



**HAL**  
open science

# The Effect of Academic Freedoms in Enhancing the Social Responsibility of Palestinian University Staff in the Gaza Governorates

Amal A. Al Hila, Mazen J. Al Shobaki, Samy S. Abu Naser

► **To cite this version:**

Amal A. Al Hila, Mazen J. Al Shobaki, Samy S. Abu Naser. The Effect of Academic Freedoms in Enhancing the Social Responsibility of Palestinian University Staff in the Gaza Governorates. International Journal of Engineering and Information Systems (IJEAIS), 2017, 1 (5), pp.22 - 35. hal-01571287

**HAL Id: hal-01571287**

**<https://hal.science/hal-01571287>**

Submitted on 2 Aug 2017

**HAL** is a multi-disciplinary open access archive for the deposit and dissemination of scientific research documents, whether they are published or not. The documents may come from teaching and research institutions in France or abroad, or from public or private research centers.

L'archive ouverte pluridisciplinaire **HAL**, est destinée au dépôt et à la diffusion de documents scientifiques de niveau recherche, publiés ou non, émanant des établissements d'enseignement et de recherche français ou étrangers, des laboratoires publics ou privés.

# The Effect of Academic Freedoms in Enhancing the Social Responsibility of Palestinian University Staff in the Gaza Governorates

Amal A. Al hila<sup>1</sup>, Mazen J. Al Shobaki<sup>2</sup>, Samy S. Abu Naser<sup>3\*</sup>

<sup>1</sup>Department of Management and Financial Business, Palestine Technical College, Dair Al Balah, Palestine.

<sup>2,3</sup>Department of Information Technology, Al-Azhar University, Gaza, Palestine

<sup>1</sup>amal.alhila@gmail.com, <sup>2</sup>mazen.alshobaki@gmail.com, <sup>3</sup>abunaser@alazhar.edu.ps

**Abstract:** *The research aims to demonstrate the effect of academic freedom in the promotion of social responsibility from the standpoint of teaching faculty members in Palestinian university of Gaza provinces. The researchers used descriptive analytical approach. The research community consists of the faculty members of (the Islamic University, Al-Azhar University, University of Palestine, University of Gaza, and University of Al-Aqsa), and the study tool is a questionnaire applied on a stratified random sample of staff members, and (250) questionnaires were obtained with recovery rate of (84.75%). The results of the study showed a statistically significant relationship between academic freedom in all its dimensions (teaching, expression of opinion, scientific research, decision-making, community service) and the promotion of social responsibility dimensions (administrative and procedural, societal, ethical and moral, environmental health, national and affiliation, cognitive and educational ) from the perspective of university teaching staff. Also it showed the presence of a statistically significant effect between academic freedoms (freedom of teaching, scientific research, community service) and the promotion of social responsibility, and the (freedom of expression, and freedom of decision-making) was a weak effect. The results also showed no statistically significant differences for both variables (educational qualification, and years of service) and that there are differences according to the variable of the university in favor of Al-Azhar University. The researchers recommended providing good regulatory environment for the exercise of academic freedom and promote innovation and support for faculty members and urged them to do diverse and creative scientific research and achievement of leadership, and encourage them to participate in conferences, seminars and express their opinions in complete freedom.*

**Keywords:** academic freedom, community responsibility, and Faculty members, the Palestinian higher educational institutions, Palestinian universities, Gaza Strip.

## 1. INTRODUCTION

Universities, regardless of their financial and economic potential, cannot achieve their functions of education, scientific research, and serving the community except through their human resources with the continuous scientific efforts and distinguished intellectual giving by their professors (Al-Amiri, 2014). It cannot play the leading role required of it and fly in the skies of teaching, research and administrative innovation, unless given large areas of academic freedom, and this is what distinguishes universities in advanced societies from universities in the developing world and that is one of the most important reasons and factors of success (Hogan, 2013).

Academic freedom is the means by which self-image is conveyed to the outside world, ensuring excellence and diversity, facilitating the discovery and testing of knowledge, and allowing unrestricted expression of ideas through the educational process. The University influences and is influenced by the social pattern surrounding it. There is an important aspect of the university's relationship with the educational outputs and the need of the market, and taking into consideration that the university is teaching academic disciplines that keep abreast of international scientific developments. Therefore, it is imperative for their departments to seek to achieve a sense of social responsibility and to motivate staff to transform them from a mere idea to the behavior of social responsibility of employees and students, which will contribute mainly to the development of different walks of life.

## 2. RESEARCH PROBLEM

The report of the Ninth Conference of Ministers Responsible for Education and Scientific Research in the Arab World summarized that the most important reasons for the ineffectiveness of Arab higher education systems are the low level of academic freedom for faculty members (Raafit, 2010). The faculty member is the cornerstone of the University's progress and development, its ability to

achieve its objectives related to the educational process, the research process, the service of society and the advancement of its individuals and institutions. Several studies have shown that the creativity of a faculty member is primarily related to the degree of freedom granted to him. Thus, the weakness of the exercise of academic freedom contributes to the university's failure to achieve its goals (Abu Amuna et al., 2017), (Abu Naser et al., 2017), (Al hila et al., 2017), (Al Shobaki & Abu Naser, 2017), (Al Shobaki et al., 2017) and (Badwan et al., 2017), the results of which are mainly reflected in society. Based on the above, the problem of research is determined by the following question:

**Q1:** What is the impact of academic freedoms in promoting social responsibility in the Palestinian universities in the Gaza governorates from the point of view of their employees?

**A number of sub-questions arise from this question:**

**Q1-1:** What is the reality of academic freedoms in the field of (teaching, freedom of expression of opinion, scientific research, and participation in decision-making, community service) from the point of view of faculty members in the Palestinian universities in Gaza?

**Q1-2:** What are the dimensions of social responsibility, which are dimensions (administrative, procedural, societal, ethical, ethical, and environmental, health, national, integrative, cognitive and educational) from the point of view of faculty members in Palestinian universities in Gaza?

