019) and the study of Tuwaijri (2017).

For the purposes of statistical analysis, the study data will be given the following scores for the reality items according to the five-point Likert scale: one score for responding with a very small degree, two degrees for responding with a low degree, three scores for responding with a moderate degree, four degrees for responding with a large degree, and five degrees for responding to a very large degree.

### Validate the study Instrument

To verify the validity of the Instrument's content, it was distributed in its initial form to a group of (11) experts and specialists in the field of administration, to judge the accuracy of each statement and the extent of its affiliation with the axis that it measures, the extent of its suitability to achieve the study, the extent of clarity of the paragraphs, the degree of importance, the integrity of expression and linguistic structures And the

lack of repetition between paragraphs, and the researcher took all observations into account, and some paragraphs were modified or deleted, and others were reformulated.

### Stability of the study Instrument

To verify the stability of the study Instrument, the Cronbach Alpha stability coefficient was used to ensure the internal consistency between the paragraphs, by distributing the study tool to (40) faculty members at the University of Jordan from outside the study sample, as the stability factor of the tool reached (0.94), and this ratio is sufficient. For the purposes of this study, therefore, the results of the study can be generalized to the population of the study.

### Study variables

The study included the following variables:

#### Independent variables:

- Gender, and it has two classes: males and females.
- The academic rank and it has three levels: Assistant Professor, Associate Professor, Professor.
- The college has two classes: science colleges and humanities colleges.

#### Dependent variables:

Academic freedom.

- A culture of creativity.

#### Statistical processors:

I rely on the statistical packages program (SPSS) in analyzing the study data, and adopting the level of significance ( $\alpha = 0.05$ ). To answer the first and third questions, arithmetic averages, standard deviations, ranks and degrees were calculated, and



to answer the second and fourth questions, the arithmetic averages and standard deviations were calculated using the test ( T ), one way ANOVA, and Scheffe test for dimensional comparisons, and to answer the fifth question, the Pearson correlation coefficient was calculated to find out the relationship between the degree of faculty members 'practice of academic freedom and the level of creativity culture, and paragraph weights were adopted as follows:

The paragraphs whose arithmetic average ranges between (3.68-5.0) corresponds to a high degree of response, and the paragraphs whose arithmetic average ranges between (2.34-3.67) corresponds to the response with a medium degree, and the

paragraphs whose arithmetic average ranges between (1.0-2.33) corresponds to the response with a low degree.

### Study results and discussion

The results related to the first question, which stated: What is the degree of availability of academic freedom among faculty members at the University of Jordan from their point of view?

To answer this question, arithmetic averages and standard deviations were extracted for the fields and paragraphs of the degree of academic freedom tool for faculty members at the University of Jordan from their point of view in general, and the ranks and degree of practice were extracted as shown in Table (2) that:

**Table (2): The arithmetic means and standard deviations for all academic freedom clauses in descending order**

No.	Paragraph no.	Paragraph	Mean	standard deviations	Level
1	2	I choose the appropriate teaching style for the courses I teach.	3.66	0.75	Moderate
2	9	The university allows me to choose scientific research topics in my field.	3.51	0.71	Moderate
3	4	I have all the requirements for scientific research.	3.49	0.82	Moderate
4	11	I participate in decision-making within the administrative instructions of the university.	3.40	0.90	Moderate
5	3	I exercise the right to defend my convictions.	3.33	0.88	Moderate
6	1	I offer advice and expertise to the local community.	3.28	0.79	Moderate
7	6	I participate in developing plans for continuous curriculum development.	3.16	0.71	Moderate
8	5	I am applying for	3.04	0.94	Moderate

		scientific promotion in light of my research production.			
9	7	I express my opinion at the academic department meetings freely.	2.92	0.82	Moderate
10	10	I involve community members in the activities they offer.	2.84	0.75	Moderate
11	12	I participate in drafting the university's statutes.	2.66	0.89	Moderate
12	8	I join the scientific societies that suit my field of specialization.	2.43	0.75	Moderate
<b>Total</b>			<b>3.14</b>	<b>0.84</b>	<b>Moderate</b>

it is evident from Table (2) that the level of academic freedom at the University of Jordan, from the point of view of its faculty members, came with a medium grade, with a mean of (3.14), and this indicates that the degree of appreciation was medium, and the highest level was included in the paragraph ( I choose the appropriate teaching method for the courses that I teach), and this can be attributed to the ability of the faculty member to choose the appropriate method for the courses he teaches without the university imposing a specific method that obliges him to it, as it is clear that the lowest level is included in the paragraph (I join the scientific societies that are appropriate With my field of specialization), but the degree of appreciation for this paragraph remains moderate, and this can be attributed to the weak faith of the University of Jordan's

administration in its role in developing and serving the local community, and the university's keenness to involve faculty members in solving and addressing various community issues.