**Q1-3:** What is the role of academic freedoms in promoting social responsibility from the point of view of faculty members in Palestinian universities in the governorates of Gaza?

**Q1-4:** What is the impact of academic freedoms in promoting social responsibility from the point of view of faculty members in Palestinian universities in the governorates of Gaza?

**Q1-5:** Are there differences between respondents' opinions on the variables of study according to the following personal variables: (academic qualification, years of service, job title, type of university)?

### **3. RESEARCH OBJECTIVES**

The study aims to highlight the effect of academic freedoms in enhancing social responsibility in the Palestinian universities in Gaza governorates from the point of view of their employees by achieving the following sub-goals:

1. Recognition of the reality of academic freedoms in the field of (teaching, freedom of expression of opinion, scientific research, decision making, and community service) from the point of view of workers in Palestinian universities in the Gaza governorates.
2. To determine the availability of dimensions of social responsibility, which are dimensions (administrative, procedural, societal, moral, ethical, environmental, health, national, integrative, cognitive and educational) from the point of view of workers in Palestinian universities in Gaza.
3. Disclosure of the role and impact of academic freedoms in enhancing the social responsibility of workers in Palestinian universities in Gaza governorates.
4. To detect the differences between the respondents' opinions about the study variables according to the following personal variables: (scientific qualification, years of service, job title, university type).
5. Statement of proposals to activate the role of academic freedoms in promoting social responsibility.

### **4. RESEARCH IMPORTANCE**

The study derives its importance from its scientific subject as well as its practical application. Therefore, the importance of research can be determined through the following aspects:

1. The scientific enrichment he adds in the field of academic freedoms and social responsibility, which contributes to the clarification of concepts.
2. Assisting universities in adapting and reacting to rapid environmental changes and changes and intense competition through their knowledge of the level of their academic freedoms and community responsibility.
3. Drawing the attention of decision makers in universities to the need to know the role of academic freedoms in promoting social responsibility, in the light of the results of the study and to benefit from them in the field of application.

### **5. RESEARCH HYPOTHESES**

In order to provide an appropriate answer to the research questions presented, the research seeks to test the validity of the following hypotheses:

**H1:** There is no statistically significant relationship between academic freedoms and the promotion of social responsibility in the Palestinian universities in the Gaza governorates from the point of view of their employees.

**H2:** There is no significant statistical impact between the academic freedoms and the promotion of social responsibility in the Palestinian universities in the governorates of Gaza from the point of view of its employees.

**H2:** There are no statistically significant differences between respondents' opinions on the relationship between academic freedoms and the promotion of social responsibility in Palestinian universities according to the different (scientific qualification, years of service, type of university) from the point of view of employees.

## 6. RESEARCH LIMITS AND SCOPE

**Human Limitations:** The research was applied to faculty members in Palestinian universities operating in the Gaza Strip.

**Place Limitations:** The research was limited to five universities: Islamic University, Al-Azhar University, Palestine University, Gaza University, Al-Aqsa University.

**Time Limitations:** the study was conducted, preliminary data was collected, and statistical analysis was performed during the year (2017).

**Subject (Academic) limitations:** The objective of the research is limited to the study of the effect of academic freedoms in enhancing the social responsibility of Palestinian university staff in the Gaza governorates.

## 7. RESEARCH TERMINOLOGY

1. **Academic Freedom:** Webster's New World Dictionary defines academic freedom as "the right of a faculty member or student at the university level to express his or her opinion and to ensure his or her freedom to debate or to investigate any case on any subject, whether the issue is social or economic without external interference, fear or hesitation of punishment by the institution" (Ellis, 2006). It is defined by (Albach, 2007) as "the climate that supports expression, free thinking and constructive dialogue to discover the truth through freedom of research and dissemination without fear or restriction." The researchers define it as "the degree of practice of members of the faculty of Palestinian universities, the freedom of expression of opinion, scientific research, teaching, decision-making and serving the community within the foundations and rules of the university and society."
2. **Freedom of Teaching:** The freedom of a faculty member to describe the courses he wants to teach, and to teach these courses in the manner he deems appropriate.
3. **Freedom of scientific research:** includes the right of the individual to contribute to scientific progress and to protect the moral and material interests of any scientific, literary or artistic production of which he is the author (AL-Ghareb, 2015).
4. **Freedom of opinion and expression:** The ability of an individual to express his or her views on a specific subject, to unleash his creative powers, and his right to debate, dialogue and constructive criticism without prejudice or fanaticism, taking into account the objectivity of the truth which helps to achieve creativity (Al-Meleiji, 2013).
5. **Freedom of decision-making:** It means the ability and enjoyment of the individual with a full degree of independence of choice and decision-making among the possibilities and alternatives he reaches, which are made available through his career and from the product of his experience commensurate with his tendencies, desires and philosophy in life, with his awareness and awareness of the social standards he provides Society, there is no doubt that this evaluator plays a large role in the maturity of personality and the achievement of creativity and innovation (Smyth et al., 2000), (Al Shobaki & Abu Naser, 2016), (Al Shobaki & Abu Naser, 2017), (Abu Naser & Al Shobaki, 2016) and (Al Shobaki et al., 2010).
6. **Community service:** Providing activities, knowledge and ideas through its various organizations, units, programs, services and activities to different sectors outside the university in order to generate desired behavioral changes and development (Al-Saeed, 2007).
7. **Social responsibility:** (AL-Sayed, 2010) defines it as the harmony of educational institutions in its work and activities with the expectations of society and its responsiveness to its legal, ethical, and environmental requirements. (Awad, 2010) defined it as "the commitment of universities to address their impact on the society in which they exist, in order to promote sustainable development and within the framework of understanding based on the use of the educational role of the university to influence students and employees to engage in activities that do so. The university is led by the activities of the community and its leadership in this field. The researchers define it as "the ethical commitment of universities to develop principles, values and objectives that are compatible with the requirements of the society and to move towards achieving them, thus contributing to the development and improvement of the living conditions of workers, their families and the entire community through their basic functions of education, scientific research and community service."

## 8. PREVIOUS STUDIES

1. The study of (Al-Faidi, 2017) aimed to find out the level of academic freedom among faculty members at Benghazi University. The results of the study showed that the level of academic freedom is average among faculty members at

- Benghazi University. It also showed that the dimension of teaching is the most common followed by scientific research and then the freedom to express opinion and in the last place came the dimension of making decisions.
2. The study of (Faraj, 2016) aimed to identify the degree of practicing the students of Taif University to the dimensions of academic freedom, and the results showed that the level of academic freedoms was average with mean of (3.39). The dimension of the expression of opinion came in the first place and the dimension of decisions came in the last place.
  3. The study of (Maqrii and Mana, 2015) aimed at recognizing the importance of social responsibility in the Algerian SMEs as a strategic option to reach sustainable development. The results proved that the commitment to social responsibility by SMEs affects their environmental and social performance leading to sustainable development.
  4. The study of (Darwish, 2015) aimed at identifying the degree of availability of academic freedom for faculty members at the University of Salman bin Abdul Aziz from the point of view of the faculty members themselves and to indicate whether there are differences of statistical significance in the degree of availability of academic freedom. The results of the study showed that the arithmetic averages ranged between (4 - 4.13) and the freedom to make decisions in the first place and the freedom of teaching in the last place.
  5. The study of (Al-zabon, 2015) aimed to know the reality of academic freedom at the university level in Saudi Arabia, and the results of the study showed that the reality of academic freedom at the university level came to a medium degree. There were also differences between the estimates of the faculty members of the degree of exercise of academic freedom due to the gender variable and for the females. There are no differences between the estimates of the faculty members for the degree of practicing academic freedom due to the variable of experience and academic level.
  6. The study of (Al-Ruwaili, 2015) aimed to identify the degree of academic freedom enjoyed by the faculty members of the emerging Saudi universities. The study concluded that the degree of academic freedom came to a medium degree and that the highest field is teaching, serving the community, scientific research, and make decisions. All of them came to a medium degree.
  7. The study of (Abu Seif and Abu Al-Atta, 2014) aimed to clarify the relationship between the academic freedom of the university and to ensure the quality of the university institutions and the establishment of mechanisms to activate academic freedom in universities. The study found a link between success in improving quality and academic freedom. Academic freedom leads to job satisfaction and organizational loyalty to university staff. Reducing the academic freedom of faculty members leads to lower quality of the university.
  8. The study of (Al-Shammari, 2014) aimed to identify the role of the university towards social responsibility in the public universities in Riyadh by assessing the university leadership of this role. One of the most prominent results was that it revealed a good role for universities towards social responsibility in general, but it is still not defined in a way that makes it clear mission with clear rules, methodology, a specific budget, and what is presented so far falls within the function of the third university associated with community service. There were also differences according to the university variable and differences according to the status of the job, while no differences were shown for the variable of degree.
  9. The study of (Alcota et al., 2013) aimed to identify the evolution of ethical practices and community responsibility in the faculties of dentistry at the University of Chile by introducing the perceptions of faculty members and students about a range of dimensions related to community responsibility. The results of the study showed that students and teachers are not sufficiently encouraged by the ethical commitment and sense of community responsibility in the current curriculum and educational practices used, demonstrating their need for review and the promotion of commitment to this responsibility.
  10. The study of (Hogan, Barry E. & Trotter, Lane D, 2013) aimed to demonstrate the status of academic freedom in Canadian universities. The study found that academic freedom in Canadian higher education is not absolute and that there are a range of limitations in teaching so that university authorities should agree on certain subjects.
  11. The study of (Awad and Hijazi, 2013) aimed to identify the reality of social responsibility among the students of Al Quds Open University. The most important results were that the average degree of social responsibility in all fields was (72.8) which is high. The collective responsibility was first followed by national responsibility, religious, moral, and then self-responsibility.

## **9. COMMENT ON PREVIOUS STUDIES**

There is great importance and important role of academic freedoms in the development of creativity and excellence, which can be used to enhance the social responsibility of universities. Several studies of academic freedom have been seen from the perspective of teachers and students, and the present study has focused on academic freedom from the point of view of teachers. The points of convergence with previous studies are as follows:

**In terms of the objective of the study:** The research trends varied in previous studies aimed at identifying the theoretical bases of academic freedoms and community responsibility in universities, as well as the reality of academic freedoms from the point of view of faculty members and students. Satisfaction is with faculty members only, without focusing on their role and reflection on social responsibility with community organizations. The present study will address the dimensions of academic freedoms and express the opinion of the faculty about their availability and their relationship with the promotion of social community.

**In terms of the variables of the study:** Most of the previous studies focused on addressing the reality through the following variables: freedom of expression, freedom of scientific research, freedom of teaching, decision-making. (The administrative and procedural dimension, the societal dimension, the moral and ethical dimension, the environmental and health dimension, the national dimension, the developmental dimension, the cognitive and educational dimension), the current study differed from previous Arab and foreign studies in terms of field of application, Rh time, the nature of the sample that has been addressed.

**10. EMPIRICAL STUDY**

**First- Research methodology:**

Based on the nature of the study and the objectives it seeks to achieve, the analytical descriptive method was used, which is based on the study of the phenomenon as it is in fact and it is concerned as a precise description and expressed in qualitative and quantitative terms. This method is not sufficient to collect information about the phenomenon in order to investigate its manifestations and its different relations, but rather to analysis, linkage and interpretation.