The results related to the second question, which stated: Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the sample response averages in the degree of availability of academic freedom among faculty members at the University of Jordan from their point of view due to variables (gender, academic rank) College)?

To answer this question, a T-test was used for two independent samples, and a single-test analysis of variance, and the results were as follows:

1. gender: A T-test was performed on two independent samples, and the results were as shown in Table (3).

**Table (3): a t-test to reveal the significance of the differences between the sample responses that are attributed according to the gender variable.**

The field	Gender variable	The number of individuals	mean	standard deviation	T value	The level of significance
Academic freedom	Male	207	4.03	0.23	3.54	0.06
	female	104	3.95	0.27		

it is evident from Table (3) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the averages of the sample members' estimates that are attributed to the gender variable. The administrative and educational environment is similar, and they are

subject to the laws and regulations of the Ministry of Higher Education.

1. Academic rank: An ANOVA test was performed, and the results were as shown in Table (4).

**Table (4): The results of the one way ANOVA test to reveal the significance of the differences between the sample responses that are attributed to the variable of academic rank.**

Field	The source of the contrast	Sum of squares	Degree of freedom	Average of squares	F value	sig
Academic freedom	Between groups	1.05	2	0.54	7.28	0.18
	Within groups	27.65	308	0.09		
	Total	28.91	310			

it is evident from Table (4) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the averages of the sample members' estimates that are attributed to the academic rank variable, and this can be attributed to the fact that the faculty members at the University of Jordan are aware of academic

freedom and its importance and how to practice it within University regardless of the academic rank they hold.

1. College: A T-test was performed on two independent samples, and the results were as shown in Table (5).

**Table (5): a t-test to reveal the significance of the differences between the sample responses that are attributed according to the college variable.**

The field	College variable	number of individuals	mean	standard deviation	T value	The level of significance
Academic freedom	Science Faculties	179	4.01	0.27	4.74	0.07
	Human faculties	132	4.15	0.34		

it is evident from Table (5) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the averages of the sample members' estimates that are attributed to the college variable, and this can be attributed to the fact that the college variable does not affect making differences in the responses of the faculty members.

The results related to the third question, which stated: What is the degree of availability of a

culture of creativity among faculty members at the University of Jordan from their point of view?

To answer this question, arithmetic averages and standard deviations were extracted for the fields and paragraphs of the degree tool of the availability of a culture of creativity among faculty members at the University of Jordan from their point of view in it in general, and the ranks and degree of practice were extracted as shown in Table (6).

**Table (2): The arithmetic means and standard deviations for all the clauses of the culture of creativity, arranged in descending order**

No.	Paragraph no.	Paragraph	mean	standard deviations	level
1	7	Do what is assigned to me in a renewed manner.	3.64	0.81	Moderate
2	3	I have the ability to visualize future ideas.	3.47	0.74	Moderate
3	8	I defend my ideas with argument and proof.	3.26	0.97	Moderate
4	5	I prioritize the completion of work according to its importance.	3.11	0.86	Moderate
5	10	I make sure to know the opposite opinion to take advantage of it.	3.01	0.72	Moderate
6	9	I offer solutions to problems in a short time.	2.92	0.99	Moderate
7	1	I participate in the production of new ideas that I present in the field of work.	2.9	0.83	Moderate
8	4	I possess a high capacity for discussion and dialogue.	2.84	1.02	Moderate
9	11	I use competitive methods in the work environment that encourage creativity.	2.77	0.85	Moderate
10	2	I offer new and fresh ideas to develop the business.	2.65	1.05	Moderate
11	6	I make sure to know the shortcomings in my work.	2.59	0.83	Moderate
<b>Total</b>			<b>3.01</b>	<b>0.91</b>	Moderate