**Second - Society and sample of the study:**

The study community consists of (1272) faculty members in the universities in the Gaza Strip. The research has been applied to the following universities: (Islamic, Palestine, Al-Azhar, Gaza and Al-Aqsa). A random sample of university faculty members was selected (295) and (250) valid questionnaires were obtained with a recovery rate of (84.75%). The distribution of the sample of the study according to the personal data of individuals is as follows:

**Table 1: Distribution of Study Sample**

No.	Personal data	The number	The ratio
1	Ph.D.	68	27.2
	M.A.	80	32
	B.A.	102	40.8
2	Less than 5 years	40	16
	From 5 - less than 10 years	80	32
	From 10 - under 15 years	90	36
	15 years and over	40	16
3	Al-Azhar University	55	22
	Islamic University	85	34
	Palestine University	25	10
	Gaza University	5	2
	Al-Aqsa University	80	32
	<b>Total</b>	N= 250	100

**Third- the validity of study tool:**

The tool is intended to measure what has been set for measurement. The accuracy of the questionnaire has been verified by the following methods:

**1. Validity from the point of view of the arbitrators:**

The questionnaire was presented to five competent arbitrators in order to ascertain the correctness of the linguistic language of the questionnaire, the clarity of the instructions of the questionnaire, the affiliation of the paragraphs to the dimensions of the questionnaire and the validity of this tool to measure the objectives associated with this study, thus verifying the validity of the questionnaire from the point of view of the arbitrators.

**2. Internal consistency:**

The integrity of the internal consistency was calculated by finding correlation coefficients for the identification axes, as shown in the following table:

**Table 2:** The internal consistency of the questionnaire axes

The axis	Coefficient of correlation	The value of "Sig".	Level of significance
The axes of academic freedoms	0.935	0.000	Sig. at 0.01
Community responsibility	0.908	0.000	Sig. at 0.01

The above table shows that the questionnaire axes have statistically significant correlation coefficients, which indicates that the axes of the questionnaire have high reliability coefficients.

**Fourth - Stability of the study tool:**

The tool means that the tool yields the same results if applied again to the same group of individuals, ie, the results do not change. The questionnaire is confirmed by the following methods:

**1. Stability using the formula of Alpha Cronbach:**

The stability of the search tool was determined by calculating the correlation coefficients of the cues using the Alpha Cronbach formula, as shown in the following table:

**Table 3:** Correlation coefficients using the Alpha-Cronbach equation for the questionnaire axes

The axis	Coefficient of correlation
The axes of academic freedoms	0.876
Community responsibility	0.825
Questionnaire as a whole	0.943

The above table shows that correlation coefficients are high stability coefficients and meet the study objectives.

**2. The Split-Half stability**

The stability of the search tool was determined by calculating the correlation coefficients in the Split-Half of the questionnaire axes, as shown in the following table:

**Table 4:** The Split-Half correlation coefficients of the questionnaire axes

The axis	before the amendment	After modification
The axes of academic freedoms	0.858	0.956
Community responsibility	0.865	0.943
Questionnaire as a whole	0.875	0.932

The above table shows that the Split-Half correlation coefficients of the resolution axes are high stability coefficients and meet the study objectives.

**11. ANALYSIS OF THE STUDY:**

**Results of the first question:**

The question is: What is the reality of academic freedoms in the field of (teaching, freedom of expression, scientific research, decision making, and community service) from the point of view of faculty members in Palestinian universities in the governorates of Gaza?

This question was answered using the "T" test for one sample, as shown in the following table:

**Table 5:** arithmetical mean, standard and relative deviation, and t test for all areas of academic freedom

No.	The field	SMA	Standard deviation	Relative arithmetic mean	Test value t	Probability Value (Sig)	Ranking
1.	Freedom of expression	3.38	0.76	67.6	5.35	*0.000	5
2.	Freedom of Scientific Research	3.64	0.85	72.8	7.63	*0.000	1
3.	Freedom of teaching	3.56	0.75	71.2	7.92	*0.000	2
4.	Freedom of community service	3.54	0.79	70.8	6.92	*0.000	3
5.	Freedom to participate in decision-making	3.48	0.81	69.6	6.24	*0.000	4
	Academic freedoms in general	3.53	0.67	70.35	8.51	*0.000	

\* The statistical mean is statistically significant at 0.05.

**Table (5) shows the following:**

1. The arithmetic mean for the first field is 3.64, i.e. the relative arithmetic mean (72.8%), the test value (7.63), and the probability value (Sig) is 0.000. This means that there is approval by the sample members. The researchers attributed this to the fact that universities encourage employees and grant them the freedom to publish in the magazines they see fit. Also, all the universities under study have their own journal of scientific research and this shows their interest and support for this field.
2. The arithmetic mean for the second field is 3.56, i.e., the relative arithmetic mean (71.2%), the test value (7.92) and the probability value (Sig) is 0.000. This means that there is approval by the sample. This is due to the interest of the universities in providing the appropriate educational tools that facilitate the members of the faculty work, and gives them the freedom to choose the appropriate teaching method, in addition to granting him a degree of freedom in determining the schedule of all this comes in the context of the pursuit of quality.
3. The arithmetic mean for the third field is 3.54, i.e., the relative arithmetic mean (70.8%), the test value (6.92) and the probability value (Sig) is 0.000. The researchers attributed this to the interest of universities in this field, which gives faculty members the freedom to provide consultation to the community in addition to adopting any proposals that contribute to solving the problems of the community and work to marketing them.
4. The arithmetic average of the fourth field is "free to participate in decision making" equals 3.48, ie, the relative arithmetic mean (69.6%), the test value (6.24) and the probability value (Sig) is 0.000. The researchers attribute this to the fact that laws and regulations provide full protection for staff rights, where decision-making takes place in accordance with a well-known set of procedures, as well as the availability of regulations and laws that are generalized and required to represent faculty members on most committees. There is also a structured representation of all administrative levels in the decision-making process.
5. The arithmetic average of the fifth field, "freedom of expression" equals 3.38, ie, the relative arithmetic mean (67.6%), the test value (5.35) and the probability value (Sig) is 0.000. The researchers attributed this to the fact that universities encourage employees to express opinions and make proposals without fear of criticism, regardless of their specialties and ranks.

In general, the mean is 3.53, the relative arithmetic average equals 70.35%, the test value is 8.51, and the probability value (Sig) is 0.000. This means that there is agreement by the sample on the paragraphs of academic freedoms in general. The researchers attributed this to the fact that academic freedom is the cornerstone of scientific creativity, one of the most important elements of the academic process, and an indispensable necessity is the basis of building societies; thus it is the development of civilizations and cultures. This finding is consistent with the study of (Hogan & Trotter, 2013), (Al-Faidi, 2017), (Darwish, 2015), (Al-Ruwaili, 2015).

**Results of the second question:**

The question is: What are the dimensions of social responsibility in the following dimensions: (administrative, procedural, societal, moral, ethical, environmental, health, national, integrative, cognitive and educational) from the point of view of staff in the Palestinian universities in Gaza?

This question was answered using the one sample "T" test as shown in the following table:

**Table 6:** arithmetical mean, standard and relative deviation, and t test for all areas of social responsibility



No.	The field	SMA	Standard deviation	Relative arithmetic mean	Test value t	Probability Value (Sig)	Ranking
1.	Administrative and procedural dimension	3.572	0.869	71.437	8.677	0.000	5
2.	Community dimension	3.736	0.754	74.713	12.870	0.000	2
3.	Moral and ethical dimension	3.966	0.735	79.310	17.332	0.000	1
4.	Environmental and health dimension	3.582	0.792	71.638	9.697	0.000	4
5.	National dimension and integration	3.310	1.089	66.207	3.758	0.000	6
6.	The cognitive and educational dimension	3.73	0.67	74.53	11.30	*0.000	3
Community responsibility in general		3.564	0.601	71.282	12.380	*0.000	

\* The statistical mean is statistically significant at 0.05.

Table (6) shows the following:

1. The arithmetic average of the first field is 3.966, i.e., the relative arithmetic mean (79.310%), the test value (17.33) and the probability value (Sig) is 0.000. This is due to the encouragement of the university administration for constructive dialogue and its adherence to the values and beliefs of society and to emphasize them within its strategic plan.
2. The computational average of the second field is 3.736, i.e., the relative arithmetic mean (74.713%), the test value (12.870), and the probability value (Sig) is 0.000. This means that there is approval by the sample. The researchers attributed this to the interest of the universities in providing better opportunities for people with special needs and giving them care and attention because they represent a significant percentage in the Palestinian society, in addition to their interest in contributing to solving the problems of society and directing scientific research to reduce and mitigate its effects.
3. The arithmetic mean of the third field is 3.73, i.e., the relative arithmetic mean (74.53%), the test value (11.30) and the probability value (Sig) is 0.000. The researchers attribute this to the fact that this component is the basic function of universities, so it is concerned with the development of access to knowledge and the establishment of clear criteria for enrollment in education, and conducts studies to meet the needs and requirements of the labor market.
4. The arithmetic mean for the fourth field is 3.582, i.e., the relative arithmetic mean (71.638%), the test value (9.697), and the probability value (Sig) is 0.000. The researchers attribute this to the fact that universities call for environmental conservation in their curricula and promote the use of their resources for sustainability.
5. The arithmetic average of the fifth field is 3.572, i.e., the relative arithmetic mean (71.437%), the test value (8.677), and the probability value (Sig) is 0.000. The researchers attributed this to the fact that universities are interested in the opinion of the local community and meet their needs, and therefore support conferences and seminars that contribute to the identification of the problems of society.
6. The arithmetic mean of the sixth field, "national and integrative dimension", equals 3.310, i.e., the relative arithmetic mean (66.207%), the test value (3.758) and the probability value (Sig) equals 0.000. The researchers attribute this to the political nature of the universities, which have been forced to take care of this dimension and to consolidate it through the preservation of Palestinian heritage and values, as well as the revival of national events.

In general, the arithmetic mean is equal to (3.564), the relative arithmetic mean is 71.282%, the test value is 12.380, and the probability value (Sig) is 0.000. Community responsibility in general. In the view of the researchers, carrying social responsibility improves their relationship with society and promotes transparency, accountability, ethical conduct and active participation, all of which contribute to enhancing the university's competitive advantage and improving the university's reputation in society. This finding is consistent with the findings of (Maqrii and Mana, 2015), (Al-Shammari, 2014), (Alcota et al., 2013) and (Awad and Hijazi, 2013).

#### Results of the third question:

The question is: What is the role of academic freedoms in enhancing the social responsibility of workers in Palestinian universities in Gaza? To answer this question, the following hypothesis was formulated:

There is no statistically significant relationship between academic freedoms and the promotion of social responsibility in the Palestinian universities in the Gaza governorates from the point of view of their staff.

To test this hypothesis, Pearson's correlation coefficient was used to determine whether there was a relationship between academic freedom and the promotion of community responsibility in Palestinian universities.

**Table 7:** Pearson correlation coefficients between academic freedoms and community responsibility

No.	The axis	Coefficient of correlation					
		Freedom of expression	Research	Teaching	Community Service	Make decision	Academic freedoms
1.	<b>Administrative dimension</b>	0.709	0.823	0.825	0.679	0.791	0.765
2.	<b>Community dimension</b>	0.754	0.837	0.849	0.798	0.755	0.798
3.	<b>The moral dimension</b>	0.734	0.797	0.802	0.789	0.745	0.773
4.	<b>Environmental dimension</b>	0.766	0.773	0.811	0.721	0.734	0.761
5.	<b>National dimension</b>	0.733	0.746	0.835	0.755	0.764	0.766
6.	<b>Knowledge dimension</b>	0.757	0.782	0.844	0.768	0.731	0.776
	<b>Community responsibility</b>	0.742	0.793	0.828	0.752	0.753	0.773

The above table shows that Pearson correlation coefficients between academic freedoms and social responsibility are statistically significant. This indicates a statistically significant relationship at the level of ( $\alpha \leq 0.05$ ) between academic freedoms and the enhancement of social responsibility in the Palestinian universities in the Gaza governorates. This is because academic freedoms contribute to the promotion of transparency and respect for others' opinions and interests and thus enhance their social responsibility. This finding is consistent with (Abu Seif and Abu Al-Atta, 2014), which has shown a link between success in quality improvement and academic freedom. Reducing the academic freedom of faculty members also leads to lower quality of the university

#### Results of the fourth question:

What is the impact of academic freedoms in enhancing the social responsibility of staff in Palestinian universities in the Gaza governorates? To answer this question, the following hypothesis was formulated:

There is no significant statistical impact between the academic freedoms and the promotion of social responsibility in the Palestinian universities in the Gaza governorates from the point of view of their staff.