it is evident from Table (6) that the level of creativity culture at the University of Jordan, from the point of view of its faculty members, came with a medium grade, with an arithmetic average of (3.01), and this indicates that the degree of appreciation was medium, and the highest level was included in the paragraph ( He accomplished what was assigned to me in a renewed manner), and this could be attributed to the faculty member's belief that innovation and creativity is the key to excellence, and his keenness to complete all his work in creative ways to excel in his performance, as it is clear that the lowest level

is included in the paragraph (I am keen to know Deficiencies in my work), but the degree of appreciation for this section remains moderate, and this can be attributed to the fact that faculty members need to evaluate their performance early in order to allow them to enhance strengths and address weaknesses and control them.

The results related to the fourth question, which stated: Are there statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the sample response averages in the degree of availability of a culture of creativity among faculty members at the University of



Jordan from their point of view due to variables (gender, academic rank, College)?

To answer this question, a T-test was used for two independent samples, and a single-test analysis of variance, and the results were as follows:

1. Gender: A T-test was performed on two independent samples, and the results were as shown in Table (7).

**Table (7): a t-test to reveal the significance of the differences between the sample responses that are attributed according to the gender variable**

The field	gender variable	number of individuals	mean	standard deviation	T value	The level of significance
The culture of creativity	Male	207	4.01	0.28	0.17	0.44
	female	104	3.99	0.26		

it is evident from table (7) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the averages of the sample members' estimates that are attributed to the gender variable, and this can be attributed to the fact that the faculty members at the University

of Jordan of different gender are interested in the culture of creativity and ways Achieved.

**1. Academic rank: An ANOVA test was performed, and the results were as shown in Table (8).**

**Table (8): The results of the one way ANOVA test to reveal the significance of the differences between the sample responses that are attributed to the variable of academic rank.**

Field	The source of the contrast	Sum of squares	Degree of freedom	Average of squares	F value	sig
The culture of creativity	Between groups	1.308	2	2.43	31.82	0.06
	Within groups	23.11	308	0.09		
	Total	24.96	310			

it is evident from Table (8) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the averages of the sample members' estimates that are attributed to the academic rank variable, and this can be attributed to the fact that all faculty members at

the University of Jordan of different gender practice a culture of creativity in the same manner.

1. College: A T-test was performed on two independent samples, and the results were as shown in Table (9).

**Table (9): a t-test to reveal the significance of the differences between the sample responses that are attributed according to the college variable.**

The field	gender variable	number of individuals	mean	standard deviation	T value	The level of significance
The culture of creativity	Science Faculties	179	4.07	0.27	0.26	0.23

	Human faculties	132	4.06	0.32		
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it is evident from Table (9) that there are no statistically significant differences at the level of significance ( $\alpha = 0.05$ ) between the averages of the sample members' estimates that are attributed to the college variable, and this can be attributed to the fact that the college variable does not affect making differences in the responses of the faculty members.

Results related to the fifth question, which stated: Is there a statistically significant correlation at the level of significance ( $\alpha = 0.05$ ) between the degree of availability of academic freedom of faculty members and the level of creativity culture at the University of Jordan from their point of view?

To answer this question, the Pearson correlation coefficient was calculated, and the results were as in Table (10):

**Table (10): Results of the test of the correlation between academic freedom and the culture of creativity**

Variables		Total degree of creativity culture
Total degree academic freedom	Correlation coefficient	**0.32
	Indication level	0.000

it is evident from Table (10) that there is a positive and statistically significant correlational relationship between the total degree of academic freedom and the total degree of the culture of creativity, as the value of the Pearson correlation coefficient (0.32), and the researcher attributes this result to the fact that the University of Jordan is interested in the culture of creativity and the means to achieve it, through Effectively granting faculty members academic freedom.

### Recommendations:

In light of the results of the study, the following is recommended:

1. Increasing the awareness of faculty members about the concept of academic freedom by holding seminars, conferences and courses that show the importance of academic freedom.
2. Increasing awareness of the concept of creativity culture and its importance in educational institutions through the use of various media and social communication.

3. Conducting a study similar to the current study on official Jordanian universities and comparing its results with the results of the current study.

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