To test this hypothesis, "multiple regressions using the Stepwise method" was used to see if there was an impact of academic freedoms in promoting community responsibility in Palestinian universities.

**Table 8:** Multiple linear regression analysis

Independent variables	Regression coefficients	T test value	Probability Value (Sig)
<b>Fixed amount</b>	0.732	4.322	0.000
<b>Freedom of Scientific Research</b>	0.466	5.248	0.000
<b>Freedom of teaching</b>	0.351	4.277	0.000
<b>Freedom of community service</b>	0.321	2.978	0.005
<b>Correlation coefficient = 0.863</b>		<b>Adjusted modifier factor = 0.762</b>	

The results shown in the previous table (8) show the following:

- The variables affecting the variable "social responsibility" are: freedom of scientific research, freedom of teaching, freedom of community service, and other variables show that their effect is weak.

- Correlation coefficient = (0.863), and the adjusted coefficient of adjustment = (0.762). This means that 76.2% of the change in social responsibility (dependent variable) is explained by linear relationship and the remaining 23.8% Community responsibility. Despite the interest of universities to promote social responsibility through academic freedoms, but some freedoms have not yet reached the required level due to political circumstances and party spread. The results of this study are consistent with (Maqrii and Mana, 2015), which demonstrate that the commitment to community responsibility by small and medium enterprises affects their environmental and social performance, leading to sustainable development.

#### Results of the fifth question:

Are there differences between the respondents' opinions about the study variables according to the following personal variables: (scientific qualification, years of service, university)? To answer this question, the following hypothesis was formulated:

There were no statistically significant differences between respondents' views on the relationship between academic freedoms and the promotion of social responsibility in Palestinian universities according to the difference (qualification, years of service, university) from the point of view of employees.

- There were no statistically significant differences between respondents' views on the relationship between academic freedoms and the promotion of social responsibility in Palestinian universities according to the scientific qualification from the point of view of workers.

This hypothesis was validated by the One-Way ANOVA test, as shown in the following table:

**Table 9:** Differences with respect to the variable of scientific qualification

Scale	Qualification	The number	SMA	Standard deviation	Value of "F"	The value of Sig.	Level of significance
Academic freedoms	Ph.D.	68	3.434	0.535	2.967	0.257	Not significant
	M.A.	80	3.655	0.355			
	B.A.	102	3.456	0.592			
Community responsibility	Ph.D.	68	3.568	0.423	2.233	0.176	Not significant
	M.A.	80	3.790	0.570			
	B.A.	102	3.809	0.454			

The above table shows that the value of the calculated "F" is less than the "F" value in the measure of academic freedom and social responsibility. This indicates that there are no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) among the respondents' opinions on academic freedoms and social responsibility according to the different qualifications from the point of view of university staff.

- There were no statistically significant differences between respondents' views on the relationship between academic freedoms and the promotion of social responsibility in Palestinian universities according to the different years of service from the point of view of staff.

This hypothesis was validated by the One-Way ANOVA test as shown in the following table:

**Table 10:** Variance for the variable number of years of service

Scale	Number of years of service	The number	SMA	Standard deviation	Value of "F"	The value of Sig.	Level of significance
Academic freedoms	Less than 5 years	40	3.976	0.534	0.823	0.567	Not significant
	From 5 - less than 10 years	80	3.544	0.645			
	From 10 - under 15 years	90	3.576	0.432			
	15 years and over	40	3.943	0.434			
Community responsibility	Less than 5 years	40	3.877	0.545	0.533	0.523	Not significant
	From 5 - less than 10 years	80	3.786	0.523			
	From 10 - under 15 years	90	3.832	0.614			

	15 years and over	40	3.764	0.574		
--	-------------------	----	-------	-------	--	--

The above table shows that the value of the calculated "F" is greater than the "F" value in the academic freedom scale. This indicates that there are no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between respondents' opinions on academic freedoms according to the number of years of service from the point of view of university staff. The absence of statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between respondents' opinions on social responsibility according to the number of years of service from the point of view of university staff. This finding is consistent with (Al-zabon, 2015), which showed that there were no differences between faculty members' estimates of the degree of exercise of academic freedom due to the variable of experience and academic level.

- There are no statistically significant differences between respondents' views on the relationship between academic freedoms and the promotion of social responsibility in Palestinian universities according to the university from the point of view of staff.

This hypothesis was validated by the One-Way ANOVA test as shown in the following table:

**Table 11:** Differences in the University variable

Scale	University	The number	SMA	Standard deviation	Value of "F"	The value of Sig.	Level of significance
Academic freedoms	Islamic University	85	3.762	0.566	3.534	0.005	significant
	Palestine University	25	3.561	0.437			
	Al-Azhar University	55	3.966	0.597			
	Gaza University	5	3.814	0.366			
	Al-Aqsa University	80	3.845	0.481			
Community responsibility	Islamic University	85	3.838	0.455	4.309	0.005	significant
	Palestine University	25	3.704	0.522			
	Al-Azhar University	55	4.122	0.511			
	Gaza University	5	4.000	0.343			
	Al-Aqsa University	80	3.981	0.424			

The table above shows that the calculated "F" value is greater than the "F" value in the measure of academic freedom. This indicates that there are statistically significant differences at the level ( $\alpha \leq 0.05$ ) between the opinions of the respondents about academic freedoms in different universities from the point of view of university staff and in favor of Al-Azhar University. The calculated "F" value greater than the value of tabular "F" in the measure of social responsibility, and this indicates that there are significant differences at the level ( $\alpha \leq 0.05$ ) between the respondents' views on the social responsibility of the different university from the point of view of university employees, and in favor of Al-Azhar University. The results of this study are consistent with the study of (Al-Shammari, 2014), which showed the differences according to the university variable and the differences according to the state of the job, while there were no differences in the scientific qualification variable.

## 12. RESEARCH RESULTS

- The results of the study indicate that the level of availability of academic freedoms in universities in the Gaza Strip from the point of view of faculty members was high. (70.35%). The freedoms were as follows: (scientific research, teaching, community service, participation in decision making, expression of opinion).
- The results showed that the level of social responsibility in universities from the point of view of faculty members was high. The relative weight was 71.28%. The order of dimensions was as follows: (moral, ethical, societal, cognitive, educational, environmental, health, administrative and procedural, national and affiliation).
- The results showed that there is a statistically significant relationship at the level of ( $\alpha \leq 0.05$ ) between the academic freedoms in all its dimensions and the enhancement of social responsibility from the point of view of the faculty members in the universities in Gaza governorates.

4. It was found that there was an impact on academic freedoms and the enhancement of social responsibility. The variables affecting the variable "social responsibility" were: freedom of scientific research, freedom of teaching, freedom of community service and other variables (freedom of expression and freedom to participate in decision making).
5. The results of the study showed that there were no statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the average of the employees' degrees of academic freedom and the social responsibility for the variable of the academic qualification and the years of service.
6. The results of the study showed that there were statistically significant differences at the level of ( $\alpha \leq 0.05$ ) between the average scores of the employees' estimations on academic freedoms and the social responsibility of the university for Al-Azhar University.

### 13. RESEARCH RECOMMENDATIONS

1. Providing a good organizational climate for the exercise of academic freedom, encouraging innovation to support faculty members, encouraging them to make diverse scientific production, achieving creativity and scientific leadership, and encouraging them to participate in conferences and symposia.
2. Building a clear system and methodology for community responsibility through which the performance of universities can be assessed. Working to expand the scope of the work of social responsibility and transfer this responsibility to the wider circle, which makes it a general culture of the university adopted by all and at all levels.
3. Minimizing the faculty member's quorum so that he can do all his work inside and outside the university to the fullest extent. Supporting faculty members financially and morally, especially in research and development.
4. Raising the level of awareness among faculty members and others concerned about academic freedoms, and their role and importance. The establishment of a department to monitor the violation of academic freedoms within the university, whose task is to activate academic freedom and issue reports on it.
5. Linking academic freedom and the independence of universities with the systems, methods of management of university education institutions, research institutions, promote the concepts of integrity, scientific honesty in all the vocabulary of collective work, the adoption of standards of competence and scientific excellence in the positions of university leadership.
6. Working on issuing a comprehensive guide called the Arab Academic Freedoms Guide, which includes principles, mechanisms, training curricula and work on distributing it to all Arab universities.
7. Including community responsibility in the university's strategic plan and identifying areas of intervention. Establishing of a specialized center to follow up the activities and programs implemented by the University and provide interactive programs to enhance the interaction of the university with the community.

### References

- [1] Abu Amuna, Y., Al Shobaki, M., Abu Naser, S., & Badwan, J. (2017). Understanding Critical Variables for Customer Relationship Management in Higher Education Institution from Employee Perspective. *International Journal of Information Technology and Electrical Engineering*, 6(1), 10-16.
- [2] Abu Naser, S. S., & Al Shobaki, M. J. (2016). Enhancing the use of Decision Support Systems for Re-engineering of Operations and Business-Applied Study on the Palestinian Universities. *Journal of Multidisciplinary Engineering Science Studies (JMESS)*, 2(5), 505-512.
- [3] Abu Naser, S. S., & Al Shobaki, M. J. (2016). Requirements of using Decision Support Systems as an Entry Point for Operations of Re-engineering in the Universities (Applied study on the Palestinian universities in Gaza Strip). *World Wide Journal of Multidisciplinary Research and Development*, 2(4), 32-40.
- [4] Abu Naser, S. S., Al Shobaki, M. J., Abu Amuna, Y. M., & Al Hila, A. A. (2017). Trends of Palestinian Higher Educational Institutions in Gaza Strip as Learning Organizations. *International Journal of Digital Publication Technology*, 1(1), 1-42.
- [5] Abu Seif, Mahmoud Sayed and Al-Alfi, Tarek Abu Al-Atta (2014). "The role of academic freedom in activating the quality of university institutions", *Educational Knowledge Magazine - The Egyptian Association for Educational Resources in Banha - Egypt*, Volume (2), Issue (4).
- [6] Al hila, A. A., Al Shobaki, M. J., Abu Naser, S. S., & Abu Amuna, Y. M. (2017). Proposed Model for Learning Organization as an Entry to Organizational Excellence from the Standpoint of Teaching Staff in Palestinian Higher Educational Institutions in Gaza Strip. *International Journal of Education and Learning*, 6(1), 39-66.

- [7] Al Shobaki, M. J. (2017). The impact of the administrative dimensions of the decision support systems in the re-engineering of the Palestinian universities in Gaza Strip from the standpoint of employees. *The Arab Journal For Quality Assurance In Higher Education* 10 (2017)
- [8] Al Shobaki, M. J. (2017). The Impact of the Use of Decision Support Systems in the Re-Engineering in the Palestinian Universities in Gaza Strip. *Fifth International Conference Centre London*, 18 to 20 April 2016.
- [9] Al Shobaki, M. J., & Abu Naser, S. S. (2016). Decision support systems and its role in developing the universities strategic management: Islamic university in Gaza as a case study. *International Journal of Advanced Research and Development*, 1(10), 33-47.
- [10] Al Shobaki, M. J., & Abu Naser, S. S. (2017). The Role of the Practice of Excellence Strategies in Education to Achieve Sustainable Competitive Advantage to Institutions of Higher Education-Faculty of Engineering and Information Technology at Al-Azhar University in Gaza a Model. *International Journal of Digital Publication Technology*, 1(2), 135-157.
- [11] Al Shobaki, M. J., & Abu Naser, S. S. (2017). Usage Degree of the Capabilities of Decision Support System in Al-Aqsa University of Gaza. *International Journal of Engineering and Information Systems (IJEAIS)*, 1(2), 33-48.
- [12] Al Shobaki, M. J., Abu Naser, S. S., & Bedair, R. A. (2010). The Relationship between Decision-Support Systems and Re-Engineering in the Palestinian Universities in Gaza Strip. *Al-azhar University Gaza, Palestine*.
- [13] Al Shobaki, M. J., Abu Naser, S. S., Abu Amuna, Y. M., & Al hila, A. A. (2017). Learning Organizations and Their Role In Achieving Organizational Excellence In The Palestinian Universities. *International Journal of Digital Publication Technology*, 2(1), 40-85.
- [14] Al-Amiri, Fatima (2014). "The Academic Freedom of Baha University Faculty Members from Their Point of View", Unpublished Master Thesis, Faculty of Education, Baha University.
- [15] Albach, P., (2007), "Academic Freedom in a Global context. 21st century challenges", *Review of Higher Education*, (2).
- [16] Alcota, M; Ruiz de Gauna, P; Gonzalez, F. E. (2013), "Development of ethical Practices and social responsibility in dental education at the university of chile: student and faculty perceptions. *European journal of Dental Education*, vol. 17, issue 1.
- [17] Al-Faidi, Iman El Sayed Gad El Mawla (2017). "The Academic Freedom of the Faculty Members of Benghazi University in Light of Some Variables", *Libyan International Journal, Faculty of Education, University of Benghazi, Libya*, Issue (15).
- [18] AL-Ghareb, Shebel Badran (2015). "Academic Freedom and University Values", *Nineteenth National Conference of the Center for the Development of University Education at Ain Shams University*, entitled: Arab University Education and the Crisis of Values in a World without Borders, Egypt, Issue (30).
- [19] Al-Melejji, Reda Ibrahim, (2013). "The academic freedom of the faculty member in the entrance to the governance of universities", the sixth Arab scientific conference and the first of the Egyptian Society for the Origins of Education in cooperation with the Faculty of Education in Banha entitled: Education. Prospects after the Revolt of the Arab Spring - Egypt, Volume II.
- [20] Al-Ruwaiti, Saud bin Abdullah bin Bard (2015). "Academic Freedom in Saudi Universities as Seen by Saudi Emerging and Governmental Emerging Universities Teachers", *Journal of Education, Al-Azhar University, Egypt*, Volume (3), No. 163.
- [21] Al-Saeed, Ashraf (2007). "Total Quality and Indicators in University Education", *New University House, Alexandria*.
- [22] AL-Sayed, Afaf Abdel Meguid (2010). "The Social Responsibility of Asian Universities in the Twentieth Century", <http://www.swmsa.net/news.php?action=show&id=366>
- [23] Al-Shammari, Adel bin Abed (2014). "Assessment of University Leadership on the Role of the University towards Community Responsibility in Public Universities in Riyadh City", *Saudi Journal of Higher Education, Saudi Arabia*, No. (12).
- [24] Al-zabon, Mohammed Salim (2015). "The Reality of Academic Freedom at the University Level in Saudi Arabia, *The Arab Journal of Quality Assurance in University Education, Yemen*, Volume 8, No. (21).
- [25] Awad, Husni and Hijazi, Nazmiyeh (2013). "The Reality of Community Responsibility for Al Quds Open University Students and a Proposed Proposal for a Community-Based Program for Development", *Al-Quds Open University Journal for Research and Studies, Palestine*, Issue (30).
- [26] Awad, Yousef Diab (2010). "Directory of Community Responsibility for Universities", *Al-Quds Open University*.

- [27] B. E. Hogan & L. D. Trotter, (2013), "Academic Freedom in Canadian Higher education: Universities, colleges, and institutes were not created equal, Canadian Journal of Higher Education, Volume 43, No. 2, pages 68-84.
- [28] Badwan, J. J., Al Shobaki, M. J., Abu Naser, S. S., & Abu Amuna, Y. M. (2017). Adopting Technology for Customer Relationship Management in Higher Educational Institutions. International Journal of Engineering and Information Systems, 1(1), 20-28.
- [29] Darwish, Zainab Awad Mofleh (2015). "The Degree of Availability of Academic Freedom at Salman Bin Abdul Aziz University from the Perspective of the Faculty Members themselves", Journal of the Faculty of Education, Tanta University, Egypt, No. (58).
- [30] Ellis, S (2006) : Webster's new world law dictionary. United State of America: Wiley Publishing, Inc.
- [31] Faraj, Shatha bint Ibrahim bin Hussein (2016). "The Exercise of Academic Freedom for Taif University Students from Their Point of View", the World of Education - Egypt, Vol. (17), No. (53).
- [32] Maqrii, Zakia and Mana, Shawki (2015). "The Importance of Community Responsibility in Small and Medium Enterprises and their Role in Achieving Sustainable Development: An Empirical Study of a Sample of MSM in the State of Batna", Journal of the Researcher, Algeria, No. (15).
- [33] Raafit, Ahmed bin Salem (2010). "Degree of Availability of Academic Freedom at Yarmouk and Sultan Qaboos Universities - Comparative Study", Unpublished PhD Thesis, Yarmouk University, Irbid.
- [34] Smyth, D. & et al, (2000), "Teachers Freedomm in a globalizing economy, The Falmer Press, London.